

Template C4



Programme Specification

Title of Course: *BA (Hons) Education: Supporting Inclusion and Wellbeing (Distance Learning)*

Date first produced	17/03/2023
Date last revised	17/03/2023
Date of implementation of current version	01/09/2026
Version number	1
Faculty	Faculty of Health, Science, Social Care & Education
Cross-disciplinary	
School	School of Education, Midwifery and Social Work
Department	Department of Education
Delivery Institution	Kingston University

This Programme Specification is designed for prospective students, current students, academic staff and employers. It provides a concise summary of the main features of the programme and the intended learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if they take full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes and content of each modules can be found in the course VLE site and in individual Module Descriptors.

SECTION 1: GENERAL INFORMATION

Award(s) and Title(s):	BA (Hons) Education: Supporting Inclusion and Wellbeing (Distance Learning)
Exit Award(s) and Title(s):	Certificate of Higher Education in Supporting Inclusion and Wellbeing (Distance Learning) Ordinary Bachelor's Degree in Supporting Inclusion and Wellbeing (Distance Learning) Diploma of Higher Education in Supporting Inclusion and Wellbeing (Distance Learning)
Course Code <i>For each pathway and mode of delivery</i>	
UCAS code <i>For each pathway</i>	

Awarding Institution:	Kingston University
Teaching Institution:	Kingston University
Location:	Kingston Hill
Language of Delivery:	English
Delivery mode:	Fully online (100% of scheduled L&T hours delivered online)
Learning mode(s):	Full-time
Minimum period of registration:	Full-time - 3
Maximum period of registration:	Full-time - 6
Entry requirements	<p>Kingston University typically uses a range of entry requirements to assess an applicant's suitability for our courses. Most course requirements are based on UCAS Tariff points, usually stipulated as a range, and are sometimes coupled with minimum grades in specific relevant subjects. We may also use interview, portfolio and performance pieces to assess an applicant's suitability for the course. We recognise that every person's journey to Higher Education is different and unique and in some cases we may take into account work experience and other non-standard pathways onto University level study.</p> <p>Additionally, all non-UK applicants must meet our English language requirements.</p>

	Please see our course pages on the Kingston University website for the most up to date entry requirements
Regulated by	The University and its courses are regulated by the Office for Students
Programme Accredited by:	N/A
Approved Variants:	PGDip Healthcare Practice: up to 8 x 15 credit modules • MSc Healthcare Practice: up to 10 x 15 credit modules.
Is this Higher or Degree Apprenticeship course?	No

SECTION 2: THE COURSE

A. Aims of the Course

The BA in Education: Supporting Inclusion and Wellbeing is a distance learning programme and provides students with comprehensive opportunities to gain and apply their knowledge and expertise of inclusive and wellbeing education within professional practice. The aims of the course are to enable students to:

- Develop in-depth knowledge about education-related subjects with a focus on inclusion and wellbeing and the implications for professional practice, informed by current policy, scholarship, and research
- Engage families and communities responsibly and accountably, utilising effective communication and interpersonal skills within professional early childhood contexts.
- Gain proficiency in research methodology, including ethical considerations, data collection, analysis, and interpretation through the evaluation of existing research and application of research skills within a range of educational contexts.
- Cultivate independent, reflective, and self-critical learners capable of managing their own professional development needs.
- Develop lifelong learning skills that pursue knowledge, values, competencies, and abilities necessary to pursue sustainable future visions that contribute professionally to positive change.
- Develop and enhance problem-solving skills by utilising a broad range of digital technologies in complex and unpredictable professional contexts.
- Advocate for inclusive and differentiated approaches within educational contexts, empowering students to become agents of change in their communities.
- Use evidence-based strategies to enhance learning through the use of online collaborative platforms that address the needs of diverse learners.
- Explore the policies and legislation that govern digital citizenship and safe use of technology within educational contexts.
- Become proficient at engaging in a digital learning community that engages in multiple forms of collaborative learning to enhance subject knowledge, personal and professional development.

B. Programme Learning Outcomes

The programme learning outcomes are the high-level learning outcomes that will have been achieved by all students receiving this award. They have been aligned to the levels set out in 'Sector Recognised Standards in England' (OFS 2022).

