



Unit title	Work with Volunteers in a Creative and Cultural Context
SQA code	H6JC 04
SCQF level	6
SCQF credit points	3
SSC ref	COM58

History of changes

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Version number	Date	Description	Authorised by
02	20/11/14	Update to Unit assessment information.	Qualifications Officer

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Title		Work with Volunteers in a Creative and Cultural Context	
Learning Outcomes		Assessment Criteria	
The learner will:		The learner can:	
1	Be able to analyse and communicate opportunities for involving volunteers in the work programme.	1.1	Evaluate current and future areas of their work that could be supported by volunteers.
		1.2	Explain opportunities and needs for volunteer support to those responsible for recruiting or managing volunteers.
		1.3	Explain any code of practice or policy their organisation has for working with volunteers.
2	Be able to agree and explain the work to be done by volunteers.	2.1	Brief volunteers on the work to be done, providing clear instructions and demonstrating tasks where needed.
		2.2	Agree responsibilities and working methods, ensuring that volunteers understand what is expected of them.
		2.3	Ensure that the work allocated is within the capability of the volunteers.
		2.4	Answer any questions volunteers may have on their work and on the facilities and support available to them.
		2.5	Agree an appropriate Level of supervision and support with volunteers.
		2.6	Explain how volunteers' work fits in to any overall objectives and timescales and contributes to the work of the organisation or overall project.

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
<p>3 Be able to support volunteers in their work.</p>	<p>3.1 Encourage and support volunteers to take ownership of their work.</p> <p>3.2 Communicate with volunteers in ways that are appropriate to their needs.</p> <p>3.3 Demonstrate that they treat volunteers courteously, respect their diversity and show respect for their roles and contributions.</p> <p>3.4 Evaluate volunteers' contributions to work objectives and tasks, providing constructive feedback.</p> <p>3.5 Obtain advice and guidance on working with volunteers where necessary.</p>

Additional information about the Unit
Unit purpose and aim(s)
This Unit is about identifying opportunities for volunteers to become involved in your work and working with them to achieve work aims in a creative and cultural context.
Details of the relationship between the Unit and relevant national occupational standards (if appropriate)
Developed from Creative and Cultural Skills National Occupational Standards
Details of the relationship between the Unit and other standards or curricula (if appropriate)
N/A
Assessment requirements specified by a sector or regulatory body (if appropriate)
N/A

Assessment (evidence) Requirements

Assessors must ensure that learners provide evidence to cover all the Learning Outcomes and Assessment Criteria.

This Unit is designed to assess the skills of learners in the workplace. Evidence of occupational competence should be generated and collected through performance in workplace conditions. This includes the knowledge-based Learning Outcomes and Assessment Criteria of the competence Units.

These conditions would be those typical to the learner's normal place of work. The evidence collected under these conditions should also be as naturally occurring as possible. It is accepted that not all employees have identical workplace conditions and therefore there cannot be assessment conditions that are identical for all learners. However, assessors must ensure that, as far as possible, the conditions for assessment should be those under which the learner usually works.

Collection of evidence of performance can be used to substantiate, support and expand the evidence base for competent performance. This may include:

- ◆ Observation
- ◆ Product and photographic evidence
- ◆ Relevant active documentation, reports, presentations

Performance Evidence: Observation

Observation of performance at work. Assessors must provide information about the context of the assessment.

Performance Evidence: Products

Work products (such as reports, letters, memos, printouts, presentations, etc) are valuable items of performance evidence. Assessors are encouraged to assess work products and record the location of evidence within their assessment records. Assessment centres using 'paperless portfolios' should first discuss their approach to assessment with their awarding body.

Guidance on Methods/Instruments of Assessment

This Unit is designed to assess the knowledge of learners in the workplace. Learning Outcomes may be assessed by a work-based assessment or by observation/product evidence/witness testimony. Online assessment may also be used. The collection of supplementary evidence of performance can be used to further substantiate, support and expand the evidence base for competent performance where this is necessary. This may be required depending on the size of the organisation in which the learner is working.

Supplementary evidence may include:

- ◆ Questioning
- ◆ Professional discussion
- ◆ Witness testimony
- ◆ Other valid evidence which relates directly to learner performance

Guidance on Methods/Instruments of Assessment (cont)

Supporting Evidence: Questioning

Assessment by observation and examination of work products usually results in inferred knowledge. As a result, questions should only be asked to fill gaps where knowledge is not explicit. This style of assessment still requires the assessor to confirm how knowledge and understanding has been addressed but avoids over assessment of the learner.

Questioning includes: verbal and written questioning, questionnaires, work based tasks, reflective accounts, case studies, professional discussion and feedback reports.

Supporting Evidence: Professional Discussion

Professional discussion is a single, or series of structured, planned and in-depth discussions which can be recorded electronically or manually in paper, computer, audio or video files. Professional discussions can be used to support observation reports, examination of work products and knowledge questionnaires. It is more usually used to fill in gaps in existing performance and knowledge evidence. It can be used formatively and summatively, and using it enhances the assessment process for both learners and assessors.

Professional discussion is used in holistic assessment, which is rigorous, informative and cost-effective, provided the learner is competent in their job role and ready to be assessed. If these conditions are met, assessors can plan to assess naturally-occurring 'evidence-rich' opportunities at work by observation, examination of work products, professional discussion and questioning knowledge within one assessment session. It is also possible for assessors to obtain witness testimonies at the same assessment session. Such a comprehensive activity is likely to focus on major work activities that demonstrate learner competence.

Supporting Evidence: Witness Testimony

Witness testimony can provide valuable evidence of learner competence. In line with established principles it must be:

a clear, authentic statement indicating how the learner carries out their job
dated, signed and include the job title of the witness

Supporting Evidence: Other qualifications

Other qualifications can be used as supporting evidence in a learner's portfolio. The qualification must be current and be benchmarked to one or more of the national occupational standards. However, it will only be supporting evidence, as assessors must still make judgements about how the learner demonstrates competence at work.

SQA's Guide to Assessment provides information on appropriate instruments of assessment. This guide is designed to provide support for everyone who assesses for SQA qualifications. It looks at the principles of assessment, and brings together information on assessment in general as well as on best practice in assessment.

The *Guide to Assessment* can be downloaded free from SQA's website www.sqa.org.uk.

Creative and Cultural Skills Assessment Strategy also supports the assessment of this Unit.