1. **Title of the module**

TZRD8000 (TZ8000) - 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 7

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

40 credits (20 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**

Students must have successfully completed the practice route on TZ9030 (TZ903), TZRD9020 (TZ902) andTZRD9070 (TZ907).

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

MSc in Applied Behaviour Analysis (Intellectual and Developmental Disability)

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

8.1 Demonstrate advanced practice of applied behaviour analysis that is consistent with ethical principles and values and meets the expectations of professional codes of conduct and ethics, especially those of the Behavior Analyst Certification Board.

8.2 Demonstrate a critical understanding of concepts of applied behaviour analysis through their practice with one or more individuals with intellectual and developmental disabilities.

8.3 Demonstrate the appropriate and imaginative use of applied behaviour analysis to conduct sophisticated, individual assessments with one or more individuals with intellectual and developmental disabilities.

8.4 Demonstrate the appropriate and imaginative use of applied behaviour analysis to develop and implement personalised and constructive interventions with one or more individuals with intellectual and developmental disabilities.

8.5 Demonstrate a commitment to the development of a reflective, professional approach in their practice with one or more individuals with intellectual and developmental disabilities*.*

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

9.1 Effectively integrate complex knowledge from different sources, including published work and personal experience.

9.2 Use information technology to a high level (e.g., word processing, email, Moodle, e-journals and other online resources)

9.3 Demonstrate the ability to understand, and communicate in writing, complex, abstract concepts.

9.4 Show a capacity to effectively prioritise the demands of work and study.

9.5 Work cooperatively with others to effectively carry out complex tasks.

1. **A synopsis of the curriculum**

Learning and teaching will focus on consolidating the knowledge and skills developed through taught modules, and supporting application of learning to applied behaviour analytic practice in the workplace or comparable environment. Students will receive supervision to undertake assessment and intervention with individuals with intellectual/developmental disabilities. In the course of group and/or individual supervision sessions they will be expected to apply knowledge from taught modules to the specific individuals or circumstances with which they are working. They will be directed to academic and professional literature of specific relevance to their individual work and they will be encouraged to behave professionally and ethically both in their practice and in their interactions with other developing professionals in supervision sessions.

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

Cooper, J.O., Heron, T.E., Heward, W.L. (2007, 2nd Ed.) *Applied Behaviour Analysis.* Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall.

Johnson, J.M (2013) *Radical Behaviorism for ABA Practitioners.* Sloan Educational Publishing.

Kennedy, C. H. (2005). Single-Case Designs for Educational Research. Boston: Ayllon & Bacon.

Sulzer-Azaroff, B., & Mayer, G. R. (1991). Behavior analysis for lasting change. Belmont, Ca: Wadsworth/Thomson Learning.

1. **Learning and teaching methods**

Total contact hours: 21

Private study hours: 379

Total study hours: 400

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

Coursework assignment - Portfolio (incorporating 20-30minute DVD, 5000 word case report and supporting appendices – 100%

13.2 Reassessment methods

Like-for-like

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) 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* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |
| Private Study/practice | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
| Supervision | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** |
|  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |
| Portfolio (DVD, 5000 word case report, supporting appendices) | **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**

The range of generic skills developed are applicable to international contexts and the specific skills have potential international relevance.

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

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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Revised FSO March 2018