



## Higher National Unit specification

### General information

**Unit title:** Evidence Based Practice in Social Services  
(SCQF level 10)

**Unit code:** HA6X 37

**Superclass:** PM

**Publication date:** February 2016

**Source:** Scottish Qualifications Authority

**Version:** 02 (July 2022)

### Unit purpose

This Unit will enable learners (who are practice teachers in training) to demonstrate knowledge of evidence informed practice in the social services setting as it applies to their own practice and in supporting the learning of others (such as students). 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 informed 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)

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

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### 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.

### 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.

### 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).

### Glossary to be used in evidencing and assessing this Unit

**Practice Educator:** the person undertaking the PDA Practice Learning to become a Practice Educator (the Practice Educator in training)

**Learner:** the person undertaking practice learning who is supported by the Practice Educator in training

**Critical and critically:** taking into account positive and less than positive factors

**Review:** an overview

**Evaluate:** drawing conclusions, such as those arrived at following review

**Analyse:** an in-depth look at the different parts of a model, concept or theory including views on why it works or why it does not work

**Models, Methods:** an example of a model might be Knowles model of Androgogy; an example of a method might be reflection

**All plural evidence requirements:** where requirements appear as a plural, such as 'working practices', 'methods' or 'models' a minimum of two examples must be included

## **Higher National Unit specification: Statement of standards**

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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 informed 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

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

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### Outcome 4

Contribute to the development of evidence informed practice learning.

#### Knowledge and/or Skills

- ◆ Evidence informed practice learning processes
- ◆ Application of research methods
- ◆ Research for learning
- ◆ Evaluation of student learning
- ◆ Evaluation of own practice in promoting student the learning of others
- ◆ Promoting forms of evidence gathering
- ◆ Application and Dissemination of learning

#### 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.

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

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The assessment for this Unit should consist of a 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 3,000 words to include:

- ◆ A critical evaluation of two evidence informed research methods for practice in a social services context
- ◆ A critical evaluation of two evidence informed models for practice in a social services context. Base your critical evaluation on a review of literature.
- ◆ Developing a resource that can support learners to learn from evidence informed practice.
- ◆ A critical reflection on the development of how evidence informed practice methods were used with a learner(s) to develop their knowledge and skills during placement

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

A direct observation of the learner's practice with their student(s) in relation to their use of methods and models of practice.

- 1 A formal evaluation of the work of the learner practice educator in relation to supporting a learner's development - this should include feedback statements from a minimum of two of the following sources:
  - ◆ Mentor(s) / Link Workers
  - ◆ Practice assessor
  - ◆ Individuals who use services, carers, peers, line manager, other professional colleagues
- 2 A folio of product evidence containing examples 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



## Higher National Unit Support Notes

**Unit title:** Evidence Based Practice in Social Services  
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Unit Support Notes are offered as guidance and are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

### Guidance on the content and context for this Unit

This Unit will be delivered as part of an SQA Group Award, it is one of seven Units that comprise the:

- ♦ PDA in Practice Learning (Social Services) at SCQF level 10

As the Unit is delivered as part of the PDA in Practice Learning (Social Services) at SCQF level 10, the centre should be aware that there may be additional entry requirements for learners, in line with Scottish Social Services Council (SSSC) policy.

This Unit is intended for, learners from a range of occupational and professional situations, within social services. Examples include first line managers supervising staff, people in a variety of posts delivering training courses to staff, those supervising students in practice learning, workplace assessors and experienced frontline practitioners. This list is not exhaustive but provides a flavour of the diversity of people who might wish to access the Unit from a social services setting.

The Unit is designed to enable learners to recognise, disseminate and contribute to evidence informed practice, and to promote and enhance good practice in own area of expertise and in the facilitation of practice learning. Successful learners will be able to, critically evaluate research and literature relevant to supporting students.

