



National Unit specification: general information

Unit title: Volunteering Experience (SCQF level 3)

Unit code: FR27 09

Superclass: PM

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Summary

The purpose of this Unit is to enable candidates to apply and develop their skills in a volunteering capacity. Candidates will review their own skills during and after their volunteering experience.

The Unit is suitable for a range of candidates. These could be school and college candidates, people wishing to develop and improve their employability skills in preparation for seeking work, or people seeking to improve other skills and learn through volunteering. School and college candidates undertaking this award are likely to be undertaking some type of volunteering as part of their overall learning experience. It is envisaged that candidates successfully completing this Unit will be able to progress to further study or volunteering work.

This is a mandatory Unit within the Award in Volunteering Skills at SCQF level 3 but may also be taken as a free-standing Unit.

Outcomes

- 1 Participate in a volunteering role in a Volunteer Involving Organisation.
- 2 Review the volunteering experience and its impact on the volunteer.

Recommended entry

There are no specific entry requirements for this Unit, and entry is at the discretion of the centre. No previous experience of volunteering is required, however it would be beneficial for candidates to have completed the Unit *Preparing to Volunteer* at SCQF level 3 or have equivalent experience.

National Unit specification: general information (cont)

Unit title: Volunteering Experience

Credit points and level

1 National Unit credit at SCQF level 3: (6 SCQF credit points at SCQF level 3*)

**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.*

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit Specification.

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

National Unit specification: statement of standards

Unit title: Volunteering Experience

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 SQA.

Outcome 1

Participate in a volunteering role in a Volunteer Involving Organisation.

Performance Criteria

- (a) Participate as a volunteer in a Volunteer Involving Organisation.
- (b) Carry out a skills qualities and attributes analysis before and during a volunteering placement.

Outcome 2

Review the volunteering experience and its impact on the volunteer.

Performance Criteria

- (a) Reflect on how personal skills, qualities and attributes have been used in the volunteering experience.
- (b) Describe the contribution that the volunteer made to the Volunteer Involving Organisation.
- (c) Describe the impact that the experience has had on the volunteer.

National Unit specification: statement of standards (cont)

Unit title: Volunteering Experience

Evidence Requirements for this Unit

Written and/or oral recorded evidence and performance evidence required to demonstrate that the candidates have achieved all of the Outcomes and Performance Criteria. The evidence will be generated under open-book conditions, with directive support from the tutor, at appropriate points throughout the Unit.

Outcome 1

Performance evidence is required which demonstrates that the candidate has participated in a volunteering experience as specified in the Performance Criteria.

Additional written and/or oral recorded evidence is required which will include:

- ◆ a simple description of the candidate's experience, on placement in a VIO
- ◆ a simple self-assessment identifying the candidate's skills/qualities/attributes.

Outcome 2

Written and/or recorded oral evidence covering:

- ◆ a simple review of the volunteering experience identifying at least one way in which the candidate's skills, qualities and attributes have developed during the placement experience
- ◆ a description of how the candidate's experience has impacted on the VIO in relation to the tasks carried out
- ◆ a description of at least two ways in which the placement has impacted on the candidate in terms of their understanding of and attitude towards volunteering.

Note — Evidence can be holistic or Outcome by Outcome

National Unit specification: support notes

Unit Title: Volunteering Experience

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

Volunteering Experience will give individuals the opportunity to gain a national Unit which recognises their contribution to volunteering and the learning they gain as a result of being involved in activities additional to their formal learning. The Unit will link naturally to the development of essential skills, employability skills, transferable skills, active citizenship and the development of the skills and attributes of the four capacities of Curriculum for Excellence (to enable candidates to become successful learners, confident individuals, responsible citizens and effective contributors).

In this Unit candidates will apply and develop their own skills, knowledge or attributes in a volunteering capacity on a placement. This would normally be for a minimum of 20 hours although tutors may use their professional judgement in cases where the placement is less than 20 hours but sufficiently complex to accredit as equivalent.

Placements may occur in a range of VIOs: voluntary organisations, private companies or statutory organisations. Tutors should ensure that appropriate support is available to the candidate whilst on placement and that their institutions' own policies on health and safety and disclosure should be adhered to.

Candidates will review their own skills, knowledge and attributes before, during and after their volunteering experience and reflect on the impact of their placement on the VIO and on themselves. The identification of appropriate skills, knowledge or attributes, as well as the selection of a suitable volunteering placement would be supported by the completion of the *Preparing to Volunteer* Unit at SCQF level 3.

In addition to the above, the Unit should develop awareness of the following considerations: Disclosure checks and Risk Assessment.

Guidance on learning and teaching approaches for this Unit

This Unit lends itself naturally to a holistic approach, though tutors may, if desired, approach it Outcome by Outcome. A balance between a tutor led and a candidate centred approach should be adopted throughout this Unit. Considerable support for candidates with planning and preparation for placement may be required at this level.

It should be noted that volunteering has a cultural context and for students/learners of other nationalities, there may be no similar context of volunteering or it may have very different connotations which may prove to be a barrier to inclusion. Where this is the case, learning and teaching approaches should address these issues to ensure understanding prior to assessment tasks being undertaken.

