

Community Learning & Development Plans Workforce Development Component

EXPECTATION: that local authorities and their partners will provide practice placements for CLD students

1. Context

Placement students are the future of Community Learning and Development. The availability and accessibility of practice placements is vital to the profession. This is recognised by Scottish Government in their [CLD Plans Guidance Note \(2021-24\)](#) which includes the expectation that local authorities and their partners will

- Provide practice placements for CLD students

2. CLD Practice Placements

Placements are not only about increasing the employability of the Student CLD Practitioner, there are benefits for the placement provider agency and their staff. An obvious and important one is

- increasing CLD provision by adding to the capacity of the organisation

Having a placement student also

- encourages reflection and a re-visiting of principles and practices within their organisation
- creates a space for everyone to learn and reflect in a collaborative way.

For Placement Supervisors there are opportunities for:

- development of their professional education, supervision and leadership skills
- being prompted to critically reflect on their own practice
- being kept up to date with current theories and evidence

A good placement agency is one that has thought seriously about the implications of taking a Student CLD Practitioner into their organisation. The central commitment being the time of an appropriately qualified placement supervisor.

Supporting the provision and quality of placements is central to the work of the CLD Standards Council. All CLD programmes approved through the CLD Standards Council Professional or Developmental approvals process have a practice placement component which comprises 40% of study hours.

Considerable emphasis is given to the placement in the CLDSC Approval Process. The Practice Placement Standards and supporting materials will be launched in Autumn 2021. Access the existing [Practice Placement Guidelines](#) can be accessed on the CLD Standards Council website.

3. CLDSC support offer

- workshops for organisations thinking about offering a placement. The first of these takes the form of a Member Meet-up on Thursday 29 July 1-2:30 pm. [Register for the Meet up on Eventbrite](#) For further information on offering placements email: contact@CLDStandardsCouncil.org.uk
- Development of a training course for Practice Placement Supervisors with plans for a pilot to commence in Autumn 2021.
- Initial discussions with partners regarding the creation of a bank of CLD Supervisors and the potential to develop a placement directory.

4. Developing the Workforce Development Component of your 3 year plan for Community Learning and Development

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When referencing how your CLD Partnership will meet this expectation, please include your intentions and plans to work with the CLD Standards Council indicating those aspects of our support offer you wish to take up:

- ongoing engagement with regard to placement provision
- workshop on taking on a placement student
- participation in practice placement directory
- participation in placement supervisor bank
- participation in practice placement supervisor training

5. The impact of COVID 19 on CLD Practice Placements

CLDSC have been collaborating with the UK wide Joint Education and Training Standards Committees to issue regular updates and advice to guide FE and HE institutions and their placement providers. Although we hope never to be in this position again, there are lots of great examples of innovative developments that will continue to be useful as things ease. See [Guidance for CLD students and programme providers for academic year 2020/21](#). This summarises the key mitigations in place to support students to continue to access quality placement experiences e.g. optional flexible reduction in placement hours; access to supported professional learning from national organisations; and how to include volunteering/other work experience within placement hours.