### Higher National Unit specification

### General information

**Unit title: Evidence Based Practice**

**Unit code:**

**Superclass:** completed by SQA

**Publication date:** completed by SQA

**Source:** Scottish Qualifications Authority

**Version:** completed by SQA

### Unit purpose

This Unit will enable learners to demonstrate knowledge of evidence based practice in the social services setting as it applies to their own practice and in supporting the learning of others. Learners will critically analyse, apply and disseminate relevant research to improve practice in these areas.

### Outcomes

On successful completion of the Unit the learner will be able to:

1. Critically evaluate evidence based methods of practice in the social services context
2. Critically evaluate learning models in the social services practice context
3. Critically analyse and evaluate research findings and literature relevant to providing support for learners
4. Contribute to the development of evidence informed practice learning

### Credit points and level 2 Higher National Unit credits at SCQF level 10: (16 SCQF credit points at SCQF level 10)

### Recommended entry to the Unit

Learners should have well developed communication and inter-personal skills and be able to demonstrate their ability to critically review and consolidate knowledge, skills, practices and thinking in their disciplines. This may be demonstrated by: relevant professional qualifications at SCQF level 9 (or equivalent) or above with relevant experience in a social services or other related setting. Acceptance of relevant equivalent qualifications and experience will be at the discretion of the centre.

### Higher National Unit Specification: General information (cont)

**Unit title:** Evidenced Based Practice

### Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

### Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

The Assessment Support Pack (ASP) for this Unit provides assessment and marking guidelines that exemplify the national standard for achievement. It is a valid, reliable and practicable assessment. Centres wishing to develop their own assessments should refer to the ASP to ensure a comparable standard. A list of existing ASPs is available to download from SQA’s website **(**[**http://www.sqa.org.uk/sqa/46233.2769.html**](http://www.sqa.org.uk/sqa/46233.2769.html)**)**.

### Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website [**www.sqa.org.uk/assessmentarrangements**](http://www.sqa.org.uk/assessmentarrangements).

### Higher National Unit specification: Statement of standards

**Unit title:** Evidenced Based Practice

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

Outcome 1

Critically evaluate evidence based methods of practice in the social services context

#### Knowledge and/or Skills

* Valid research evidence
* Frameworks for critical analysis
* Qualitative research models
* Quantitative research models
* Ethical principles in research

### Outcome 2

Critically evaluate learning models in the social services practice context

#### Knowledge and/or Skills

* Models of learning theory
* Models of evaluating effectiveness of learning
* The practice context
* Participatory practice

### Outcome 3

Critically analyse and evaluate research findings and literature relevant to providing support for learners

#### Knowledge and/or Skills

* Evidence informed methods to improve practice
* Applying and disseminating research methods
* Fostering research mindedness
* Influences on research generation and application

### Outcome 4

Contribute to the development of evidence informed practice learning

#### Knowledge and/or Skills

* Evidence based practice learning processes
* Application of research methods
* Research for learning
* Evaluation of student learning
* Evaluation of own practice in promoting student learning
* Promoting forms of evidence gathering
* Application and Dissemination of leaning

### Higher National Unit specification: Statement of standards (cont)

**Unit title:** Evidence Based Practice

#### Evidence Requirements for this Unit

Learners will need to provide evidence to demonstrate their Knowledge and/or skills across all Outcomes by showing that they can provide evidence to cover all knowledge and skills in the Outcomes by demonstrating current knowledge of effective practice in their own work setting to support students and contribute to the further development of the research and evidence-base for practice.

This collection of evidence approach allows learners some flexibility in relation to evidence gathering and scope to present their evidence in a way that best fits with their learning needs and styles.

The evidence gathered must demonstrate that learners have achieved all of the unit outcomes, and should be naturally occurring during their day-to-day activity, therefore encouraging them to: critically reflect on the nature of what they do on a daily basis.

Practice evidence of ability to evaluate learning may be taken from, a variety of sources including feedback from peers, managers, students, individuals who use services, carers and other professionals.

This evidence will support the formal assessment of the learner’s knowledge and understanding of the topics covered by the Unit. Learners will therefore provide a critically reflective narrative identifying their learning for the Unit to include, critical reflection on what they have done well, what they might have done differently and what they need to work on in the future.

The assessment for this unit should consist of 2500-3000 word critical reflection and analysis of how the learner **facilitated a practice-learning programme for a student(s) through production of an essay style assignment of a maximum 3000 words to include:**

* **A critical evaluation of two evidence based research methods for practice in a social services context**
* **A critical evaluation of two current evidence based models of social services practice**
* **A literature review in supporting learning which critically evaluates research findings and analyses two methods used to support student(s**
* **A critical reflection on the development of how evidence informed practice methods was used with the student(s) to develop their knowledge and skills during the placement**

**Additional supporting evidence in the form of:**

1. **A direct observation of the learner’s practice with their student(s) in relation to their use of methods and models of practice**
2. **A formal evaluation of learner’s practice in supporting and developing their student(s): this should include feedback statements from a minimum of two of the following sources :**
* **Student(s)**
* **mentor**
* **practice assessor**
* **Individuals who use services, carers, peers, line manager, other professional colleagues**
1. **A folio of product evidence containing examplhould includestudents and methods of practiceowledge values and skills used to deliver the programmees of at least four from the following list:**
* **evaluation strategies**
* **collaboration with colleagues and other agencies**
* **assignments**
* **reports**
* **extracts of minutes**
* **supervision notes**
* **other relevant practice documents**