

University of the West of Scotland

Module Descriptor

Session: 23/24

Title of Module: Foundations of Applied Behaviour Analysis			
Code: PSYC10014	SCQF Level: 10 (Scottish Credit and Qualifications Framework)	Credit Points: 20	ECTS: 10 (European Credit Transfer Scheme)
School:	School of Education and Social Science		
Module Co-ordinator:	A Robertson		
Summary of Module			
<p>The aim of this module is to develop an understanding in key concepts and principles of Applied Behaviour Analysis (ABA) The emphasis is on developing a sound grasp of behavioural terminology combined with an understanding of how procedures can be applied to establish new behavioural repertoires or change existing repertoires.</p> <p>Through the study of topics such as: Definition and characteristics of ABA; Basic concepts and Selecting, defining, and measuring behaviour the student will be provided with the opportunity to learn core principles and determine what defines ABA from other areas in Psychology. The study of how to interpret graphical displays of data and single-subject experimental designs will give the student background to the overall aims of applied behaviour analysis and the tools to evaluate the effectiveness of relevant principles.</p> <p>The study of Operant Reinforcement, Schedules of Reinforcement, Stimulus Control, and Shaping and Imitation will give the student awareness of principles within ABA that can be used to develop new behaviour and change existing behaviour, the focus here will be how to select the appropriate procedure and how to maximize its effectiveness. the module will then move on to develop awareness of specific applications of ABA.</p> <p>In addition, there is the opportunity to develop key transferable skills that include:</p> <ul style="list-style-type: none"> • Oral & written communication skills (writing exercises & group discussions). • Time management & independent work (directed reading to be completed before class & personal study). • Effective group work skills (group discussions). • Evaluation skills (critical analysis of literature). • Selecting defining and measuring behaviour • Developing new behaviour 			

- Single case experimental design

Module Delivery Method

Face-To-Face	Blended	Fully Online	HybridC	Hybrid 0	Work-Based Learning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

See Guidance Note for details.

Campus(es) for Module Delivery

The module will **normally** be offered on the following campuses / or by Distance/Online Learning: (Provided viable student numbers permit) (tick as appropriate)

Paisley:	Ayr:	Dumfries:	Lanarkshire:	London:	Distance/Online Learning:	Other:
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Add name

Term(s) for Module Delivery

(Provided viable student numbers permit).

Term 1	Term 2	Term 3
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Learning Outcomes: (maximum of 5 statements)

These should take cognisance of the SCQF level descriptors and be at the appropriate level for the module.

At the end of this module the student will be able to:

L1	Demonstrate an understanding of the key theories/concepts and principles of Applied Behaviour Analysis.
L2	Use the appropriate terminology relating to Applied Behaviour Analysis.
L3	Demonstrate the ability to visually analyse graphic displays of data and therefore evaluate research within Applied Behaviour Analysis.
L4	Demonstrate a critical appreciation of how key behavioural principles can be used in applied settings.

L5	. Present a sound repertoire of knowledge about Applied Behaviour Analysis to serve as a foundation for more advanced training.	
Employability Skills and Personal Development Planning (PDP) Skills		
SCQF Headings	During completion of this module, there will be an opportunity to achieve core skills in:	
Knowledge and Understanding (K and U)	SCQF Level 10 A critical understanding of the principal theories, concepts and principles of Applied behaviour Analysis.	
Practice: Applied Knowledge and Understanding	SCQF Level 10 Develop skills in the visual analysis of data and the evaluation of effective procedures associated with ABA. Show an awareness of ethics in the research context of ABA.	
Generic Cognitive skills	SCQF Level 10 Critically identify, define, conceptualise and analyse problems and issues related to the application of ABA. Offer insights, interpretations and solutions to problems and issues.	
Communication, ICT and Numeracy Skills	SCQF Level 10 Interperate, use, and evaluate numerical and graphical data to evaluate procedures typical in ABA; communicate through informal presentations within the classroom situation and through written assessment. Demonstrate an understanding of alternative means of presenting information.	
Autonomy, Accountability and Working with others	SCQF Level 10 Develop independent learning skills through independent, self-directed study and instructor – directed study; work with other students in a small group setting.	
Pre-requisites:	Before undertaking this module the student should have undertaken the following:	
	Module Code: PSYC09015	Module Title: Applying Psychology Methods
	Other:	
Co-requisites	Module Code:	Module Title:

*Indicates that module descriptor is not published.