The knowledge and skills obtained from the Outcomes of this Unit will enable learners to, apply frameworks, models and methods from a range of sources and apply these to the task of contributing to, disseminating and reviewing evidence informed practice for own practice area and in the support of learning for example:

<http://www.infed.org.uk>, <http://www.iriss.org.uk>, <http://www.scie.org.uk>  
<http://www.sskss.org.uk>, <http://www.socialworkpolicy.org>,  
<http://www.rip.org.uk> [www.swap.ac.uk](http://www.swap.ac.uk)

The following contributors may also be of interest:

Newman et al (2005), Evidence based social work, Russell House Publishing, Dorset;

Alston; M. & Bowes (2003), Research for Social Workers, 2nd Edit, Routledge, London;

## Higher National Unit Support Notes (cont)

### **Unit title:** Evidence Based Practice in Social Services (SCQF level 10)

Chapman, T. & Hough, M. (1998) Evidence-based Practice: A Guide to Effective Practice, Home Office, London;

Barratt, M (2003) Organisational support for evidence-based practice within child and family social work: a collaborative study Child and Family Social Work (8) 143-150

Gambrill, E. (1999). Evidence-Based Practice: An Alternative to Authority-Based Practice. Families in Society, 80(4), 341 -350;

Gambrill, Eileen (2010) Evidence-informed practice: Antidote to propaganda in the helping professions Social Work Practice, Vol 20(3), May, 2010. pp. 302-320

Lishman, J. (2007). Handbook for Practice Learning in Social Work and Social Care: Knowledge and Theory 2nd edition. Jessica Kingsley Publishers, London;

Social Work and the Third Way, Jordan and Jordan (2000) Sage Publications, London

Gordon, J, Cooper, B, and Dumbleton, S (2009) How do Social Workers use evidence in practice? The Open University Practice-Based Professional Learning Centre

McEwan-Adkins, E. K., & McEwan, P. J. (2003). Making Sense of Research: What's Good, What's Not, and How To Tell the Difference. Corwin Press.

Goldacre, B (2009), Bad Science, Harper Collins, London

Walker S and Beckett C (2011): Assessment and Intervention, Russell House Publishing

Learners should be encouraged to identify relevant evidence from research and other sources, demonstrating their ability to apply critical thinking and understand ethical perspectives, and to consider how they might demonstrate evidence informed practice in areflective project covering each of the Unit Outcomes by:

- ◆ Modelling good practice in own area of expertise
- ◆ Recognising and disseminating practice wisdom in their own area of expertise
- ◆ Appropriately identifying, accessing, applying, reviewing and disseminating a range of evidence from research, literature and web-based resources
- ◆ Developing learning tools to support learners to understand, apply and review the evidence base for their own practice
- ◆ Gathering and triangulating evidence from a range of sources to inform assessment decisions
- ◆ Critically analysing and evaluating evidence from practice
- ◆ Measuring development against a range of outcomes
- ◆ Working collaboratively
- ◆ Enabling and supporting others to critically analyse a range of approaches, and perspectives

## Higher National Unit Support Notes (cont)

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Learners should demonstrate that they have achieved the Unit Outcomes by gathering evidence from a range of sources. As far as possible for most learners the evidence should be 'naturally occurring' during the course of their day-to-day activity and/ or produced and collected as part of a taught programme of learning.

The approach to assessment aims to encourage learners to reflect on the nature of what they do on a daily basis. Centres will provide advice and guidance to learners on the creation of a collection of evidence and on typical contents.

The collection of evidence should be presented as a coherent and logical whole, rather than a collection of disparate items. Essentially, the collection of evidence is a record of the learning journey undertaken by learners. Whilst it is recognised that the collection of evidence methods will be suitable for most learners undertaking this award the individual Unit specifications do not require this as a mandatory approach. It is important to recognise that dependent on individual learner need other methods may be equally applicable. Overall, this should encompass a demonstration of:

- ◆ learners' ability to critically analyse and review their own and their student's experience.
- ◆ learners' application of relevant theories, methodologies and standards.
- ◆ professional performance improvements that learners have achieved as a result of participating in this learning and related practical activities.

There may be opportunities to combine evidence for this Unit with evidence from other Units, especially where learners are undertaking a relevant Group Award or a number of Units as part of a programme of Continuous Professional Development.

Combining evidence from several Units should be encouraged wherever possible. It will give learners the opportunity to develop a more comprehensive record of their learning, but will also highlight the close connections and relationships between the different strands involved in professional development. It may also enable learners to make use of the same piece of evidence in different contexts.

### ***Collection of Evidence***

Assessment mechanisms should offer learners flexibility in relation to evidence gathering against the Outcomes. Each learner's evidence will be unique and expected to meet the minimum required content criteria as advised by the centre. Learners are encouraged to offer fewer rather than more pieces of work to evidence several Outcomes. This is not intended to deter learners from taking a rigorous approach to their assessment tasks, but rather to allow them scope to focus their evidence. The statement of standards for the Unit lists the mandatory Evidence Requirements and the type of evidence learners present for assessment.

