

Book of Practice Placement Templates

**A** [**flowchart of the process (PDF)**](https://cldstandardscouncil.org.uk/wp-content/uploads/Practice-Placment-Flowchart-poster.pdf) **and suggested templates at each stage is available to support you with this document.**

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Within the templates you will find colour coded tabs showing who is responsible for taking lead on which template.

* Blue triangle is student CLD practitioner
* Green triangle is practice placement supervisor or practice placement provider
* Purple is educational provider

**The dominant colour (colour on top) will be the lead in the process. In this example the educational provider will take the lead as in Template 1**

**If all three colours are displayed this indicates all involved in the process. If blue and green are displayed this means the student CLD practitioner and the practice placement supervisor/practice placement provider are involved at this stage.**



**Template 1 Student CLD Practitioner Welcome Sheet**

**Student CLD Practitioner Welcome sheet**

**<Educational Provider logo>**

**<Welcome statement to be entered from Educational Provider>**

**Signed by appropriate member of the Educational Provider**

**Message from the CLD Standards Council:**

****

Community Learning Development Standards Council (CLDSC) would like to congratulate you on your acceptance to your learning programme. [Further information about us](http://cldstandardscouncil.org.uk/)

Your educational provider will be arranging induction for you as part of your learning experience but we wanted to introduce ourselves and introduce the CLD Professional Practice Placement Standards to you. This document is designed to support you, your Educational Provider and your Practice Placement Supervisor when it comes to the practice placement element of your programme. As a Professional Community Learning and Development (CLD) practitioner it will be important that you take responsibility for the quality of your learning and especially ensuring that you receive the best practice experience possible. It will be your responsibility to ensure these documents are used to support your experience. It could be said that this document forms a contract between you, your Educational Provider and your Practice Placement Provider/Supervisor. You are at the heart of this learning and so it is right that you take control to ensure you receive the best quality learning experience.

As part of your learning you have the opportunity to register as an Associate Member of the CLDSC (if you have not already done so). [This link provides details of the simple process to do this.](http://cldstandardscouncil.org.uk/registration/)

If you wish to discuss this document further please contact CLDSC at contact@cldstandardscouncil.org.uk and title your email Practice Placement query.

Best wishes on your studies and CLDSC look forward to hearing how your studies are progressing.

Signed



Director of CLD Standards Council Scotland

**Template 1 Student CLD Practitioner Welcome Sheet**

Have you filled in the name and date on front of your pack? y/n

Have you asked your tutor to fill in their name? (or has it already been done?) y/n

Have you visited the CLDSC website? y/n

Have you registered as an Associate Member of CLDSC? Y/N if not, why not?

……………………………………………………………………………………………………..………………

 

Space for any other useful notes you wish to make………………………………

**Template 2 Before offering a Practice Placement**

**Before considering to offer a Practice Placement opportunity to a Student CLD Practitioner**

This document is designed to prompt you to consider the impact that a Practice Placement Student CLD practitioner will have on your organisation and why certain criteria/guidelines are in place.

The Student CLD Practitioner will supply a link to the CLD Professional Practice Placement Standards document to you when they approach you to ask you to consider providing them with a placement opportunity. Please note that the Educational Provider may already have supplied you with a copy of the document that this template forms part of. If you have not received this please get in touch at contact@cldstandardscouncil.org.uk. The CLD Professional Practice Placement document will be used throughout the placement and forms part of the Student CLD Practitioners assessment. Please note that the Educational Provider may provide you with their individual requirements/documents and that the CLD Professional Practice Placement Standards document is considered the minimum interaction required. The important aspect is that within the CLD Sector we wish to ensure a consistent approach is taken by all Educational providers, Placement supervisors and Student CLD practitioners. By putting the Student CLD Practitioner at the heart of the process we aim to ensure that Student CLD Practitioners are acting in a professional manner from the very beginning of their learning programme and are taking responsibility to support and improve the standards of that learning experience.

Students undertaking qualifications approved through CLDSC Professional Approved Degree routes, must undertake a minimum amount of practice in order to achieve the professional qualification. This is based on the QAA Benchmarks for Youth & Community Work which advise that:

“Students have significant involvement in community and youth projects as well as in other, more formal, settings. Learning through working with experienced practitioners of youth work, community education and/or community development, as well as other professional staff, is a central feature of courses in this subject area.”

 <https://www.qaa.ac.uk/docs/qaa/subject-benchmarkstatements/subject-benchmark-statement-youth-and-communitywork.pdf?sfvrsn=5e35c881_4>

Your involvement as a role model is vital not only to the success of the CLD Student Practitioner but also ensuring the quality of the CLD Sector in the future.

**Practice Placement Providers**

A good placement agency is one that has thought seriously about the implications of taking a Student CLD Practitioner into their organisation.  Students almost always add to the capacity of the organisation by bringing extra resources but they also create demands in terms of staff time and space.

**Template 2 Before offering a Practice Placement**

**Staff time** – students require the attention of their qualified practice supervisors on a regular basis in the form of regular, structured supervision sessions.  In the case of full-time block placements this can require one to two hours of a supervisor’s time each week.  This means that supervision cannot be simply added on to a supervisor’s workload but must be accommodated into the supervisor’s working week.  Time must be created to accommodate the supervisory role.

**Space** – Host agencies are asked to think about the physical accommodation of the student CLD practitioners.   Where possible the student CLD practitioners should be offered their own work space and technology but we recognise that there may be particular arrangements that apply to all staff and student CLD practitioners would normally be expected to fit in to these arrangements.

