KENT BUSINESS COLLEGE
School of Education and Wellbeing



KBC-INC-05

Mental Health and Inclusive Participation

Participation without compelled disclosure · End-of-module analytical report

KBC design for proposed Level 7 study

Awarding-body decision pending | Version 1.0 | November 2026

Participation without compelled disclosure

Prepare a joint education and workplace support recommendation. An apprentice who normally participates has missed two evening sessions and stopped speaking in assessed group discussions. They want to continue and request written contributions.

Case file • fictional evidence supplied to every learner

1. The rota changed four weeks ago. Attendance and initiation declined; technical work completed individually remains accurate.

2. A manager requests health details before adjusting a shift. The apprentice has agreed only to sharing the proposed scheduling change.

3. Variation B: during a private conversation the apprentice describes immediate danger. Treat this change separately from the routine support plan.

Your client and decision

Address the report to a joint provider and employer quality panel. State the decision you recommend, the strongest competing option and why the trade-off is justified. Distinguish supplied facts, assumptions and information you would still need.

Evidence exhibit

A consent-sensitive action plan and separate escalation decision tree.

Workplace alternative

Use the supplied case or an assessor-agreed, anonymised equivalent of similar complexity. A simulated pilot with labelled illustrative data is acceptable. Never invent observations and present them as workplace findings. Actual changes to assessment or support need local authorisation.

What to submit

Submit a 3–5 page professional report (about 1,200–1,800 words as a guide), plus references and the specified exhibit. Put the decision on the first page. Use numbered headings so the assessor can find each criterion.

LO5.1 / AC5.1 Critically interpret the evidence

Develop an educational formulation and alternative explanations. Identify information you can legitimately seek and avoid diagnostic or causal claims.

LO5.2 / AC5.2 Appraise support options

Compare changes to scheduling, participation format and task demand. Critique the transferability of mental-health participation research to work-based learning.

LO5.3 / AC5.3 Plan proportionate action

Specify a safe conversation, agreed disclosure limits, responsible people and escalation for immediate danger in England. Separate educational support from clinical care.

LO5.4 / AC5.4 Evaluate an ethical outcome

Measure learning, participation and learner-defined acceptability over time. Explain how to review an unsuccessful adjustment without surveillance or pressure to disclose.

Evidence standard

Use the KBC chapter, at least two credible scholarly sources and current guidance where relevant. Evaluate the strength and transferability of evidence. Cite claims consistently and give page numbers for quotations. Identify the original source of any data.

Short verification conversation

What information would you withhold from the employer, and what would change your duty to act urgently? Be ready to defend one limitation and explain how your conclusion would change.

How the report is marked

Proposed KBC standard: Pass or Refer. All four criteria must reach the threshold. Strength in one criterion cannot compensate for missing evidence in another. The assessor records a page or exhibit reference and a reason for each decision.

AC5.1 Critically interpret the evidence

Pass evidence: Develop an educational formulation and alternative explanations. Identify information you can legitimately seek and avoid diagnostic or causal claims.

Refer example: Treats a change in attendance as a clinical diagnosis.

AC5.2 Appraise support options

Pass evidence: Compare changes to scheduling, participation format and task demand. Critique the transferability of mental-health participation research to work-based learning.

Refer example: Offers one intervention without discussing choice or evidence.

AC5.3 Plan proportionate action

Pass evidence: Specify a safe conversation, agreed disclosure limits, responsible people and escalation for immediate danger in England. Separate educational support from clinical care.

Refer example: Shares health details unnecessarily or delays emergency action.

AC5.4 Evaluate an ethical outcome

Pass evidence: Measure learning, participation and learner-defined acceptability over time. Explain how to review an unsuccessful adjustment without surveillance or pressure to disclose.

Refer example: Uses intrusive monitoring or fails to review learner experience.

Judgement and feedback

A strong response makes a reasoned decision under uncertainty and explains when it should be revised. For a referral, the marker names the unmet criterion, identifies the gap and sets a resubmission scope under centre policy. Retain the original decision and subsequent evidence for internal quality assurance.

Read, test and reference

Core text: Kent Business College, Inclusiveness and Learning Difficulties Diploma, seven-chapter programme handbook, chapter 5. Use the original reading in this module. Identify one claim to test against independent research.

Hartrey, L., Denieffe, S., Wells, J. (2017). A systematic review of barriers and supports to the participation of students with mental health difficulties in higher education. Mental Health & Prevention, 6 (2017), 26–43.

Examine the population studied and the limits of transfer to employed learners.

Kahu, E. R. & Nelson, K. (2018). Student engagement in the educational interface. Higher Education Research & Development, 37(1), 58–71.

Distinguish an engagement indicator from evidence of learning.

Shakespeare, T. (2014). Disability Rights and Wrongs Revisited, 2nd edition. Routledge.

Use the book to contrast individual and structural explanations.

Academic integrity and access

Submit your own analysis, a reference list and a short statement of any assistance or AI use. Remove learner names, employer identifiers and health details. Request an accessible brief or equivalent response format through your coach before submission; the same decision criteria apply.

Submission checklist

Include the module code, your learner identifier, version, decision, evidence exhibit, limitations and references. Use the private submission route agreed with your KBC assessor. Public reviews and discussion boards are unsuitable for assessment evidence.

This is a KBC assessment for a proposed pathway. OTHM recognition, RQF level, credit, title and certification remain subject to written awarding-body decisions.