It is likely that content will include items covering both product and process. Evidence, can be drawn, from any context across health, education and social services and involve work with individual students and/or groups, such as through the facilitation of group supervision, or planning, delivering and/or evaluating training events.



## Higher National Unit Support Notes (cont)

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Centres will advise on specific requirements but learners will need to provide a portfolio of evidence demonstrating their knowledge, values, and skills, which includes evidence of the following:

- 1 Critically evaluating evidence informed methods social services practice context.
- 2 Critically evaluating learning models in a social services practice context including a critical review of literature.
- 3 Developing a resource that can support learners to learn from evidence informed practice
- 4 Contributing to the development of evidence informed practice learning.
- 5 Reflecting on the use of evidence informed practice with a learner(s) to develop their knowledge and skills during placement.

In order to evidence these learners should undertake the following:

- ◆ Critically reflective narrative of the learning from the Unit as a whole, this is the learners summary of how the evidence they have provided meets the Outcomes. It can include a clear map indicating where the evidence provided links to the Outcomes. It is likely that this will also describe what they have done well, what they might have done differently and what they need to work on in the future.
- ◆ Learner's critically reflective account in an essay style of how they have met the identified Outcomes.
- ◆ Evidence of direct observation of learners' current practice with a student or students.
- ◆ Witness statements from, for example, managers, colleagues, individuals who use services, the student themselves or practitioners in other related disciplines.
- ◆ Formal and informal feedback on practice from a student with whom the learner has been working.
- ◆ Formal and informal feedback on practice from, as appropriate, mentor, assessor, individuals who use a service, carer, peers, managers, and other professionals.
- ◆ A self-assessment, including critical reflection by learners on feedback received.
- ◆ Product evidence that will specifically demonstrate knowledge gained in relation to the purposes, design, and choice of evaluation strategies and collaboration in this regard, for example, assignments, reports, extracts of minutes, supervision notes and practice documents, etc.

## Guidance on the content and context for this Unit

The overall purpose of the Unit is to provide learners with the underpinning Knowledge and Skill base to promote, contribute to and disseminate evidence informed practice in relation to own practice and the role and task of supporting students. It will develop knowledge and understanding of the principles and practices of evidence informed practice and will support the development of a range of methods This will lead to learners promoting research evidence and practice and using strategies to implement findings.

The Unit takes a holistic approach to assessments as all Outcomes are closely, and systematically connected. Learners should be encouraged to seek opportunities to generate evidence that would span more than one of the Outcomes. For example, learners could design, deliver and evaluate a presentation to disseminate evidence from research to a range of students and colleagues, thus demonstrating critical understanding of valid research and evidence that applies to practice in the social services context and to apply and

## Higher National Unit Support Notes (cont)

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disseminate research findings to improve practice for self and others.

## Higher National Unit Support Notes (cont)

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On successful completion of the Unit, learners will be able to critically analyse research findings relating to practice in the social services context, learning and development and apply these to their own role and tasks within the work setting. Learners will be able to compare and critically analyse a variety of evidence (eg individuals who use services testimony, practice wisdom, literature, and research). In addition, learners will develop 'research-mindedness' in respect of their own practice and promote this with colleagues, partners and others involved in the learning process. Finally, learners will have developed a range of strategies for disseminating research and promoting its application to practice.

Learners should take a lead in identifying and disseminating relevant practice materials (eg practice journals, research from evidence, service Outcomes, policy documents, models and frameworks), facilitating the exploration and application of evidence from practice/ research by their student evaluating the impact for self and others. This could lead to learners facilitating a practice-learning programme. In so doing, learners would generate evidence of their contextual understanding and application of evidence informed practice, how they have supported others to develop their own practice and provide a critical evaluation of how this has informed their learning, therefore linking to all four Outcomes for this Unit.

### Guidance on approaches to delivery of this Unit

This Unit involves learners in a significant amount of experiential learning they are required to critically analyse and critically reflect on this experience and to be able to make conclusions for their future behaviour and development.

It is expected that the facilitation of learning for this Unit will be through a range of approaches including taught inputs, blended and other forms of directed and self-directed learning.

The delivery mechanisms adopted by centres should be flexible to allow comprehensive access and participation, including distance and e learning. An Outcomes-based approach, centred round the learning needs of the individual, may best meet the requirement for flexible delivery.