Beyond these practical considerations there is also a need for the agency to prepare itself as the context within which a student CLD practitioner can be supported.   Student CLD practitioners often challenge convention, ask awkward questions and propose apparently naïve solutions.  All of these things can challenge the openness of any agency to think differently about itself and the way it does things.  It is not just the supervisor who needs to prepare for these eventualities but the whole of the agency’s staff, all of whom may be required to take on a tutoring, mentoring or coaching role in relation to the student CLD practitioners in their midst.

The central commitment from the agency is of course the time of the placement supervisor.  This commitment will vary depending on circumstances but what follows is an indication of the kinds of multiple roles the supervisor may be called on to perform.

**Roles of the Placement Supervisor**

There is no one correct way to be a Professional Practice Placement Supervisor.  How we undertake the role depends on many things, not least your own style of supervision and the learning needs of the student.  Supervisors perform many different roles during the process of enabling a student’s learning some of which are listed below:

* ***Facilitator:***  Depending on the experience of the student, the supervisor might simply be required to facilitate the placement learning process by providing the context to enable the student CLD practitioners to reach their goals.
* ***Role Model:*** Students will look to their supervisors as role-models as they learn through observation of the professional in practice, shadowing their supervisor and other professional staff to see how they deal with the challenges of practice.
* ***Coach:***  It is often crucial to the student’s learning that they are offered the opportunity to work alongside their supervisor on shared projects in order that the supervisor can advise and coach in the midst of the practice setting.
* ***Motivator:*** Student CLD practitioners often come to the placement experience unsure about their abilities and feeling inexperienced and vulnerable.  In these circumstances supervisors become a crucial source of motivation in helping to build student CLD practitioners confidence by affirming the student CLD practitioners abilities while positively pointing them towards developing their skills and thinking for the future.

**Template 2 Before offering a Practice Placement**

* ***Mentor:*** It is crucial to the student’s development that they receive good advice to help them develop their analysis of practice situations.  Supervision which helps them to share their analysis and get well-structured feedback is key to the student’s development.
* ***Educator:*** It is really important that professional practice supervisors see themselves as professional educators and as teachers for periods of the placement period.  Student CLD practitioners benefit from structured teaching sessions in which professional staff engage them in critical dialogue about things like the latest policy developments or the methods that they use in their work.

**Additionally, being a supervisor is about carrying out the following roles:**

* ***Manager:*** ensures a smooth, planned and motivating placement
* ***Observer:*** actively monitors student CLD practitioners performance, participants response and student CLD practitioners participant interaction; acknowledges learning style
* ***Instructor:*** allow opportunity for questions, carefully listening; attention to learning style; teaching new skills; giving clear explanations.
* ***Counsellor:*** allows time for support and feedback; is a mutually educative exchange, offers problem-solving, ensures privacy, maintains appropriate role boundaries.
* **Assessor:** analyses performance merits and problems; timely in identifying learning needs; relies on keen observation and documentation of observations; expectations are clear, certifies pass/fail assessment.
* **Feedback**: provides recommendations for improvement, is timely; relates to remediable behaviours; takes place in written, verbal, direct, indirect and peer feedback styles.

Each of the partners in the professional practice placement process has a particular role to play in ensuring the success of the learning opportunities offered throughout the placement experience.

**Some things to consider before considering offering a**

**Template 2 Before offering a Practice Placement**

**CLD Professional Practice Placement Opportunity:**

* **What does your organisation need to consider in advance of accepting a Student CLD Practitioner into your agency?**
* **Do you have a CLDSC Approved Qualification?**
* **Are you** [Registered](https://cldstandardscouncil.org.uk/registration/) **with CLDSC?**
* **Have you completed Practice Placement Supervisor Training course?**
* **What work can you make available to the Student CLD Practitioner during their placement? What time will this involve? How can you protect this time in your own calendar?**
* **Are you comfortable advising a Student CLD Practitioner that your organisation may not be suitable placement for them. This could be due to the work focus, hours or possibly other employee related criteria. It is important that both parties are able to gain a quality experience.**
* **Are you comfortable in assessing the work of the Student CLD Practitioner or do you need to seek support and guidance to complete this?**
* **Are you prepared to undergo Practice Supervisor Learning? (if required)**
* **Has your employer agreed for you to take on the responsibility of a practice placement Student CLD Practitioner?**
* **Do you have a clear understanding of the areas that the Student CLD Practitioner will require to be involved in involved in?**
* **Are you ready to meet with the potential Student CLD Practitioner and create the working contract?**

**Template 2 Before offering a Practice Placement**

When you are ready to meet with the Student CLD Practitioner, you can begin to consider information needed in the discussion to agree the Practice Placement contract – Template 4 is provided to support this process.

The Student CLD Practitioner will be required to share the contract with their Educational Provider. You should ensure you are comfortable with the contract and receive confirmation from the Educational Provider that the contract is acceptable. They will be unable to start the placement opportunity until this is done AND will be unable to start their placement until they have the [appropriate PVG](https://www.mygov.scot/apply-for-pvg) in place.

**This document forms part of the CLD Professional Practice Placement Standards defined by the CLD Standards Council.**

**The full version of the Standards and the accompanying Templates to be used by the Student, Placement Provider and Educational provider, can be found on the** [**Professional Practice Placement Standards**](https://cldstandardscouncil.org.uk/approval/practice-placement-standards/) **page on the CLD Standards Council website.**

**Template 3: Pre Placement Preparation**

**Pre Placement Preparation**

The Educational Provider will start to introduce you to thinking about your CLD Professional Practice Placement experience relatively quickly in your studies. There is a lot to consider and this template will help you to make the most of YOUR professional practice experience.

