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</th>
</tr>
</thead>
</table>
| **1. Understand person centred approaches for care and support** | Knowledge | 1.1 Explain how and why person-centred values must influence all aspects of health and social care work | • Assignment set by your assessor  
• Reflective account with examples of how you agree care plans with individuals in a person-centred way including a positive approach to taking risks  
• Questions – written or verbal.  
• Work products – show your assessor an example of a care plan you have drawn up with an individual within confidentiality agreements. |
| | | 1.2 Evaluate the use of care plans in applying person centred values | |
| **2. Be able to work in a person-centred way** | Competence | 2.1 Work with an individual and others to find out the individual’s history, preferences, wishes and needs | • Observation of your daily work practice working with individuals to plan support which meets their needs in line with their wishes and preferences.  
• Reflective account about how you supported individuals in a person-centred way  
• Work products – for example, show your assessor minutes of service user meetings you have chaired demonstrating their active participation (within confidentiality agreements)  
• Questioning by your assessor  
This learning outcome must be observed by your assessor in the workplace. |
| | | 2.2 Demonstrate ways to put person centred values into practice in a complex or sensitive situation | |
| 3. | **Be able to establish consent when providing care or support** | **Competence** | 3.1 Analyse factors that influence the capacity of an individual to express consent  
3.2 Establish consent for an activity or action  
3.3 Explain what steps to take if consent cannot be readily established  
- Observation of your daily work practice including gaining consent, consulting with and agreeing care or support individuals  
- Reflective account about how you have gained consent from an individual to agree a care or support plan.  
- Questioning by your assessor (3.1, 3.3)  
This learning outcome must be observed by your assessor in the workplace. |
| 4. | **Be able to implement and promote active participation** | **Competence** | 4.1 Describe different ways of applying active participation to meet individual needs  
4.2 Work with an individual and others to agree how active participation will be implemented  
4.3 Demonstrate how active participation can address the holistic needs of an individual  
4.4 Demonstrate ways to promote understanding and use of active participation  
- Observation of your daily work practice consulting with individuals and enabling them to take part in decisions about their support and the service provision.  
- Reflective account about how you have supported individuals to take part in decisions about their support.  
- Work products – for example, show your assessor minutes of service user meetings you have chaired demonstrating their active participation (within confidentiality agreements)  
- Questioning by your assessor (4.1)  
This learning outcome must be observed by your assessor in the workplace. |
### 5. Be able to support the individual’s right to make choices

<table>
<thead>
<tr>
<th>Competence</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1</td>
<td>Support an individual to make informed choices</td>
</tr>
<tr>
<td>5.2</td>
<td>Use own role and authority to support the individual’s right to make choices</td>
</tr>
<tr>
<td>5.3</td>
<td>Manage risk in a way that maintains the individual’s right to make choices</td>
</tr>
<tr>
<td>5.4</td>
<td>Describe how to support an individual to question or challenge decisions concerning them that are made by others</td>
</tr>
</tbody>
</table>

- Observation of your daily work practice providing information to individuals and enable them to participate in decision making about their support in line with risk assessments.
- Reflective account about how you have supported individuals to take risks in line with risk assessments (see Unit 8, LO2).
- Questioning by your assessor (5.4)

**This learning outcome must be observed by your assessor in the workplace.**

### 6. Be able to promote individuals’ well-being

<table>
<thead>
<tr>
<th>Competence</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1</td>
<td>Explain the links between identity, self image and self esteem</td>
</tr>
<tr>
<td>6.2</td>
<td>Analyse factors that contribute to the well-being of individuals</td>
</tr>
<tr>
<td>6.3</td>
<td>Support an individual in a way that promotes their sense of identity, self image and self esteem</td>
</tr>
<tr>
<td>6.4</td>
<td>Demonstrate ways to contribute to an environment that promotes well-being</td>
</tr>
</tbody>
</table>

- Observation of your daily work practice supporting individuals in a way that respects and promotes their identity.
- Reflective account about how you have supported an organisational culture that promotes individuals’ identity and self esteem.
- Professional discussion with your assessor (6.1, 6.2).
- Questions, verbal or written (6.1, 6.2)

**This learning outcome must be observed by your assessor in the workplace.**
7. **Understand the role of risk assessment in enabling a person centred approach**

<table>
<thead>
<tr>
<th>Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td>7.1 Compare different uses of risk assessment in health and social care</td>
</tr>
<tr>
<td>7.2 Explain how risk-taking and risk assessment relate to rights and responsibilities</td>
</tr>
<tr>
<td>7.3 Explain why risk assessments need to be regularly revised</td>
</tr>
</tbody>
</table>

- Assignment set by your assessor
- Questions verbal or written
- Professional discussion with your assessor
- Observation of your daily work practice providing information to individuals and enable them to participate in decision making about their support in line with risk assessments.
- Reflective account about how you have supported individuals to take risks in line with risk assessments (see Unit 8, LO2).