1. **Title of the module**

TZRD5230 (TZ523) - Observation and Analysis of Behaviour

1. **School or partner institution which will be responsible for management of the module**

School of Social Policy, Sociology and Social Research (Tizard)

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn term (term 1) and Spring term (term 2)

1. **Prerequisite and co-requisite modules**

TZRD5210 (TZ521) - Concepts of Applied Behaviour Analysis

TZRD5220 (TZ522) Values, Ethics and Professional Practice

1. **The programmes of study to which the module contributes**

Intellectual and Developmental Disabilities BSc

Applied Behaviour Analysis Graduate Certificate

Applied Behaviour Analysis Graduate Diploma

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Describe and discuss rationales for the collection of data in applied behaviour analysis.

8.2 Select and use correctly appropriate methods of observational measurement to conduct a descriptive assessment from a range including: frequency and duration recording; momentary time sampling; real time recording; whole interval recording; partial interval recording.

8.3 Discuss the factors that influence the reliability and validity of observational data.

8.4 Demonstrate the ability to conduct reliability checks on data and make the appropriate calculations to produce reliability indices.

8.5 Represent data using graphs, histograms and pie charts.

8.6 Describe and discuss the use of single-case experimental designs in applied behaviour analysis including the concepts of internal and external validity.

8.7 Select and use correctly appropriate single-case experimental designs from a range including: reversal; multiple-baseline; alternating treatments; changing criterion.

8.8 Discuss the factors that influence the interpretation of observational data and the relative contributions of visual and statistical analysis.

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Have prepared a written assignment which shows their capacity to draw on both published work and their own experience

9.2 Have demonstrated their ability to understand, and communicate in writing, abstract concepts

9.3 Have conducted an analysis of the behaviour of an individual with intellectual and developmental disabilities, requiring them to identify and define problems and collaborate with others in their solution

9.4 Have shown they are able to combine the demands of work and study by successfully meeting deadlines for the completion of academic assignments

9.5 Have continued to use information technology (word processing, email, internet use) to meet the demands of the programme

9.6 Have further developed their capacity to analyse and visually represent quantitative data.

1. **A synopsis of the curriculum**

The curriculum will include:

Observational methods of data collection

Reliability and validity of observational data

Practical approaches to checking and calculating reliability

Visual representation of data

Descriptive assessment and experimental analysis including internal and external validity

Practical aspects of using reversal, multiple-baseline, alternating treatments and changing criterion designs

Visual and statistical interpretation of single case data

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Cooper, J. O., Heron, T. E. and Heward, W. L. (1987) *Applied Behavior Analysis*, London, Merrill/Prentice-Hall.

Johnston, J. M. and Pennypacker, H. S. (2nd Ed.) (1993) *Strategies and Tactics of Human Behavioral Research.*, New Jersey, Lawrence Erlbaum Associates.

Thompson, T., Felce, D. & Symons, F.J. (2000) *Behavioural Observation: Technology and Applications in Developmental Disabilities*, Baltimore, Paul H Brookes.

1. **Learning and teaching methods**

Total contact hours: 42

Private study hours: 108

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Coursework (assignment 1) -50%

Coursework (assignment 2) -50%

13.2 Reassessment methods

Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *8.6* | *8.7* | *8.8* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Workshops | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Assignment 1 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Assignment 2 | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Students will develop a range of skills and knowledge that is transferable to international contexts. These include both generic abilities stated in section 9 above, and subject specific knowledge relating to the module content (see section 8).

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 2005 | N/K | September 2005 | N/K | N/K |
|  |  |  |  |  |

Revised FSO Feb 2018