1. **Title of the module**

TZRD5260 (TZ526) – Work based learning in Applied Behaviour Analysis

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**

60 credits (15 ECTS)

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

Autumn term (term 1), Spring term (term 2) and Summer term (term 3)

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

Pre-requisite OR co-requisite modules

TZRD5210 (TZ521) - Concepts of Applied Behaviour Analysis

TZRD5220 (TZ522) Values, Ethics and Professional Practice

TZRD5230 (TZ523) - Observation and Analysis of Behaviour

TZRD5240 (TZ524) – developing and implementing interventions

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

Intellectual and Developmental Disabilities BSc

Applied Behaviour Analysis Graduate Diploma

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

8.1 Demonstrate, in their work with people with intellectual and developmental disabilities, a values-based, ethically stringent practice of applied behaviour analysis.

8.2 Demonstrate, in their work with people with intellectual and developmental disabilities, a critical understanding of concepts of applied behaviour analysis.

8.3 Demonstrate, in their work with people with intellectual and developmental disabilities, the use of applied behaviour analysis to conduct individually-based assessments.

8.4 Demonstrate, in their work with people with intellectual and developmental disabilities, the use of applied behaviour analysis to develop and implement interventions.

8.5 Demonstrate, in their work with people with intellectual and developmental disabilities, a commitment to the development of their professional practice.

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

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

9.2 Have demonstrated their ability to understand, and communicate both in written and spoken form, abstract concepts

9.3 Following a review of their practice, have implemented a local work-based personal and service development plan requiring them to work collaboratively with service users, family carers and other practitioners

9.4 Have included and reflected on the achievement of objectives in their development plan, showing a capacity to improve and apply their own learning

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

9.6 In the course of implementing their development plan, have identified and clarified problems and considered alternative strategies for overcoming them

9.7 Have used information technology (word processing, email, internet use) in support of their development plan.

9.8 Have developed their numeracy skills through the use of quantitative measures of change in their personal and service practice.

1. **A synopsis of the curriculum**

There is no set curriculum for this module. Learning and teaching will focus on consolidating the knowledge and skills developed through the other four Level H modules, and applying their learning to their workplace or comparable environment

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

All indicative reading from the other Level 6 modules in the programmes of which this module forms a part will be relevant to this module

1. **Learning and teaching methods**

Total contact hours: 28

Private study hours: 572

Total study hours: 600

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

Project – 100%

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* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* | *9.6* | *9.7* | *9.8* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Workshops |  |  |  |  |  |  |  | **X** | **X** |  | **X** |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Project | **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 March 2018