Placements require a strong partnership between Student CLD Practitioners, the field of CLD practice and Educational Providers. You, as the Student CLD Practitioner are instrumental to getting the very best from your CLD Professional Practice Placement experience. Your practice placement experience is there to help you practice the skills, values and principles of working as a professional CLD Practitioner and as a professional CLD Practitioner you must take responsibility for ensuring you gain the opportunity and exposure to enhance your skills. This template will help you to focus and sharing with your Educational Provider and your Practice Placement Supervisor when you meet them will assist discussions. This is only a starting point to the discussions; each student will have different needs, expectations and each Educational Provider and Placement Provider will have processes they must follow whether from a legal or procedural perspective. CLDSC recognises the need to be flexible and in fact, to be creative and therefore we provide these templates as a starter for 10: the minimum of interaction we would expect to see to help your Educational Provider meet the CLD Professional Approval Placement Standards for approval from CLDSC.

A poster size flowchart that directs you to the appropriate templates at the appropriate point is located within the resources [Flowchart Poster size](https://drive.google.com/file/d/1M_A-YZY_zUjqdmAwarJcneGTyEyvwKK-/view?usp=sharing)

**It will soon be time to negotiate your Practice Placement.**

**CAUTION - It may feel as if there is a lot of form filling but always remember that completing this work helps to share evidence as part of your assessment. Good documentation is a sign of an organised professional. That makes it a worthwhile task!**

 ****

**Continue reading for some initial thoughts prompts:**

**Template 3: Pre Placement Preparation**

**Initial thoughts**

**Have you given any thought to where you would like to complete your practice placement experience and have you investigated this? Have you shared your thoughts with your Educational Provider?**

**As a Student CLD Practitioner what are your hopes, fears and expectations from your professional practice placement?**

 **As a Student CLD Practitioner what are your hopes, fears and expectations from your professional practice placement?**

**Do you have an awareness of the principles and values of CLD, Code of ethics and Competences?**

**Have you given any thought to where you would like to complete your practice placement experience and have you investigated this? Have you shared your thoughts with your Educational Provider?**

**What do you understand about your role within the practice placement setting?**

**Do you know how these will apply to your practice placement experience and how these will be assessed?**

**See Checklist below to help you focus on the next steps. This is only a starting point for discussions with any other relevant areas being explored/discussed.**

**Initial thoughts**

 **As a Student CLD Practitioner what are your hopes, fears and expectations from your professional practice placement?**

**Do you have an awareness of the principles and values of CLD, Code of ethics and Competences?**

**Have you given any thought to where you would like to complete your practice placement experience and have you investigated this? Have you shared your thoughts with your Educational Provider?**

**What do you understand about your role within the practice placement setting?**

**Do you know how these will apply to your practice placement experience and how these will be assessed?**

**See Checklist below to help you focus on the next steps. This is only a starting point for discussions with any other relevant areas being explored/discussed.**

**What do you understand about your role within the practice placement setting?**

**Do you have an awareness of the principles and values of CLD, Code of ethics and Competences?**

**Do you know how these will apply to your practice placement experience and how these will be assessed?**

**See Checklist below to help you focus on the next steps. This is only a starting point for discussions with any other relevant areas being explored/discussed.**

**Template 3: Pre Placement Preparation**

**The following checklist for Pre-placement helps you to navigate the processes and actions/steps required.**

|  |  |
| --- | --- |
| **Pre-placement** | **Who should be involved/actioning/considering** **S = Student CLD Practitioner,** **E = Educational Provider** **P = Placement Provider**  |
| **Pre – Placement – is about contextualising CLD values & principles & ethics, developing profiles and clarifying roles and responsibilities**  | **S**  | **E** | **P** | **Notes etc**This area can be used to insert dates or note any actions outstanding or provides a nudge or link to useful documents |
| Have you received the following from your Educational Provider? * The Educational providers own placement guidance handbook.
* Do you know where to find a copy of the Educational providers Practice Placement Supervisors Guide or handbook?
* Have you checked that you have all the forms you need for the process – where have you filed or noted these…………………………………..
* Identify the dates for each form to be completed. Have you put these into a calendar and set up appropriate reminders to action these?\*
 |  |  |  | Date:Date:Date:Date: |
| * Has your Educational Provider pointed you in direction of information about networks/contacts for placement providers to help you secure a quality placement opportunity?

**Template 3: Pre Placement Preparation*** Have they discussed the process with you for arranging this?
 |  |  |  | Date:Date: |
| Arrange a meeting or discussion with potential placement providers to determine compatibility  |  |  |  | Refer to the Initial Thoughts area Template 5 - CLD Practitioner Professional Learning Planning may help with your thought processes  |
| Has Educational Provider agreed that the potential placement provider will offer suitable learning opportunities? |  |  |  |  |
| Arrange to meet with potential placement providers to negotiate and implement initial learning programmes with participants in the agency |  |  |  | Template 6 Student CLD Practitioner goal setting.Template 7 Goal Log |
| Discuss the practice placement experience and complete the agreement plan  |  |  |  | Template 4 |
| Undertake planning and preparation for the placement experience (some suggestions/reminders – remember this is your learning experience, make it work for you!):* PVG received. All student CLD practitioners must apply to [Disclosure Scotland](https://www.mygov.scot/organisations/disclosure-scotland) and gain membership of the Protection of Vulnerable Groups (PVG) scheme once an offer to join a programme has been received. Taking a digital first approach, the new [online PVG service](https://www.mygov.scot/apply-for-pvg) will become the main application process for most PVG applications. Do you know who is responsible for the application?
* Conduct – what is expected of you from the University **and** the Practice Placement Provider
* H&S – has the Practice Placement Provider provided any information in advance of starting? Do you understand this? If not, what action do you need to take?
* Have you reflected on your initial Practice goal thoughts, are these still appropriate? If not, do you need to arrange a discussion your Practice Supervisor to amend?
* Have you considered any reading you can do to prepare for your practice experience?
 |  |  |  | Templates 4, 5, 6 and 7 may assist with your planning and preparation for CLD Professional Practice Placement |