Programme Learning Outcomes					
	Knowledge and Understanding		Intellectual Skills		Subject Practical Skills
	On completion of the course students will be able to:		On completion of the course students will be able to		On completion of the course students will be able to
A1	Demonstrate exceptional understanding of the field of Early Childhood and its interrelationship with other fields of study.	B1	Demonstrate confidence in the evaluation of an extensive range of evidence to substantiate reasoned argument and reflection that informs professional practice.	C1	Demonstrate effective communication of specialist information for diverse and purposeful audiences.
A2	Apply specialist knowledge from the field of Early Childhood to national and international contexts.	B2	Develop and demonstrate creativity and innovation by generating original ideas, based on academic engagement, and application of complex problem-solving skills. Only for those undertaking Core module	C2	Develop collaborative and cooperative working roles commensurate with multi-professional and multi-agency practice.
A3	Reflect and critically analyse legislation, policy and frameworks which pertain to education practice with a focus on Early Childhood.	B3	Evidence the application of knowledge and skills that test concepts and generate solutions towards unpredictable outcomes or circumstances, taking well-informed and well-judged risks.	C3	Apply and develop selected interpersonal, team and networking skills to enhance team performance
A4	Identify, advocate and apply principles of sustainability to make informed decisions that drive professional practices that benefit the environment and society.	A4	Exhibit digital competence by effectively utilising digital tools and technologies to enhance professional practice, solve complex problems, and communicate ideas innovatively.	C4	Plan, design and develop specialist projects and/or activities to enhance specific areas of own and/or others learning, work or practice through personal and professional initiative.

--	--	--	--	--	--

C. Future Skills Graduate Attributes


In addition to the programme learning outcomes, the programme of study defined in this programme specification will engage students in developing their Future Skills Graduate Attributes:

1. Creative Problem Solving
2. Digital Competency
3. Enterprise
4. Questioning Mindset
5. Adaptability
6. Empathy
7. Collaboration
8. Resilience
9. Self-Awareness

D. Outline Programme Structure

This distance learning course has one intake every September and is offered as a 3-year undergraduate programme. Students complete 120 credits at each Level of study over a 3-year period. At the start of the programme students are offered an online induction unit. Each module is 30 credits and is delivered sequentially as short fat modules over eight teaching weeks. Students complete 4 modules each year to accumulate 120 credits at Level 4, 5 and 6 respectively. This sequential pattern of delivery will be repeated for Level 5 and Level 6 study.

Level 4 sequential delivery of short fat modules.

Department	Course	Autumn Start Date	Autumn Term End Date	Module	Spring Term Start Date	Spring Term End Date	Module	Summer Term Start Date	Summer Term End Date	Module
Education	BA in Education	15/9/2025	12/12/2025 (12 weeks)	Module One (8 weeks)	5/1/2026	10/4/2026 (12 weeks)	Module Two continued -4 weeks Module Three -8 weeks	20/4/2026	19/6/2025 (8 weeks)	Module Four -8 weeks
										

Full details of each module will be provided in module descriptors and in the module canvas pages.

Employability and work-based learning:

Students in this course will develop key employment skills by working in a professional setting for at least 16 hours per week. The modules are designed to support both the theoretical and practical application of knowledge and skills in the workplace. The University's Townhouse Strategy integrates Future Skills into the curriculum, enabling students to cultivate a diverse set of employability competencies throughout their academic journey. In the first year, students engage with the Navigate module, which lays the foundation for essential skills. The second year introduces the Explore module, encouraging deeper investigation and application of these skills. Finally, in the third year, the Apply module allows students to consolidate and demonstrate their abilities in real-

world contexts. This structured approach ensures that students are well-prepared for both academic and professional success.

All students are required to have a Critical Professional Associate (CPA)/mentor to support their professional development in the workplace through ongoing dialogue and supervision where applicable. This mentorship helps to develop students' personal and professional skills further. The CPA/mentor provides valuable insights, guidance, and feedback, fostering a deeper understanding of industry standards and expectations. Through regular interactions, students can reflect on their experiences, set goals, and identify areas for improvement. This collaborative relationship not only enhances their practical skills but also builds confidence and prepares them for future career challenges. Additionally, the CPA encourages networking and Continued Professional Development opportunities, allowing students to connect with professionals in their field and gain exposure to diverse perspectives and practices.

Broader activities within the course further enhance students' employability and career progression. These activities include guest lectures by industry specialists and professionals, attendance at exhibitions and conferences, engagement in communities of practice and special interest groups, and membership in professional organisations.

Students are invited annually to meet with employers who visit Kingston University to discuss career opportunities and professional development. Work placements are actively encouraged, though it is the responsibility of individual students to source and secure these opportunities. This experience allows students to reflect on their personal experiences in an applied setting, focus on aspects that relate to theoretical concepts, and evaluate the relationship between theory and practice.

BA (Hons) Education: Supporting Inclusion and Wellbeing (Distance Learning)

Level 4							
BA (Hons) Education: Supporting Inclusion and Wellbeing (Distance Learning)							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Development Theories	12430	30	4	TB1/2		1	1
Education for Sustainability	12432	30	4	TB3		1	1
Effective practice in the field of special educational needs and inclusion	12431	30	4	TB2/3		1	1

Personal and Professional Development 1	12429	30	4	1		1	1
---	-------	----	---	---	--	---	---

Exit Awards at Level 4

This course permits the trailing of 30 credits from one level to the next. The outstanding 30 credits can be trailed into the next level and must be passed before being able to progress any further. For example, 30 credits from level 4 can be trailed into level 5, but must be passed before being able to progress to level 6. Students exiting the course at this point who have successfully completed 120 credits at level 4 or above are eligible for the award of Certificate of Higher Education in Supporting Inclusion and Wellbeing (Distance Learning).

