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.
<table>
<thead>
<tr>
<th>Learning outcome</th>
<th>Knowledge or Competence</th>
<th>What you need to do</th>
<th>Ideas for evidence can you use?</th>
</tr>
</thead>
</table>
| **1. Know how to recognise signs of abuse.** | **Knowledge** | 1.1 Define the following types of abuse:  
• physical abuse  
• sexual abuse  
• emotional/psychological abuse  
• financial abuse  
• institutional abuse  
• self neglect  
• neglect by others | • Assignment set by your assessor  
• Reflective account about a situation where you recognised signs and/or symptoms of abuse  
• Questions – written or verbal |
|                  |                         | 1.2 Identify the signs and/or symptoms associated with each type of abuse |                                |
|                  |                         | 1.3 Describe factors that may contribute to an individual being more vulnerable to abuse |                                |
| **2. Know how to respond to suspected or alleged abuse** | **Knowledge** | 2.1 Explain the actions to take if there are suspicions that an individual is being abused | • Assignment set by your assessor  
• Reflective account about a situation where you were made aware that an individual was experiencing some type of abuse, and the action you took to report it and keep the individual safe.  
• Questions – written or verbal |
|                  |                         | 2.2 Explain the actions to take if an individual alleges that they are being abused |                                |
|                  |                         | 2.3 Identify ways to ensure that evidence of abuse is preserved |                                |
| 3. | Understand the national and local context of safeguarding and protection from abuse | Knowledge | 3.1 Identify national policies and local systems that relate to safeguarding and protection from abuse  
3.2 Explain the roles of different agencies in safeguarding and protecting individuals from abuse  
3.3 Identify reports into serious failures to protect individuals from abuse  
3.4 Identify sources of information and advice about own role in safeguarding and protecting individuals from abuse | • Assignment set by your assessor  
• Reflective account about a situation where abuse occurred in your setting, the agencies involved and your own role.  
• Questions – written or verbal about legislation, guidelines and codes of practice for safeguarding. |
| 4. | Understand ways to reduce the likelihood of abuse | Knowledge | 4.1 Explain how the likelihood of abuse may be reduced by:  
• working with person centred values  
• encouraging active participation  
• promoting choice and rights  
4.2 Explain the importance of an accessible complaints procedure for reducing the likelihood of abuse | • Assignment set by your assessor  
• Reflective account about a situation where you are supporting people who are more vulnerable to abuse and how you work in a way that can prevent it from happening  
• Questions – written or verbal about the complaints procedure in your workplace (see Unit 4, LO 3) in relation to safeguarding. |
5. **Know how to recognise and report unsafe practices**

**Knowledge**

5.1 Describe unsafe practices that may affect the well-being of individuals

5.2 Explain the actions to take if unsafe practices have been identified

5.3 Describe the action to take if suspected abuse or unsafe practices have been reported but nothing has been done in response

- Assignment set by your assessor
- Reflective account about a situation where work practices could put individuals at risk, for example, unsafe moving and positioning, staff shortages or lack of training for staff.
- Questions – written or verbal