The delivery of the Unit must take account of its practical nature and of the occupational and professional backgrounds of learners. At the outset, centres should make learners aware of the requirements of the Unit, including the need to gather evidence, critically analyse and report on their experiences. They should also inform learners at the outset about the type of evidence they will have to provide in order to complete the Unit successfully. It is likely that delivery will consist of some initial orientation and briefing sessions after which learners will manage their learning independently to a significant extent. Centres should make suitable arrangements to support and guide learners throughout. This could involve regular meetings with learners on an individual basis or in groups, through e-learning, learning bulletins and support from programme tutors.

## Higher National Unit: Support Notes (cont)

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### Guidance on approaches to assessment of this Unit

Evidence can be generated using different types of instruments of assessment. The following are suggestions only there may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

Appropriate methods for learners to demonstrate knowledge, understanding and application of evidence informed practice for self and supporting learners within practice settings include witness statements, formal and informal feedback, learning material, self-evaluation, direct observation, product evidence and generated materials, and critical analysis of own practice.

**Assessment:** The focus of this Unit is on the development of competence to use a wide range of principal skills, some specialised skills and advanced applications to demonstrate evidence informed practice for self and others. Assessment mechanisms should gather evidence from a range of sources. The recommended assessment for this Unit is an essay style assignment of a maximum 3,000 words to include:

- ◆ A critical evaluation of two evidence informed research methods for practice in a social services context
- ◆ A critical evaluation of two evidence informed models of practice in a social services context, Base your critical evaluation on a review of literature
- ◆ Developing a resource that can support learners to learn from evidence informed practice
- ◆ A critical reflection on the development of how evidence informed practice methods were used with a learner(s) to develop their knowledge and skills during placement

Additional supporting evidence in the form of:

- 1 A direct observation of the learner practice educator working with a learner(s) in relation to their use of methods and models of practice.
- 2 A formal evaluation of the work of the learner practice educator in supporting a learner's development: this should include feedback statements from a minimum of two of the following sources:
  - ◆ Mentor(s) / Link Workers
  - ◆ Practice assessor
  - ◆ Individuals who use services, carers, peers, line manager, other professional colleagues

## Higher National Unit: Support Notes (cont)

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3 A folio of product evidence containing examples 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

This collection of evidence approach allows learners 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 to demonstrate that learners have achieved the Unit Outcomes should be naturally occurring during the course of their day-to-day activity and/or in the pursuance of a programme of learning, therefore encouraging them to critically reflect on the nature of what they do on a daily basis.

Learners' practice evidence of their ability to identify, analyse, disseminate, and promote the wider use of evidence informed practice and in supporting students in practice settings can be taken from a variety of sources including feedback from peers, managers, students, individuals who use services, carers and other professionals. This will be collated alongside, evidence of the learner's knowledge and understanding of the topics covered by the Unit. Learners should also provide evidence of their critical reflection, either in a reflective narrative, professional discussion or by way of appropriate product evidence (mid/ final student report). Learners should identify their learning for the Unit, critically reflecting on what they have done well, what they might have done differently and what they need to work on in the future.

### Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

### Opportunities for developing Core and other essential skills

All elements of the Core Skill of *Problem Solving* at SCQF level 6, namely Planning and Organising, Critical Thinking, and Reviewing and Evaluating could be developed and enhanced.

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Support in developing an effective research strategy for accessing and critically evaluating paper based and electronic sources of complex information will be of value. The production and discussion of initial draft documents for the completed range of evidence is a useful way to ensure the development of skills in presentation and collation of relevant materials. Although communication skills are not formally assessed learners should be expected to produce and present written work to a professional standard, and to communicate essential ideas and concepts effectively.

Terminology and spelling used in annotation should be technically accurate. As such, opportunities exist to develop *Communication* at SCQF level 6. The availability of suitable software to support an effective professional presentation could further assist the development of Core Skills *Information and Communication Technology (ICT)*.

Learners may have the opportunity to develop the Core Skill of *Working with Others* as they undertake group work, and one to one supervision with their learner. Learners should be made aware of techniques to put subjects at ease, or to create appropriate environments, using reflective listening and non-verbal communication, including making eye contact and relaxed body language. They should know how to initiate actions confidently and in a way that progresses communication and they should continually modify and adapt their approach to produce desired effects.

