**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?
* 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 |

**\* 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.**