1. **Kent Vision Code and Title of the module**

TZRD9013 Work-Based Learning in Positive Behaviour Support

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

Division for the Study of Law Society and Social Justice -School of Social Policy, Sociology and Social Research (Tizard Centre)

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**

60 credits (30 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**

None (see section 10 for non-module related restrictions)

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

MSc in Positive Behaviour Support– UK-SBA route

MSc in Positive Behaviour Support (Distance Learning) – UK-SBA route

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 UK Society for Behaviour Analysis.

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 and/or with staff, carers or organisations that support 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 and/or with staff, carers or organisations that support 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 and/or with staff, carers or organisations that support 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 and/or with staff, carers or organisations that support 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 and/or with staff, carers or organisations that support individuals with intellectual and 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.

This module is only available to those who are already in relevant employment or are seconded for the duration of the course from a relevant employment where they can conduct the work-based element. Employers will usually be public or private providers of services for children or adults with intellectual/developmental disabilities. Students are required to have their own local supervision in place to supervise the practice element of the work. They must provide evidence to the module convenor and tutor that a local supervisor is overseeing the clinical work before they can begin on the module.

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

## The University is committed to ensuring that core reading materials are in accessible electronic format in line with the Kent Inclusive Practices.

The most up to date reading list for each module can be found on the university's [reading list pages](https://kent.rl.talis.com/index.html)

Brown, F., Anderson, J.L., Dr Pry, R.L. (2015). Individual Positive Behaviour Support: a standards-based guide to use in school and community settings. Baltimore: Brookes.

Cooper, J. O., Heron, T. E. and Heward, W. L. (2007, 3rd Ed.). Applied Behavior Analysis. Upper Saddle River, NJ: Pearson/Merrill-Prentice Hall.

Emerson, E., McGill, P., & Mansell, J. (Eds.). (1999). *Severe Learning Disabilities and Challenging Behaviours: Designing High Quality Services*. Cheltenham: Stanley Thornes (Reprinted edition).

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

Mansell, J., & Beadle‐Brown, J. (2012). *Active Support: Enabling and Empowering People with Intellectual Disabilities*. London: Jessica Kingsley.

O’Neil, R.E., Albin, R.W., Storey, K., Horner, R. & Sprague J.R. (3rd Ed) (2015) Functional Assessment and Program Development for Problem Behavior: A Practical Handbook, Cenage

1. **Learning and teaching methods**

Private study hours: 580

Contact hours: 20

Total study hours: 600

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

Coursework - Portfolio (incorporating 20-30minute video footage, 8,000 word case report and supporting appendices (8000 words) – 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 outcomes against learning and teaching methods:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| Private Study/practice | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Supervision | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

 **Module learning outcomes against assessment methods:**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* | *9.5* |
| Portfolio (video, 8,000 word case report, supporting appendices) | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The Division/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.

**DIVISIONAL 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) |
| 21-05-2023 | New | 2023-24 | n/a (NEW) |  |
|  |  |  |  |  |