

National Unit Specification: general information

UNIT Working as a Volunteer to Support a Community Project

CODE DV06 11

COURSE

SUMMARY

This unit is designed for those who are working as volunteers on community projects and have no previous experience of volunteering. On completion of the unit candidates will have developed the knowledge and skills to equip them to work as volunteers on specific community projects.

OUTCOMES

1. Explain the role of volunteers on community projects.
2. Work as part of a team to plan and implement a community project.
3. Evaluate own performance and the performance of the project team.

RECOMMENDED ENTRY

Entry is at the discretion of the centre. No formal qualifications are required. However, the candidate will be expected to have expressed interest and commitment to volunteering.

CREDIT VALUE

1 credit at Intermediate 2 (6 SCQF credit points at SCQF level 5*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Administrative Information

Superclass: PN

Publication date: November 2005

Source: Scottish Qualifications Authority

Version: 01

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National Unit Specification: general information (cont)

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CORE SKILLS

There is no automatic certification of Core Skills or Core Skill components in this Unit

National Unit Specification: statement of standards

UNIT Working as a Volunteer to Support a Community Project

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit Specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Explain the role of volunteers on community projects

Performance Criteria

- a) Describe the benefits of volunteer involvement in community projects.
- b) Explain the role of volunteers in community projects and the qualities required of volunteers.
- c) Describe the benefits of community projects to individuals and communities.

OUTCOME 2

Work as part of a team to plan and implement a community project

Performance Criteria

- a) Contribute to the planning process for a community project.
- b) Demonstrate good practice as a volunteer.
- c) Demonstrate team working in implementing a community project.

OUTCOME 3

Evaluate own performance and the performance of the project team

Performance Criteria

- a) Reflect on own performance in implementing the project.
- b) Reflect on team performance in implementing the project.
- c) Make recommendations for improving team and own performance.

EVIDENCE REQUIREMENTS FOR THIS UNIT

This unit should be assessed holistically by a portfolio and by observation of project activities.

Written or oral evidence is required of the candidate's ability to describe the benefits of voluntary work, to themselves and to community projects. Written evidence is required of planning and implementing a community project and the evaluation of his/her own and the team's performance. This evidence should be incorporated into the portfolio.

The portfolio should also include evidence of practical skills and observation checklists and witness testimonies could be used for this. a logbook could provide supplementary evidence.

National Unit Specification: support notes

UNIT Working as a Volunteer to Support a Community Project

This part of the Unit Specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Outcome 1:

Volunteers volunteer for a wide range of reasons; for social benefits, skills acquisition, personal development; career advancement, health benefits, community benefits, commitment to a purpose/cause. Candidates should consider their own reasons for volunteering and be able to identify and describe the possible benefits from working as a volunteer. They should also consider the category of 'forced' volunteer e.g. community service orders, return to work trainees, and be able to describe the different needs of these volunteers.

The role of volunteers on community projects will range from providing manual labour, to providing training and expertise, mentoring, administration, and higher management functions depending on the type of project. Candidates should be able to distinguish between agency-led community projects and community initiated and led projects. The benefits of community projects are related to the responsiveness of these projects to community needs. Therefore candidates should consider the project benefits: longevity, targeting of resources, delivering community benefits such as encouraging social interaction, social cohesion and developing skills for future benefit (capacity building).

Outcome 2:

Candidates should demonstrate good preparation in time planning, appropriate clothing and equipment. This means taking responsibility for their volunteer work adequately prepared, on time and also ensuring that the volunteer leader has sufficient information to plan the work schedule. Candidates should be aware of their own health and safety, safe working practices and demonstrate an awareness of the needs of other volunteers.

Planning for a community project requires the candidates to describe the process required before work can be started. This will vary in complexity but will need to include organisation of materials, volunteer labour, tools and equipment, health and safety, communication and publicity as well as defining the project and outcomes.

The candidate also needs to be aware of the importance of good interpersonal skills and communication skills.

Demonstrating team work will be through collaboration to implement aspects of a community project, supporting and encouraging other volunteers, delegating responsibility and working in an inclusive manner.

Outcome 3:

Candidates are required to reflect on their own, and the team's work and consider how they may improve both. The evaluation should consider both process of the work and the product of the project.

National Unit Specification: support notes (cont)

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GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

A candidate centred approach should be used throughout the module. The module could be delivered entirely through practical and project work, with remedial teaching where necessary.

GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

This unit is intended for candidates undertaking voluntary work on community projects. A portfolio should be the means of gathering evidence and a logbook or case study assessments could support this. Evidence of reflexive thinking and some element of self analysis will be required. There is also a requirement for observation

CANDIDATES WITH ADDITIONAL SUPPORT NEEDS

This Unit Specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (SQA, 2004).