Level 5							
BA (Hons) Education: Supporting Inclusion and Wellbeing (Distance Learning)							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Children's Rights	12434	30	5	TB1/2		2	2
Equality, Diversity and Inclusion in Practice	12436	30	5	TB3		2	2
Personal and Professional Development 2	12433	30	5	TB1		2	2
Understanding Mental Health and Wellbeing	12435	30	5	TB2/3		2	2

Exit Awards at Level 5

Students exiting the programme at this point who have successfully completed 120 credits at level 5 or above are eligible for the award of Diploma of Higher Education in Supporting Inclusion and Wellbeing (Distance Learning).

Level 6							
BA (Hons) Education: Supporting Inclusion and Wellbeing (Distance Learning)							
Core modules	Module code	Credit Value	Level	Teaching Block	Pre-requisites	Full Time	Part Time
Contemporary Issues in	12438	30	6	Year long		3	3

supporting Health and Wellbeing in Education							
Leading Effective inclusive practice	12440	30	6	TB2/3		3	
Personal and Professional Development 3	12437	30	6	TB1		3	3
Research Informed Approaches of Collaborating with others	12441	30	6	TB3		3	

Exit Awards at Level 6

Students exiting the programme without completing the full 120 credits but have successfully completed 60 credits at level 6 or above are eligible for the award of an Ordinary Degree in Supporting Inclusion and Wellbeing (Distance Learning).

E. Teaching, Learning and Assessment

This course uses a range of teaching and assessment methods which have been designed to support students' learning and achievement of the learning outcomes. The course has been developed with reference to the Kingston University Academic Framework which sets-out core principles relating to Course and Credit Structure (including Module delivery Structure and Pattern, and Learning Hours and Learning Formats); Curriculum Design (inclusion Learning Design Principles and Inclusive Curriculum); and Future Skills.

Teaching and Learning on the course consist of Scheduled Learning and Teaching and Guided Independent Study (self-managed time). Scheduled Learning and Teaching includes the following, and the format for each module is set out in the module specification:

- Laboratory Sessions
- Lectures
- Seminars
- Tutorials
- Workshops
- Placements

Guidance for students on the use of independent study time is communicated through the 'Succeed in your module' section on the Canvas Virtual Learning Environment and through other communications during the course.

In addition to the core Scheduled Learning and Teaching activities for the course, the University may offer students additional optional opportunities for learning. Examples of these include Study abroad and Work-based learning.

The course will provide students with the opportunity to develop their knowledge and skills relating to at least two United Nations Sustainable Development Goals (UN SDGs). We are committed to empowering students with the knowledge, skills and opportunities to understand and address the UN SDGs: each course is thus also required to prepare students for at least two of the SDGs (not including Quality Education, which all courses must deliver).

F. Support for Students and their Learning

Students are supported through a range of services that provide academic and wider support. These include:

- A Module Leader for each module
- A Course Leader to help students understand the course structure
- Personal Tutors to provide academic and personal support
- Technical support to advise students on IT and the use of software
- Student Voice Committee – to ensure the views of students are heard
- Canvas – Kingston University's Virtual Learning Environment
- Student support facilities that can provide advice on issues such as finance, regulations, legal matters, accommodation, international student support
- Disabled student support
- The Kingston Students' Union
- Student Development and Graduate Success

G. Ensuring and Enhancing the Quality of the Course

The University has policies and procedures for evaluating and improving the quality and standards of its provision. These include:

- Continuous Monitoring of courses through the Kingston Course Enhancement Programme (KCEP)
- Student evaluation including Module Evaluation Questionnaires (MEQs), the National Student Survey (NSS)
- Internal and external moderation of graded assignments

H. External Reference Points

External reference points which have informed the design of the course. These include:

- PSRB standards
- QAA Subject benchmarks
- Other subject or industry standards

I. Development of Course Learning Outcomes in Modules

This table maps where programme learning outcomes are **summatively** assessed across the **core** modules for this course. It provides an aid to academic staff in understanding how individual modules contribute to the course aims, a means to help students monitor their own learning, personal and professional development as the course progresses and a checklist for quality assurance purposes.

Module Code		Level 4				Level 5				Level 6			
		12429	12430	12431	12432	12433	12434	12435	12436	12437	12438	12440	12441
Knowledge & Understanding	A 1												
	A 2												
	A 3												
	A 4												
Intellectual Skills	B 1												
	B 2												
	B 3												
	A 4												
Practical Skills	C 1												
	C 2												
	C 3												
	C 4												

Students will be provided with formative assessment opportunities throughout the course to practise and develop their proficiency in the range of assessment methods utilised.

Additional Information