National Unit specification: support notes (cont)

Unit Title: Volunteering Experience

Aspects of this Unit could be integrated with delivery of Core Skills in *Communication*, *Working with Others* and *Problem Solving*.

Corresponding to Outcome 1, learning and teaching activities may include:

- ◆ small group discussions on expectations and responsibilities
- ◆ input from guest speakers such as existing volunteers and volunteer co-ordinators about their placement experiences
- ◆ class discussions on different methods of gathering assessment evidence, eg video, e-portfolios, interviews, log books, blogs followed by appropriate support
- ◆ use of internet to study useful volunteering websites and volunteering case studies, eg www.volunteerscotland.org.uk and use of volunteering DVD and toolkit at www.learningbyvolunteering.org.uk
- ◆ working individually or with colleagues and/or tutors to complete self-assessment template
- ◆ simulation and role play on how to deal with situations that might arise on placement.

Corresponding to Outcome 2, learning activities may include:

- ◆ keeping a reflective log/blog on the experience as it progresses
- ◆ one to one interviews with tutors or placement supervisors/mentors on progress and impact of personal contributions with option of additional evidence being provided through records of these interviews
- ◆ working with tutors to identify where skills/qualities/attributes were demonstrated and considering points for reflection from the volunteering experience.

The Unit should provide candidates with an opportunity to develop the following skills for life, learning and work:

- ◆ Self awareness and improvement — by carrying out a self assessment and measuring own performance;
- ◆ Citizenship — by participating in the activities of a VIO;
- ◆ Confidence — by seeing how participation benefits self and others;
- ◆ Self Management — by participating in the VIO and fulfilling requirements;
- ◆ Community Involvement — by working with the VIOs community;
- ◆ Independent thinking and informed decision making — by making decisions about own skills/qualities/attributes and decisions whilst on placement;
- ◆ Appreciation of values and beliefs — by understanding the work of the VIO;
- ◆ Reviewing and Evaluating — by identifying aspects of own performance and reflecting on the experience;
- ◆ Working to reach VIO standards; by fulfilling placement requirements;
- ◆ Skills utilisation in a new context — by applying skills identified to VIO requirements;
- ◆ Interpersonal Skills — through interaction with others within the VIO;
- ◆ Interdependence — through being part of the VIO and being relied upon to fulfil required role;
- ◆ Effective contributing — by giving time to the VIO to achieve their goals.

National Unit specification: support notes (cont)

Unit Title: Volunteering Experience

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Opportunities for developing Core Skills

In this Unit candidates will learn how to apply and develop their skills in a volunteering capacity. In addition they will review their own skills during and after their volunteering experience.

Candidates will:

- ◆ apply and develop their own skills, knowledge or attributes in a volunteering capacity on a placement
- ◆ review their own skills, knowledge and attributes before, during and after their volunteering experience
- ◆ reflect on the impact of their placement on the VIO and on themselves.

This means that as candidates are doing this Unit they will develop aspects of the Core Skills of *Communication*, *Problem Solving* and *Working with Others*.

In addition candidates may develop aspects of the Core Skills of:

- ◆ *Information and Communication Technology (ICT)* — where templates and documents are produced electronically or where the placement itself involves tasks using IT.
- ◆ *Numeracy* — where graphical information is included in evaluations or where the placement itself involves tasks using numbers for example.

Depending on the candidate's placement tasks and the chosen method of assessment, formative and/or summative assessment evidence may be gathered for *Communication* where Reading, Writing, Speaking and Listening skills are practised or demonstrated to meet the Core Skill Performance Criteria.

Working with placement supervisors/mentors or in a group with other volunteers may provide formative and/or summative assessment opportunity for *Working with Others*.

The candidate's placement tasks could contribute to formative evidence for Planning and Organising in *Problem Solving*.

National Unit specification: support notes (cont)

Unit Title: Volunteering Experience

Guidance on approaches to assessment for this Unit

The assessment strategy should allow for written or oral assessment and performance evidence. The candidate will receive directive support throughout the Unit whilst generating the evidence required to achieve the National Standard through each of the Outcomes for this Unit. This means that the tutor will issue explicit instructions to candidates to enable progress. Feedback from the VIO providing the experience may be taken into account as additional evidence but is not a formal requirement of the Unit.

The Unit lends itself to holistic assessment. There are possibilities for a wide range of assessment methods — written and recorded oral evidence and performance evidence leading to the compilation of a portfolio of evidence which could comprise some or all of the following elements:

- ◆ Candidate notes
- ◆ Assessor observation checklist
- ◆ Diary, log book or blog
- ◆ E-portfolio
- ◆ Video
- ◆ Audio recording by candidate
- ◆ Visual material, eg Photographs, Poster production, etc
- ◆ Self-assessment templates
- ◆ Statement from the volunteering placement provider
- ◆ Recorded tutor led interviews

Performance evidence may be supported by assessor checklists.

The candidate should be given a suitable template to enable the production of the evidence required for identification of skills/qualities/attributes. Additional evidence may derive from a placement provider/mentor checklist or testimonial if appropriate.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

History of changes to Unit

Version	Description of change	Date

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