**Template C4**



**Programme Specification**

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

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| Date first produced | 19/03/2025 |
| Date last revised | 29/08/2025 |
| Date of implementation of current version | 01/09/2025 |
| Version number | 4 |
| 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**

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| Award(s) and Title(s): | BA (Hons) Education: Supporting Inclusion and Wellbeing |
| Exit Award(s) and Title(s): | Certificate of Higher Education in Supporting Inclusion and Wellbeing  Ordinary Bachelor's Degree in Supporting Inclusion and Wellbeing  Diploma of Higher Education in Supporting Inclusion and Wellbeing |
| Course Code  *For each pathway and mode of delivery* | UFSIW1SIW20 |
| UCAS code  *For each pathway* | X010 |

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| Awarding Institution: | Kingston University |
| Teaching Institution: | Kingston University |
| Location: | Kingston Hill |
| Language of Delivery: | English |
| Delivery mode: | Primarily campus based (up to 20% 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 | 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.  Additionally, all non-UK applicants must meet our English language requirements.  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: |  |
| Is this Higher or Degree Apprenticeship course? | No |

**SECTION 2: THE COURSE**

1. **Aims of the Course**

The BA in Education: Supporting Inclusion and Wellbeing provides students with comprehensive opportunities to deepen 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.

1. **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 the Sector Recognised Standards in England (OfS 2022)

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| **Programme Learning Outcomes** | | | | | |
|  | **Knowledge and Understanding**  On completion of the course students will be able to: |  | **Intellectual Skills**  On completion of the course students will be able to |  | **Subject Practical Skills**  On completion of the course students will be able to |
| A1 | Demonstrate exceptional understanding of the fields of Inclusion and Wellbeing in education 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 Inclusion and Wellbeing in education 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. | C2 | Develop collaborative and cooperative working roles commensurate with multi-professional and multi-agency practice. |
| A3 | Reflect and critically analyse relevant legislation, policy and frameworks which pertain to education practice with a focus on Inclusion and Wellbeing. | 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 | B4 | 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. |

1. **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
10. **Outline Programme Structure**

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

## BA (Hons) Education: Supporting Inclusion and Wellbeing

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| **Level 4** | | | | | | | |
| **BA (Hons) Education: Supporting Inclusion and Wellbeing** | | | | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| Development Theories | QD4001 | 30 | 4 | TB2 |  | 1 |  |
| Education for Sustainability | QD4003 | 30 | 4 | TY13 |  | 1 |  |
| Effective practice in the field of special educational needs and inclusion | QD4005 | 30 | 4 | TB3 |  | 1 |  |
| Personal and Professional Development 1 | QD4000 | 30 | 4 | TB1 |  | 1 |  |

Exit Awards at Level 4

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.

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| **Level 5** | | | | | | | |
| **BA (Hons) Education: Supporting Inclusion and Wellbeing** | | | | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| Children's Rights | QD5001 | 30 | 5 | TB1 |  | 2 |  |
| Equality, Diversity and Inclusion in Practice | QD5003 | 30 | 5 | TB3 |  | 2 |  |
| Personal and Professional Development 2 | QD5000 | 30 | 5 | TB1 |  | 2 |  |
| Understanding Mental Health and Wellbeing | QD5012 | 30 | 5 | TB2 |  | 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.

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| **Level 6** | | | | | | | |
| **BA (Hons) Education: Supporting Inclusion and Wellbeing** | | | | | | | |
| **Core modules** | **Module code** | **Credit**  **Value** | **Level** | **Teaching Block** | **Pre-requisites** | **Full Time** | **Part Time** |
| Contemporary Issues in supporting Health and Wellbeing in Education | QD6011 | 30 | 6 | Year long |  | 3 |  |
| Leading Effective Inclusive Practice | QD6012 | 30 | 6 | TB 2/3 |  | 3 |  |
| Personal and Professional Development 3 | QD6000 | 30 | 6 | TB1 |  | 3 |  |
| Research Informed Approaches of Collaborating with others | QD6003 | 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.

1. **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).

1. **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

1. **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

1. **External Reference Points**

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

* PSRB standards
* QAA Subject benchmarks
* Apprenticeship standards
* Other subject or industry standards

**Please delete or edit as required.  for example if course is not an Apprenticeship then delete 'Apprenticeship standards**

1. **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.

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| **Module Code** | | **Level 4** | | | | **Level 5** | | | | | **Level 6** | | | | |
| **QD4000** | **QD4001** | **QD4005** | **QD4003** | | **QD5000** | **QD5001** | **QD5003** | **QD5012** | | **QD6012** | **QD6011** | **QD6000** | **QD6003** |
| **Knowledge & Understanding** | A1 | S | S | S | S | |  | S | S | S | |  |  |  | S |
| A2 |  | S | S | S | |  | S | S | S | | S |  |  | S |
| A3 | S | S | S | S | |  | S |  | S | |  |  |  | S |
| A4 |  | S | S |  | | S | S |  | S | | S |  | S | S |
| **Intellectual Skills** | B1 | S | S | S | S | | S | S |  | S | | S |  | S | S |
| B2 |  | S | S | S | |  | S |  | S | | S |  | S | S |
| B3 | S | S | S | S | | S | S | S | S | | S |  |  | S |
| B4 |  | S |  | S | | S | S |  | S | | S |  | S | S |
| **Practical Skills** | C1 |  | S | S | S | | S | S |  |  | |  |  | S | S |
| C2 |  |  | S | S | | S | S |  | S | | S |  |  | S |
| C3 |  |  | S | S | | S | S | S |  | | S |  | S | S |
| C4 |  | S |  | S | | S | S | S |  | | S |  | S | S |

**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**