Level 3 Diploma in Health and Social Care (Adults)
Evidence planning matrix
UNIT 8

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 and in 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>
<tbody>
<tr>
<td><strong>You need to show that you can or are…</strong></td>
<td><strong>Knowledge</strong></td>
<td><strong>What evidence can you use?</strong></td>
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</tbody>
</table>
| **1. Understand own responsibilities, and the responsibilities of others, relating to health and safety** | 1.1 Identify legislation relating to general health and safety in a health or social care work setting | • Assignment set by your assessor  
• Reflective account with examples of how you support individuals in line with your responsibilities for the health and safety of individuals, colleagues and others.  
• Questions – written or verbal. |
| | 1.2 Explain the main points of health and safety policies and procedures agreed with the employer | |
| | 1.3 Analyse the main health and safety responsibilities of:  
• self  
• the employer or manager  
• others in the work setting | |
| | 1.4 Identify specific tasks in the work setting that should not be carried out without special training | |
| 2. | Be able to carry out own responsibilities for health and safety | Competence | • Observation of your daily work practice showing examples of how you adhere to health and safety policies and procedures and meet the responsibilities of your job role  
• Reflective account with examples of how you support individuals in a person-centred way including a positive approach to taking risks (see Unit 7 LO5)  
• Questions – written or verbal.  
This learning outcome must be observed by your assessor in the workplace |
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<td></td>
<td></td>
<td>2.1 Use policies and procedures or other agreed ways of working that relate to health and safety</td>
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<td>2.2 Support others to understand and follow safe practices</td>
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<td>2.3 Monitor and report potential health and safety risks</td>
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<td>2.4 Use risk assessment in relation to health and safety</td>
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<td>2.5 Demonstrate ways to minimise potential risks and hazards</td>
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<td>2.6 Access additional support or information relating to health and safety</td>
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| 3. | Understand procedures for responding to accidents and sudden illness | Knowledge | • Assignment set by your assessor  
• Reflective account with examples of how you support individuals when first on the scene of an accident or a health emergency.  
• Questions – written or verbal.  
• Prior learning – up-to-date first aid training certificate with your commentary of what you learned and how you will put it into practice. |
| | | 3.1 Describe different types of accidents and sudden illness that may occur in own work setting |
| | | 3.2 Explain the procedures to be followed if an accident or sudden illness should occur |
| 4. | **Be able to reduce the spread of infection** | **Competence** | 4.1 Explain own role in supporting others to follow practices that reduce the spread of infection  
4.2 Demonstrate the recommended method for hand washing  
4.3 Demonstrate ways to ensure that own health and hygiene do not pose a risk to an individual or to others at work  
• Observation of your daily work practice following and monitoring infection prevention and control procedures while supporting individuals.  
This learning outcome must be observed by your assessor in the workplace. |
|---|---|---|---|
| 5. | **Be able to move and handle equipment and other objects safely** | **Competence** | 5.1 Explain the main points of legislation that relates to moving and handling  
5.2 Explain principles for safe moving and handling  
5.3 Move and handle equipment or other objects safely  
• Observation of your daily work practice moving and handling equipment and objects using approved techniques.  
• Questioning by your assessor (5.1, 5.2)  
• Prior learning – up-to-date moving and handling certificate with your commentary of what you learned and how you will put this into practice.  
This learning outcome must be observed by your assessor in the workplace. |
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<th>Description</th>
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| **6. Be able to handle hazardous substances and materials** | 6.1 Describe types of hazardous substances that may be found in the work setting.  
6.2 Demonstrate safe practices for:  
- storing hazardous substances  
- using hazardous substances  
- disposing of hazardous substances and materials  
- Observation of your daily work practice showing examples of how you adhere to health and safety policies and procedures and meet the responsibilities of your job role in relation to hazardous substances such as medicines, cleaning fluids etc.  
- Reflective account with examples of how you have handled hazardous substances in your work setting according to procedures.  
- Questions – written or verbal (6.1).  
This learning outcome must be observed by your assessor in the workplace. |
| **7. Be able to promote fire safety in the work setting** | 7.1 Describe practices that prevent fires from:  
- starting  
- spreading  
7.2 Demonstrate measures that prevent fires from starting  
7.3 Explain emergency procedures to be followed in the event of a fire in the work setting  
7.4 Ensure that clear evacuation routes are maintained at all times  
- Observation of your daily work practice showing examples of how you monitor and promote fire safety, for example induction of a new staff member.  
- Reflective account with examples of how you have taken action to improve fire safety.  
- Questions – written or verbal (7.1, 7.3).  
- Prior learning – up-to-date fire training certificate with your commentary of what you learned and how you will put this into practice.  
This learning outcome must be observed by your assessor in the workplace. |
| 8. | Be able to implement security measures in the work setting | Competence | 8.1 Demonstrate use of agreed ways of working for checking the identity of anyone requesting access to:  
• premises  
• information  
8.2 Demonstrate use of measures to protect own security and the security of others in the work setting  
8.3 Explain the importance of ensuring that others are aware of own whereabouts |  
• Observation of your daily work practice and taking precautions to ensure security of people and property  
• Reflective account about how you have taken measures to protect yours or other people’s personal safety in your workplace.  
• Questioning by your assessor (8.3)  
This learning outcome must be observed by your assessor in the workplace |
| 9. | Know how to manage stress | Knowledge | 9.1 Describe common signs and indicators of stress  
9.2 Describe signs that indicate own stress  
9.3 Analyse factors that tend to trigger own stress  
9.4 Compare strategies for managing stress |  
• Assignment set by your assessor  
• Reflective account with examples of how you manage stress  
• Questions – written or verbal. |