## History of changes to Unit

Version	Description of change	Date
02	Updated clarification of ERs within each unit and assessment guidance.	07/07/22

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## General information for learners

### **Unit title:** Evidence Based Practice in Social Services (SCQF level 10)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

The Unit is designed to enable you to:

- 1 Critically evaluate evidence informed methods of practice in a social services practice context.
- 2 Critically evaluate learning models in a 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.

In this Unit you have to achieve all of the Outcomes described above. Collectively, these Outcomes cover the range of methods, frameworks and approaches you apply for identifying, analysing, disseminating and evaluating evidence informed practice. They will involve you in demonstrating underpinning knowledge of evidence from research and applying this in the promotion of good practice, both within the context of your own service delivery, and in respect of learning in the practice setting. You will apply ethical considerations when identifying, analysing, disseminating and evaluating evidence from a range of sources (including testimony from individuals who use your service).

You will engage with a range of colleagues and partners, including individuals who use your services and carers, to co-ordinate the promotion and dissemination of evidence informed practice, for yourself and others, you will take a collaborative approach to enable you to, critically evaluate its effectiveness. Within these roles, you will be promoting and demonstrating anti-discriminatory and non-oppressive practice.

The overall purpose of the Unit is to provide you with a theoretical and evidence base for your practice setting and in the support of learning.

On successful completion of this Unit, you will be able to make skilled judgments regarding the quality and relevance of evidence, its application to practice, and in the promotion of learning. You will be able to apply these effectively and take a role in the promotion, dissemination and evaluation of evidence informed practice, and the provision and evaluation of a learning programme.

Your approach will be collaborative, seeking contributions from others, including individuals who use your service and carers. You will also be able to respond appropriately to individual student's needs, taking into account diversity and discrimination.

The assessment for the Unit requires you to produce evidence that you have achieved the learning Outcomes for this Unit.



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You will be required to show that you have been able to achieve the following:

- ◆ Critically reflective narrative of the learning from the Unit as a whole, this is the learners summary of how the evidence they have provided meets the Outcomes. It can include a clear map indicating where the evidence provided links to the Outcomes. It is likely that this will also describe what they have done well, what they might have done differently and what they need to work on in the future.
- ◆ Learner's critically reflective account in an essay style of how they have met the identified Outcomes.
- ◆ Evidence of direct observation of learners' current practice with a student or students.
- ◆ Witness statements from, for example, managers, colleagues, individuals who use services, the student themselves or practitioners in other related disciplines.
- ◆ Formal and informal feedback on practice from a student with whom the learner has been working.
- ◆ Formal and informal feedback on practice from, as appropriate, mentor, assessor, individuals who use a service, carer, peers, managers, and other professionals.
- ◆ A self-assessment, including critical reflection by learners on feedback received.
- ◆ Product evidence that will specifically demonstrate knowledge gained in relation to the purposes, design, and choice of evaluation strategies and collaboration in this regard, for example, assignments, reports, extracts of minutes, supervision notes and practice documents, etc.

You will show that you were able to manage your student's needs in the context of the practice setting and that you have critically evaluated the effectiveness of the learning experience. Evidence of ethical practice will be required in relation to all aspects of this Unit. It is important that you gather this evidence from your ongoing practice with students and build a collection of evidence of your work. This tool should offer you flexibility in relation to evidence gathering against the Outcomes.

Your collection of evidence will be unique it is expected to meet a set of minimum required content criteria as advised by the centre and will include evidence of knowledge, values and skills.

You can use evidence from any context across health, education and social services and involve work with individual students and/or groups, such as through the facilitation of group supervision, or planning, delivering and/or evaluating training events.

## **Glossary**

You should make use of the following glossary as you gather evidence for this unit

**Practice Educator:** the person undertaking the PDA Practice Learning to become a Practice Educator (the Practice Educator in training)

**Learner:** the person undertaking practice learning who is supported by the Practice Educator in training

**Critical and critically:** taking into account positive and less than positive factors

**Review:** an overview

**Evaluate:** drawing conclusions, such as those arrived at following review

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**Analyse:** an in-depth look at the different parts of a model, concept or theory including views on why it works or why it does not work

**Models, Methods:** an example of a model might be Knowles model of Androgogy; an example of a method might be reflection

**All plural evidence requirements:** where requirements appear as a plural, such as 'working practices', 'methods' or 'models' a minimum of two examples must be included.