

Commonalities and Differences

Across the 5 PLQ3 programmes

Structure and aims

	structure	Key aims
LN West	6 blocks	To train new Practice teachers
LN Tayforth	8 units	To equip candidates with competencies to support practice based learning and professional development in social service settings
LN South East	8 units	To equip candidates with the skills, knowledge and understanding in the learning and professional development of others and to learning cultures in social service settings
LN North (UHI)	8 modules in 5 blocks	To equip candidates with the skills, knowledge and understanding in the learning and professional development of others and to learning cultures in social service settings
RGU	4 modules	To provide practice teachers with a range of professional knowledge and skills that will enhance their ability to effectively facilitate and assess the professional development and competence of a social worker in training undertaking a practice learning experience

Evaluation

- Kirkpatrick's model of evaluating training
- Level 1 Reaction: What is the initial *response* of participants to the training?
- Level 2 Learning: What have participants actually *learnt* from the training?
- Level 3 Behaviour: Are participants *behaving* differently as a result of the training?
- Level 4 Results: Has the training of these participants had the desired *result* in the workplace?

Evaluation of PLQ3 programmes

	Type of Evaluation	Changes made	Plans
LN West	Response evaluation to content, materials and delivery	Content, materials , delivery and assessment	
LN Tayforth	External evaluation on response, learning, impact on individual (behaving) and wider workplace (result)*	Materials, tutor support, support resources	
LN South East	Evaluation (response?) at each stage.	low response not enough data to inform	
LN North (UHI)	Evaluations end of each block, Partner and UHI monitoring, subject review. i.e. content, materials and partnership working (response)	Delivery sequence, assessment, induction process, tutorial content and amount, partnership working arrangements	
RGU	Course evaluation during and wider evaluation on completion. (response/learning?)	Delivery sequence, timing and mode, induction content, assessment.	Evaluate for impact