This matrix is a guidance document designed to give you ideas of what sort of evidence you will need to build up a portfolio of evidence to complete your Diploma. These are suggestions only, your assessor will advise you how to meet the requirements of the qualification in full.

How to use this matrix

This matrix is to help you with planning how you will provide evidence for the mandatory units.

Green = Knowledge criteria (what you must know)

Blue = Competence criteria (what you must be able to do)

- Your assessor will plan with you and advise you about what types of evidence you should include.
- Every learner’s evidence is different as it should relate to their work setting and practice.
- The ideas for evidence are suggestions only, and you do not need to include all of them.
- You may need more than one type of evidence for some criteria - your assessor will decide when you have sufficient evidence.
- Observation is the required form of evidence for competence criteria (what you have to do). Your assessor will advise what evidence to include if, for a valid reason, observation is not possible for specific criteria only.
- One piece of evidence may meet the criteria for several outcomes over several units.
## Unit 3: Introduction to equality and inclusion in health, social care or children’s and young people’s settings R/601/5471

<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Knowledge or Competence</th>
<th>What you need to do</th>
<th>Ideas for evidence</th>
</tr>
</thead>
</table>
| **You need to show that you can or are...** | **Knowledge** | **1.1 Explain what is meant by:**  
- diversity  
- equality  
- inclusion  
- discrimination | **What evidence can you use?**  
- Assignment set by your assessor  
- Reflective account about how to ensure that your behaviour is not discriminatory and how you support equality and inclusion in your daily work  
- Questions – written or verbal  
- Observation of your work practice showing how you support equality and inclusion in all aspects of your work. |
| **1. Understand the importance of equality and inclusion** | **Knowledge** | **1.2 Describe ways in which discrimination may deliberately or inadvertently occur in the work setting**  
**1.3 Explain how practices that support equality and inclusion reduce the likelihood of discrimination** |  |
| **2. Be able to work in an inclusive way** | **Competence** | **2.1 Identify which legislation and codes of practice relating to equality, diversity and discrimination apply to own role**  
**2.2 Show interaction with individuals that respects their beliefs, culture, values and preferences**  
**2.3 Describe how to challenge discrimination in a way that encourages change** | **Observation of your work practice showing how you support equality and inclusion in all aspects of your work supporting individuals**  
**Reflective account of how you have challenged discriminatory behaviour and how this relates to legislation and codes of practice.**  
**Questioning by your assessor (2.1, 2.3)**  
This learning outcome must be observed by your assessor in the workplace. |
<table>
<thead>
<tr>
<th>3.</th>
<th><strong>Know how to access information, advice and support about diversity, equality and inclusion</strong></th>
<th><strong>Knowledge</strong></th>
<th><strong>3.1 Identify a range of sources of information, advice and support about diversity, equality and inclusion</strong></th>
</tr>
</thead>
</table>
|    |                                                                 | **3.2 Describe how and when to access information, advice and support about diversity, equality and inclusion** | **• Assignment set by your assessor**  
  **• Reflective account about a situation when you needed support and guidance, what was available to you and how you accessed it.**  
  **• Questions – written or verbal**  
  **• Observation of your work practice showing how you support equality and inclusion in all aspects of your work.** |

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