**Template 3: Pre Placement Preparation**

**\* Time-management apps are particularly helpful in the context of online learning; where there are fewer timed classes and no physical mailboxes in which to deposit assignments. Apps worth investigating at the time of writing this document include** [**Trello**](https://trello.com/)**,** [**Evernote**](https://evernote.com/)**;** [**Remember the Milk**](https://www.rememberthemilk.com/)**,** [**Wunderlist**](https://www.wunderlist.com/) **and** [**Todoist**](https://todoist.com/)**.**

**Time-management apps, which are often free or available at low cost, provide users with a timetable and reminders, as long as they are updated with the relevant information. When starting a new course, learners can add assignment deadlines together with dates by which they would like to start work on them. Information such as when to begin studying certain stages of the course materials or personal information such as medical appointments might also be useful to include.**

**Template 4: Placement Contract**

**Practice Placement Contract/Agreement**

**Programme………………………………………… Year of Study………………….**

|  |  |
| --- | --- |
| **Name of Student:** |  |
| **Year of Study applied for:** |  |
| **Student Mobile number:** |  |
| **Student Email address:** |  |
| **Name the proposed organisation**  |  |
| **Student CLD Practitioner job title (where applicable):**  |  |
| **Practice Supervisor/Placement Provider details:** (This should be the person who will support you in your practice placement)Name: Email:Phone:Are they CLD Qualified and/or Registered Member with CLDSC? Y/NIF not, why is it appropriate that they should be your practice supervisor for your CLD Professional Practice Placement?  |  |
| **Supervision Arrangements:** Please outline the planned supervision arrangements e.g. regularity, dates and times:**Hours per week** **Agreed attendance(daily, weekly etc):**(requires ?? hours from beginning MM/YY to MM/YY)  |  |
| **PVG check** :Provide Placement Supervisor with details of your PVG on/before start of Placement Experience. If no PVG is available, the placement experience must not start and discussions with Educational Provider must commence.  |  |
| Describe the proposed supervised practice opportunities (from MM/YY to MM/YY) in the following areas: |
| **Placement Induction:** Please outline the planned induction activities (including but not limited to):* Code of Practice
* Health and Safety
* Code of Ethics
* Equality and Diversity
* Risk assessment/duty of care
 |  |
| Name the geographical area you will be working in.Name 2-3 groups that you will work with and define the purpose. Name some potential networks (local) that you will regularly participate in. |  |

**Template 4: Placement Contract**

**Template 4: Placement Contract**

|  |
| --- |
| **Student CLD Practitioner Learning Requirements:**  |
| [Competences](https://cldstandardscouncil.org.uk/resources/the-competences/): Practice Supervisor and Student CLD Practitioner should discuss and note suggested opportunities to engage in the following areas: |
|

|  |  |
| --- | --- |
| **Know and understand the community in which we work** |  |
| **Build and maintain relationships with individuals and groups** |  |
| **Provide learning and development opportunities in a range of contexts** |  |
| **Facilitate and promote community empowerment** |  |
| **Organise and manage resources** |  |
| **Develop and support collaborative working** |  |
| **Evaluate and inform practice** |  |

 |
| [Ethics](https://cldstandardscouncil.org.uk/resources/ethical-practice-competent-practitioners/): These areas should form part of any review meeting discussions |
|

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Primary Client |  | Duty of Care |  | Professional Learning |  |
| Social Context |  | Transparency |  | Self-awareness |  |
| Equity |  | Confidentiality |  | Boundaries |  |
| Empowerment |  | Co-operation |  | Self-care |  |

 |
| Suggested evidence of Practice Activity: this list is not exhaustive |
|

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Witness testimonies  |  | Recorded Professional discussions |  | Authenticated learner-produced reports |  |
| Records, photographs or video evidence of work activity taking place |  | Video/audio link recording  |  | Essays |  |
| Research projects |  | Reports |  | Presentations |  |
| Posters |  | Work based portfolios |  | Reflective logs and journals |  |
| Simulations such as funding applications and needs assessments |  | Development of practice resources |  | Peer learning and assessment |  |
| National Professional Learning such as attendance at digital conferences or working groups |  | Volunteer activity  |  | Other |  |

 |
|  |

**Template 4: Placement Contract**

|  |
| --- |
| **Placement Work Programme:** Outline the key areas of work that the Student CLD Practitioner will undertake. Provide details of how these will address the learning requirements listed above. |

|  |
| --- |
| **Placement Review Meetings/Placement Practice Assessment evidence:** The Student CLD Practitioner must take responsibility for arranging, attending and documenting review meetings with a) Practice Supervisor b) Educational Provider, Practice Supervisor and Student CLD Practitioner. Dates and Agenda to be agreed in advance and record of sign off of minutes/discussions to be retained by Student CLD practitioner and/or Educational Provider.  |

**Student CLD Practitioner’s Practice & Disclosure Declaration:**

I declare that, to the best of my knowledge, all of the above information I have given in connection to my Practice Placement application is correct.

Student CLD Practitioners Signature

Date

**Template 4: Placement Contract**

**Placement Supervisors agreement:**

**On graduation, Student CLD Practitioners must be fit to be recognised as a Professionally Competent CLD Practitioner.**  A CLD Qualified Supervisor/mentor must provide a sign off that Student CLD Practitioner has reached an appropriate standard in order to practice. Support documents are available in the [Practice Placement Standards on the CLDSC website](https://cldstandardscouncil.org.uk/approval/practice-placement-standards/).