Learning and Teaching	
In line with current learning and teaching principles, a 20-credit module includes 200 learning hours, normally including a minimum of 36 contact hours and maximum of 48 contact hours.	
Learning Activities During completion of this module, the learning activities undertaken to achieve the module learning outcomes are stated below:	Student Learning Hours (Normally totalling 200 hours): (Note: Learning hours include both contact hours and hours spent on other learning activities)
Asynchronous Class Activity	12
Tutorial/Synchronous Support Activity	24
Independent Study	164
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
Choose an item.	
	Hours Total 200
**Indicative Resources: (eg. Core text, journals, internet access)	

The following materials form essential underpinning for the module content and ultimately for the learning outcomes:

Cooper, J. O., Heron, T. E., & Heward, W. L. (2020). *Applied Behavior Analysis*. 3rd Global Edition. Harlow: Pearson

An online version of this key text book can be accessed [here](#)

Kazdin, A. (2001) *Behavior Modification in Applied Settings* (6th Edition). London: Wadsworth.

Journal of Applied Behavior Analysis - Wiley Online Library

Please ensure the list is kept short and current. Essential resources should be included, broader resources should be kept for module handbooks / Aula VLE.

Resources should be listed in Right Harvard referencing style or agreed professional body deviation and in alphabetical order.

(*N.B. Although reading lists should include current publications, students are advised (particularly for material marked with an asterisk*) to wait until the start of session for confirmation of the most up-to-date material)

Attendance and Engagement Requirements

In line with the Student Attendance and Engagement Procedure: Students are academically engaged if they are regularly attending and participating in timetabled on-campus and online teaching sessions, asynchronous online learning activities, course-related learning resources, and complete assessments and submit these on time.

Equality and Diversity

The University's Equality, Diversity and Human Rights Procedure can be accessed at the following link: [UWS Equality, Diversity and Human Rights Code](#).

Please ensure any specific requirements are detailed in this section. Module Co-ordinators should consider the accessibility of their module for groups with protected characteristics..

(N.B. Every effort will be made by the University to accommodate any equality and diversity issues brought to the attention of the School)

Supplemental Information

Divisional Programme Board	Psychology and Social Work
Assessment Results (Pass/Fail)	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
School Assessment Board	UG/ PG Psychology
Moderator	A Simpson
External Examiner	T Fallon
Accreditation Details	British Psychological Society
Changes/Version Number	1.10

Assessment: (also refer to Assessment Outcomes Grids below)

This section should make transparent what assessment categories form part of this module (stating what % contributes to the final mark).

Maximum of 3 main assessment categories can be identified (which may comprise smaller elements of assessment).

NB: The 30% aggregate regulation (Reg. 3.9) (40% for PG) for each main category must be taken into account. When using PSMD, if all assessments are recorded in the one box, only one assessment grid will show and the 30% (40% at PG) aggregate regulation will not stand. For the aggregate regulation to stand, each component of assessment must be captured in a separate box.

Please provide brief information about the overall approach to assessment that is taken within the module. In order to be flexible with assessment delivery, be brief, but do state assessment type (e.g. written assignment rather than "essay" / presentation, etc) and keep the detail for the module handbook. Click or tap here to enter text.

Assessment 1 Class Test (40%)

Assessment 2 Written Essay (60%)

Assessment 3 – Free Text

(N.B. (i) **Assessment Outcomes Grids** for the module (one for each component) can be found below which clearly demonstrate how the learning outcomes of the module will be assessed.

(ii) An **indicative schedule** listing approximate times within the academic calendar when assessment is likely to feature will be provided within the Student Module Handbook.)

Assessment Outcome Grids (See Guidance Note)

Component 1							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Class Test	x	x				40	0

Component 2							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Written Essay			x	x	x	60	0

Component 3							
Assessment Type (Footnote B.)	Learning Outcome (1)	Learning Outcome (2)	Learning Outcome (3)	Learning Outcome (4)	Learning Outcome (5)	Weighting (%) of Assessment Element	Timetabled Contact Hours
Combined Total for All Components						100%	0 hours

Change Control:

What	When	Who
Further guidance on aggregate regulation and application when completing template	16/01/2020	H McLean
Updated contact hours	14/09/21	H McLean
Updated Student Attendance and Engagement Procedure	19/10/2023	C Winter
Updated UWS Equality, Diversity and Human Rights Code	19/10/2023	C Winter
Guidance Note 23-24 provided	12/12/23	D Taylor
General housekeeping to text across sections.	12/12/23	D Taylor

Version Number: MD Template 1 (2023-24)