**I understand and agree that in line with Standards set by CLD Standards Council as above that I am happy to work towards sign off with the Student CLD Practitioner**

Placement Supervisor’s signature

Date

Placement Supervisor’s Employer Signature

Date

**Educational Provider’s Agreement:**

**This Programme is approved by *The Community Learning and Development Standards Council Scotland*. It is therefore a requirement that students undertake ?? hours of relevant Community Development practice (paid /unpaid) between MM/YY to MM/YY**

As the Educational Provider we are content that the work plan/contract will enable this Standard to be met.

Educational Providers Signature:

Date

**Template 5: CLD Practitioner Professional Learning Planning**

Identify needs and challenges

When planning your Professional Learning and Development you should consider needs and challenges coming out of key processes and documents, such as –

Work plans Improvement plans

Target setting Inspection reports

Professional Development review / Appraisal Community Planning and LOIP

Support and Supervision Previous Review

Consider these questions –

* What impact/change, if any, do you want or anticipate for;
	+ Your thinking and understanding
	+ Your professional actions
	+ Your interactions with learners / community / colleagues ?
* How will you know the impact your professional learning and development will have had on
	+ Your practice
	+ Community members/learners/users
	+ Colleagues
* What evidence might you collect and how will you collect it?
* How will you make sense of this evidence?
* Will you share your learning and development knowledge and understanding with others?
* What will your professional learning and development look like? (e.g. enquiry, further study, collaborative activity, project and development work)
* How do these learning goals relate to CLD Standards Council Professional Standards (i.e. competences, ethics, values and principles)?
* Will they be SMART (Specific, Measureable, Achievable, Relevant and Time Limited)

**Student CLD Practitioner Professional Learning**

**Template 6: Goal Setting**

|  |  |
| --- | --- |
| **Student CLD Practitioner:** |  |

**Goal:** define the SMART outcome you wish to achieve -

|  |
| --- |
| I want to …. |

**I want to do this because …**

(Why do you want to do this - This might be an opportunity to reflect with your Practice placement supervisor or mentor)

|  |
| --- |
|  |

**I will achieve this through:**

|  |
| --- |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date set:** |  |  | **Review Date :** |  |

**Ongoing Progress Update**

|  |  |
| --- | --- |
| **Date** | **Update** |
|  |  |
|  |  |

**Impact on Conclusion / Reason to close:**

|  |
| --- |
|  |

**Student CLD Practitioner Professional Learning**

**Template 7: Goal Log**

|  |  |
| --- | --- |
| **Student CLD Practitioner:** |  |

|  |  |
| --- | --- |
| **Practice Placement Supervisor:** |  |

|  |  |
| --- | --- |
| **Educational Provider:** |  |

**Goal log**

|  |  |  |
| --- | --- | --- |
| **Goal** | **Review Date** | **Status[[1]](#footnote-1)** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Student CLD Practitioner Professional Learning**

**Template 8: Goal Review**

|  |  |
| --- | --- |
| **Student CLD Practitioner:** |  |

**Goal:** define the SMART outcome you wish to achieve -

|  |
| --- |
| My goal was …. |

**I did this because …**

(What did you set out to do on your goal setting? This might be an opportunity to reflect with your manager or mentor)

|  |
| --- |
|  |

**I achieved this through/I still need to work on:**

|  |
| --- |
|  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date started:** |  |  | **Completion Date :** |  |

**Ongoing Progress Update**

|  |  |
| --- | --- |
| **Date** | **Update** |
|  |  |
|  |  |

**Impact on Conclusion / Reason to close:**

|  |
| --- |
|  |

**Student CLD Practitioner Professional Learning**

**Template 9: Activity Record**

|  |  |
| --- | --- |
| **Activity:** |  |

|  |  |
| --- | --- |
| Venue: |  |
| Provider: |  |
| Date(s) |  |
| Total Hours:Log in Template 12 can be used |  |

|  |
| --- |
| **Student CLD Practitioner Learning Requirements:**  |
| [Competences](https://cldstandardscouncil.org.uk/resources/competent-practitioner-framework/): Practice Supervisor and Student CLD Practitioner should discuss and note suggested opportunities to engage in the following areas: |
|

|  |  |
| --- | --- |
| **Know and understand the community in which we work** |  |
| **Build and maintain relationships with individuals and groups** |  |
| **Provide learning and development opportunities in a range of contexts** |  |
| **Facilitate and promote community empowerment** |  |
| **Organise and manage resources** |  |
| **Develop and support collaborative working** |  |
| **Evaluate and inform practice** |  |

 |

|  |
| --- |
| [Ethics](https://cldstandardscouncil.org.uk/resources/ethical-practice-competent-practitioners/): These areas should form part of any review meeting discussions |
|

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Primary Client |  | Duty of Care |  | Professional Learning |  |
| Social Context |  | Transparency |  | Self-awareness |  |
| Equity |  | Confidentiality |  | Boundaries |  |
| Empowerment |  | Co-operation |  | Self-care |  |

 |
| Suggested evidence of Practice Activity: this list is not exhaustive |
|

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Witness testimonies  |  | Recorded Professional discussions |  | Authenticated learner-produced reports |  |
| Records, photographs or video evidence of work activity taking place |  | Video/audio link recording  |  | Essays |  |
| Research projects |  | Reports |  | Presentations |  |
| Posters |  | Work based portfolios |  | Reflective logs and journals |  |
| Simulations such as funding applications and needs assessments |  | Development of practice resources |  | Peer learning and assessment |  |
| National Professional Learning such as attendance at digital conferences or working groups |  | Volunteer activity  |  | Other |  |

 |
|  |

Comments and critical reflection:

**Student CLD Practitioner Professional Learning**

**Template 9: Activity Record**

|  |
| --- |
|  |

|  |  |
| --- | --- |
| Related Goal: |  |

|  |  |
| --- | --- |
| Associated documents |  |

Template 10: During Placement Checklist

|  |  |
| --- | --- |
| **During Placement** | **Who should be involved/actioning/considering:** * **SCLDP = Student CLD Practitioner,**
* **E = Educational Provider and**
* **PPS = Practice Placement Supervisor**
 |
| **During Placement – Opportunities matched to learning needs, regular support & supervision, assessment of interpersonal skills, abilities & competences, critical analysis of experience & learning**  | **SCLDP** | **E** | **PPS** | **Notes** |
| Induction available and undertaken by Student CLD Practitioner and clear details provided around work within the practice providers conditions of employment |  |  |  | Induction training,fitness to practice. Code of conduct  |
| Support learner to reflect on their practice  |  |  |  | **Links to docs providing guidance on reflective practice** |
| Meetings arranged between practice provider, tutor and learner as and when appropriate  |  |  |  | **Diary dates: …………****Invites sent:…………..****Agenda sent………….****Discussions/minutes issued……****Discussions/minutes signed off……………..** |
| Provide a range of practice learning opportunities and a supportive environment in which to coach and support learner in their development including areas such as:* CLD Ethics
* Values and Principles
* Competences

Template 10: During Placement Checklist* I-develop
* Awareness of ability to register with CLD Standards Council
* Critical reflection on practice
* Self-evaluation and tools available to support this
 |  |  |  | i-develop resources available to support thisResources available on CLDSC website[Ethical Practice - Competent Practitioners 2020 - Section 4 (cldstandardscouncil.org.uk)](https://cldstandardscouncil.org.uk/wp-content/uploads/EthicalPractice-2020_Section4.pdf)[Values of CLD | CLD Standards Council for Scotland](https://cldstandardscouncil.org.uk/resources/values-of-cld/)[The Competences | CLD Standards Council for Scotland](https://cldstandardscouncil.org.uk/resources/the-competences/)[i-develop learning for cld (i-develop-cld.org.uk)](https://www.i-develop-cld.org.uk/)[The Registration System | CLD Standards Council for Scotland](https://cldstandardscouncil.org.uk/registration/the-registration-system/)[Critical reflection materia](https://docs.google.com/document/u/0/d/190N1pvQ82fDdirP8Uy4vlKpVYDHlZM8FtWyKKTavgtU/edit)l is available in the Supervisor Learning- contact CLDSC for more information[HGIOCLD](https://education.gov.scot/improvement/quality-frameworks/how-good-is-our-cld) [LEAP](https://www.scdc.org.uk/what/leap/) |
| IF the Student CLD Practitioner feels that something is missing from their practice placement experience they should arrange to discuss with PPS and Educational Provider  |  |  |  | **Template 11** |
| Prepare for and participate in regular supervisory meetings to ensure structured support, guidance and feedback are available  |  |  |  | **Template 11 – meeting agenda**  |
| Ensure the required amount of placement/practice hours completed |  |  |  | **Template 9 and/or 12** |
| Liaise with tutor and supervisor to arrange assessment visit to practice setting  |  |  |  | **Date? ……****Invite sent on ?.......****Completed on? …..**  |
| Oversee the Student CLD Practitioner practice learning plan including ensuring hours of practice are met |  |  |  | Templates 5,6 and 7  |
| Explore linkages between conceptual frameworks and approaches to practice |  |  |  | Regularly document discussion and add reflective account to portfolio for assessment Template 8 |

Template 10: During Placement Checklist

Template 11: Meeting Agenda

**Attendees:**

Purpose of the meeting:

Time and location of meeting:

Minutes/actions to be captured by: <INSERT NAME>

Details of minutes/actions from this meeting to be sent by: <INSERT DATE>

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**AGENDA**

* Welcome and apologies for absence
* List of any previous actions/minutes to be discussed:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| ITEM no  |  Topic  | Paper/oral/information only/discussion |  Lead by | Notes |
|  |  |  |  |  |
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* Future Agenda Items:
* AOB:
* Date of next meeting:

**Template 12: Student CLD Practitioner Practice Hours log**

Student to complete each week in consultation with their supervisor. Students must notify the placement agency, their university tutor, the placement advisor and the programme secretary if they will be absent from placement. The completed hours log must be emailed by the student, **copying in their supervisor**, at the end of every 4th week and at the end of placement to ??

**Student CLD Practitioner’s Name:**

**Practice Supervisor’s Name:**

|  |  |  |
| --- | --- | --- |
| **Week** | **Total Hours Completed Per Week** | **Agreed by Supervisor Signature/Initial** |
| Week 1(DD/MM/YY) |  |  |
| Week 2(DD/MM/YY) |  |  |
| Week 3(DD/MM/YY) |  |  |
| **Week 4**(DD/MM/YY) |  |  |
| Week 5(DD/MM/YY) |  |  |
| Week 6(DD/MM/YY) |  |  |
| Week 7(DD/MM/YY) |  |  |
| **Week 8**(DD/MM/YY) |  |  |
| Week 9(DD/MM/YY) |  |  |
| Week 10(DD/MM/YY) |  |  |
| Week 11(DD/MM/YY) |  |  |
| **Week 12**(DD/MM/YY) |  |  |
| Week 13(DD/MM/YY) |  |  |
| Week 14(DD/MM/YY) |  |  |
| Week 15(DD/MM/YY) |  |  |
| **Week 16**(DD/MM/YY) |  |  |
| Week 17(DD/MM/YY) |  |  |
| Week 18(DD/MM/YY) |  |  |
| Week 19(DD/MM/YY) |  |  |
| **Week 20**(DD/MM/YY) |  |  |
| **Total Hours Completed** |  |  |

**Template 13: Post Placement checklist**

|  |  |
| --- | --- |
| **Post Placement** | **Who should be involved/actioning/considering:****Student CLD Practitioner = SCLDP, Educational Provider = E and** **Placement Provider = P** |
| **Post Placement** – reviewing evidence based practice, integrating theory and practice, developing self-assessment & competence  | **SCLDP** | **E** | **P** | **Notes** |
| Sharing of placement experience including any suggested changes and/or improvements |  |  |  |  |
| Provide recordings about analysis of practice, project progress and areas for possible development.  |  |  |  | Template 14 |
| Practice feedback reports (formative and summative) in working towards successful completion of final assessment.  |  |  |  | Template 15 |
| Ensure you have sign off from Practice Supervisor to confirm that they consider you (or consider you to be on the right path if this is not your final placement) to be a Professionally Competent CLD Practitioner. (This must be obtained for each practice placement opportunity undertaken)  |  |  |  | Template 15 |
| Creation of future professional learning plan  |  |  |  | [Course: Professional Learning (i-develop-cld.org.uk)](https://www.i-develop-cld.org.uk/course/view.php?id=172&section=0) |
| Evaluation |  |  |  | As well as any evaluation requested from the Education and Provider and/or the Practice Placement Supervisor, CLDSC will also issue an on-line survey  |

**Template 14**: **Ongoing Placement Review Report**

 **(It may be useful to use this with any Goal templates completed during placement)**

|  |
| --- |
| **Student CLD Practitioner:** **Practice Placement Supervisor:****Practice Placement Provider/Agency:****University Tutor:** |
| **Key Competence** | **Student****Progress****(please mark the relevant answer in bold)** | **Comments/Action** |
| **Know and understand the community in which we work** | Objective Achieved On track Limited Progress No Progress |  |
| **Build and maintain relationships with individuals and groups** | Objective Achieved On track Limited Progress No Progress |  |
| **Provide learning and development opportunities in a range of contexts** | Objective Achieved On track Limited Progress No Progress |  |
| **Facilitate and promote community empowerment** | Objective Achieved On track Limited Progress No Progress |  |

**Template 14**: **Ongoing Placement Review Report**

|  |  |  |
| --- | --- | --- |
| **Key Competence** | **Student****Progress****(please mark the relevant answer in bold)** | **Comments/Action** |
| **Organise and manage resources** | Objective Achieved On track Limited Progress No Progress |  |
| **Develop and support collaborative working** | Objective Achieved On track Limited Progress No Progress |  |
| **Evaluate and inform practice** | Objective Achieved On track Limited Progress No Progress |  |

**Template 14**: **Ongoing Placement Review Report**

|  |
| --- |
| **Student CLD Practitioner Learning Requirements:**  |
| **Competences:** Practice Supervisor and Student CLD Practitioner should discuss and note suggested opportunities to engage in the following areas: |
|

|  |  |
| --- | --- |
| **Know and understand the community in which we work** |  |
| **Build and maintain relationships with individuals and groups** |  |
| **Provide learning and development opportunities in a range of contexts** |  |
| **Facilitate and promote community empowerment** |  |
| **Organise and manage resources** |  |
| **Develop and support collaborative working** |  |
| **Evaluate and inform practice** |  |

 |

**Template 14**: **Ongoing Placement Review Report**

|  |
| --- |
| **Ethics:** These areas should form part of any review meeting discussions |
|

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Primary Client |  | Duty of Care |  | Professional Learning |  |
| Social Context |  | Transparency |  | Self-awareness |  |
| Equity |  | Confidentiality |  | Boundaries |  |
| Empowerment |  | Co-operation |  | Self-care |  |

 |
| **Suggested evidence of Practice Activity:** this list is not exhaustive |
|

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Witness testimonies  |  | Recorded Professional discussions |  | Authenticated learner-produced reports |  |
| Records, photographs or video evidence of work activity taking place |  | Video/audio link recording  |  | Essays |  |
| Research projects |  | Reports |  | Presentations |  |
| Posters |  | Work based portfolios |  |  |  |
| Simulations such as funding applications and needs assessments |  | Development of practice resources |  | Peer learning and assessment |  |
| National Professional Learning such as attendance at digital conferences or working groups |  | Volunteer activity  |  | Other: |  |

 |
|  |

**Overall assessment by the placement supervisor of the student’s progress to date:**

|  |
| --- |
| **Please mark in bold the statement that applies to your student’s progress:** The student is on track to meet their learning objectivesThe student has made limited progress but should still meet their learning objectives by the end of the placement period Insufficient progress has been made and the student is unlikely to meet their Learning objectives  |

Please return this form to ?? by ……………………..

**Template 15**

**CLD Professional Practice Placement Final Review Report**

**(To be completed by the Practice Supervisor at the end of the current placement with the Placement Provider. Please comment on the Student CLD Practitioner’s practice in relation to the following headings. These are drawn from the CLDSC competences and code of ethics. Please keep in mind the stage the student is at; 1st year, 2nd year etc)**

**On graduation, Student CLD Practitioners must be fit to be recognised as a Professionally Competent CLD Practitioner.**  A CLD Qualified Supervisor or mentor who is a Registered Member of CLDSC, must provide a sign off that Student CLD Practitioner has reached an appropriate standard in order to practice. Guidance on Competent CLD Practitioner can be found in this link - [Ethical Practice – Competent Practitioners | CLD Standards Council for Scotland](https://cldstandardscouncil.org.uk/resources/ethical-practice-competent-practitioners/)

**Student CLD Practitioner:**

**Practice Placement Supervisor:**

**Practice Placement Provider/agency:**

|  |
| --- |
| **Know and understand the community in which we work** |
| What evidence have you seen regarding the student’s competence in relation to this aspect of practice? |
|  |
| What does the student need to work on in the future in relation to this? |
|  |

**Template 15:**

**CLD Professional Practice Placement Final Review Report**

|  |
| --- |
| **Build and maintain relationships with individuals and groups** |
| What evidence have you seen regarding the student’s competence in relation to this aspect of practice? |
|  |
| What does the student need to work on in the future in relation to this? |
|  |

|  |
| --- |
| **Provide learning and development opportunities in a range of contexts** |
| What evidence have you seen regarding the student’s competence in relation to this aspect of practice? |
|  |
| What does the student need to work on in the future in relation to this? |
|  |

**Template 15:**

**CLD Professional Practice Placement Final Review Report**

|  |
| --- |
| **Facilitate and promote community empowerment** |
| What evidence have you seen regarding the student’s competence in relation to this aspect of practice? |
|  |
| What does the student need to work on in the future in relation to this? |
|  |

|  |
| --- |
| **Organise and manage resources** |
| What evidence have you seen regarding the student’s competence in relation to this aspect of practice? |
|  |
| What does the student need to work on in the future in relation to this? |
|  |

**Template 15:**

**CLD Professional Practice Placement Final Review Report**

|  |
| --- |
| **Develop and support collaborative working** |
| What evidence have you seen regarding the student’s competence in relation to this aspect of practice? |
|  |
| What does the student need to work on in the future in relation to this? |
|  |

|  |
| --- |
| **Evaluate and inform practice** |
| What evidence have you seen regarding the student’s competence in relation to this aspect of practice? |
|  |
| What does the student need to work on in the future in relation to this? |
|  |

**Template 15:**

**CLD Professional Practice Placement Final Review Report**

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|

|  |  |  |
| --- | --- | --- |
| **Ethic**  | **Correct Knowledge at this level Y/N** | **IF No – what actions would you suggest for future Professional Leaning Plan?**  |
| Primary Client |  |  |
| Duty of Care |  |  |
| Professional Learning |  |  |
| Social Context |  |  |
| Transparency |  |  |
| Self-awareness |  |  |
| Equity |  |  |
| Confidentiality |  |  |
| Boundaries |  |  |
| Empowerment |  |  |
| Co-operation |  |  |
| Self-care |  |  |

 Ethics: Please consider the extent of knowledge that the Student has in respect of each of the competences and if/where more work is required please comment on your suggested action. |
| **Any other comments on Ethics:** |

|  |
| --- |
| **Practice Supervisor’s general comments about the placement:**(Please comment on: the student CLD practitioner’s overall sense of competence and professionalism; their broad knowledge of the field of practice including the policy arena; their ability to work as part of a team; their continuing professional development, what they should consider in future) |

|  |
| --- |
| **Student CLD Practitioner’s general comments about the placement:**(Please comment on: the main points of learning you will take away from this experience; the supervisory relationship; your overall sense of competence at the end of the placement and the challenges that lie ahead in your continuing professional development.) |

**Overall assessment of student performance:**

**PASS or FAIL (please delete as appropriate)**

**Are you assured that the Student CLD practitioner is/or is on their way (if not their final year of study) to being fit to be recognised as a Professionally Competent CLD Practitioner?**

**IF no please provide reason for this rating:**

**Signature of Placement Supervisor: Date:**

**Signature of Student CLD Practitioner: Date:**

**Please return to ??? by …………………**

**Critical Reflection Information**

**The following information has been taken from the CLDSC Supervisor Training course and provides useful information for students and practice placement providers.**

**1. What do we mean by reflective practice in CLD?**

This first section of the course considers the development of the idea of reflective practice and looks at how it’s meaning has changed since it was first considered. Placement is an **opportunity for students to develop their practice skills alongside experienced practitioners** and then to be given time to reflect on their learning. The reflective process is led by the Placement Supervisor in a series of structured supervision meetings, designed to give the student space to consolidate and recognise their learning. This session will help participants reflect on their own professional learning and think about how they can pass on their experience.

**On-line In-Put**

The idea of ‘The Reflective Practitioner’ has been around for a while and since Donald Schon shared his ideas back in the eighties a lot of water has passed under the bridge. We’ll look at how thinking about reflective practice has changed since then and what implications there are for our practice as placement supervisors.

**Digital Portfolio Task:** Record and post a five-minute introductory talk focusing on your own professional development and context. What were some of the most important things you learned and how did you learn them? Who was your most important practice teacher?

**Synchronous Session**

This first fortnightly on-line session will focus on your introductions posted on Media Hopper and our experiences of supervision. We will also include time for a discussion around the ideas shared about The Reflective Practitioner in the online in-put for this session.

**Discussion Rooms**

In the discussion room for this section we will focus on the idea of reflective practice and think a bit about how we create space for our own professional reflection.

**Essential Reading:**

Smith, M. K. (2001, 2011). ‘Donald Schön: learning, reflection and change’, *the encyclopedia of informal education.* [www.infed.org/thinkers/et-schon.htm](http://www.infed.org/thinkers/et-schon.htm). [Retrieved: 17.2.2021]

**Additional Reading:**

Smith, Mark (1999, 2006, 2013), ‘Keeping a learning journal. A guide for educators and social practitioners’, *The encyclopedia of pedagogy and informal education.*[<https://infed.org/mobi/writing-and-keeping-journals-a-guide-for-educators-and-social-practitioners/>. [Retrieved: 17.2.2021]

Schon, D. (1983) *The Reflective Practitioner: How Professionals think in action.* New York, Basic Books.

**To provide any suggestion of changes to this document please email to** **ApprovalCLD@cldstandardscouncil.org.uk****)**



1. Status can be whatever for works for you, e.g. in Progress, Complete, On hold, revised etc. [↑](#footnote-ref-1)