



Group Award Specification for:

**Award in Volunteering Skills
at SCQF level 3 (GD1N 43)**

**Award in Volunteering Skills
at SCQF level 4 (GD1P 44)**

**Award in Volunteering Skills
at SCQF level 5 (GD1R 45)**

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Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of National Qualification Group Awards.

History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date
03	Correction to section 5.3	November 2012
02	Core skills updated	October 2011

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1 Introduction

This is the Group Award Specification for the new Awards in Volunteering Skills, at SCQF levels 3, 4 and 5 which were validated in June 2011. This document includes: background information on the development of the Awards, their aims, guidance on access, details of the Awards structure, and guidance on delivery.

These Awards are about learning through volunteering. They have been designed in consultation with Volunteer Development Scotland and members of the Volunteer Centres network.

The Awards seek to give individuals the opportunity of gaining a Scottish qualification 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 Awards enable candidates to apply and develop their skills and knowledge in a volunteering capacity. Candidates will learn about the context of volunteering; plan a volunteering placement; review and reflect on their own skills during and after their volunteering experience; review the impact of their experience; and undertake an investigation of a particular aspect of volunteering, relating this to possible future volunteering activity.

2 Rationale for the development of the Awards

The Awards are available at SCQF levels 3, 4 and 5 offer flexibility to a wide range of potential candidates and centres, providing opportunities for all volunteers regardless of academic experience or ability and allowing for progression through the Awards if desired.

At SCQF level 3 candidates will demonstrate basic understanding of the roles within a volunteer involving organisation (VIO); focus on understanding the personal benefits of volunteering to themselves; carry out basic self-analysis; describe and reflect on their experience; and investigate a familiar topic. Assessment is less demanding than at levels 4 and 5 and substantial support may be needed.

At SCQF level 4 candidates will demonstrate more detailed knowledge; wider understanding of roles and activities; the benefits to themselves and to the VIOs; carry out a more focused self-analysis; review and reflect on their experience; and investigate a straightforward topic. Less support may be needed.

At SCQF level 5 candidates will demonstrate detailed knowledge of volunteering and VIOs; the benefits to themselves, the VIOs and the wider community/society; carry out a detailed self-analysis; evaluate their experience; and investigate a straightforward topic leading to a comprehensive project. The assessments will be more demanding and candidates will work more independently.

Candidates and tutors/volunteer managers should decide jointly which level is most appropriate depending on the skills, experience and abilities of the candidate.

2.1 How the Awards meet the needs of learners

There is a recognised gap in the volunteering awards currently available to help volunteer participants develop skills and attain natural recognition for their achievements.

The Department for Work and Pensions¹ recognises that volunteering can help jobseekers develop and maintain useful skills for work (Association of Volunteer Managers). Providing accreditation for volunteering and encouraging volunteering will provide learners with added value and improve their employability, awareness of citizenship and increase skills. These Awards will strengthen a candidate's CV by providing formal recognition of volunteering activity undertaken and help volunteers articulate the value of their volunteering experience in job applications and interviews.

Research from the National Youth Agency² confirms that people develop skills for life through volunteering, such as personal and social skills, self-confidence, self-esteem, communication skills, working with others, practical skills, team working, managing relationships, taking responsibility, problem-solving, planning and preparation for work.

Although not designed to meet the needs of a particular employment sector these Awards support the understanding that employment skills can be developed through volunteering.

The Scottish Government Building the Curriculum series recognises that, within the 16+ Learning Choices group, some young people who are not ready or are unable to take up a more formal offer of learning could take part in a personal and social development opportunity or volunteering, which will act as a stepping stone into a more formal destination.

People at all levels benefit from volunteering through developing employability or essential skills. Volunteering can help re-engage people in society, but many people need help in recognising and articulating this, and these Awards may assist that process.

2.2 Progression

It is envisaged that successful candidates will be able to progress to further study or volunteering work.

Volunteering can help people access and progress within various courses and curriculum areas. Learners may progress through the different levels of the Awards or use them as a stepping stone to vocational courses at the

¹ <http://www.volunteermanagers.org.uk/info-dwp-extra-support-six-months-jobseekers-volunteering-offer>

² <http://www.volunteering.org.uk/NR/rdonlyres/C4E9C2A7-9C3C-407E-A107-DA9E9B607ECC/0/YoungPeoplesVolunteeringandSkillsDevelopmentfullreport.pdf>

appropriate SCQF level or courses in vocational areas that match the volunteering placement experience.

Skills developed in these generic Awards at levels 3, 4 and 5 will help candidates to prepare for other qualifications in a range of courses, as supported by stakeholder research. The Awards could also facilitate progression into more specialist qualifications such as the National Progression Awards in Organising Volunteering Events in Sport, and the level 5 Unit, Working as Volunteer to Support a Community Project, and could complement their delivery by preparing candidates at lower levels of achievement.

Candidates who wish to pursue a career in the voluntary sector or in volunteer management, could progress to the National Certificate in Working with Communities at SCQF level 6 and/or, after further experience, to SQA accredited Volunteer Management Awards: Coordinating Volunteers at SCQF level 6; Managing Volunteers at SCQF level 7; up to a Professional Development Award in Volunteering Management at SCQF level 8. It is well recognised that volunteering assists progression and is often a requirement for entry to some further and higher education courses, such as medicine, teaching and care. Formalising this through the new Volunteering Awards will help provide robust evidence for employers and university and college admissions staff.

3 Aims of the Group Awards

3.1 Principal aims of the Group Awards

The principal aims of the three Awards are listed below. Although the spirit of the Awards is the same at all three levels, the aims show the differences and progression through the SCQF levels. Stakeholder feedback during the development of these Awards indicated the desire for different levels to recognise basic levels of achievement and provide challenge and flexibility to more able and experienced candidates.

Level 3 Aims:

- ◆ to provide candidates with a basic understanding of what volunteering means and a basic understanding of what VIOs do
- ◆ to facilitate the development of skills gained through participation in a placement with a VIO
- ◆ to understand the benefits of volunteering to the volunteer
- ◆ to facilitate reflection on the individual's aptitude for and attitude towards volunteering
- ◆ to enable candidates to investigate a familiar aspect of volunteering that is of personal interest

Level 4 Aims:

- ◆ to provide candidates with an understanding of what volunteering means and an understanding of the objectives of VIOs
- ◆ to facilitate the development of skills gained by participating in a placement with a VIO and making a contribution
- ◆ to understand the benefits of volunteering to the volunteer and the VIO
- ◆ to facilitate a review and reflection on the individual's aptitude for, and attitude towards, volunteering
- ◆ to enable candidates to investigate a straightforward aspect of volunteering that is of personal interest.

Level 5 Aims:

- ◆ to provide candidates with an understanding of what volunteering means and an understanding of the objectives of volunteering involving organisations and the role they play in their community/community of interest
- ◆ to facilitate the development of skills gained by participating fully in the work of a VIO through placement whilst showing awareness of the roles and responsibilities of others' roles in the VIO
- ◆ to understand the benefits of volunteering to the volunteer, the agency/organisation and the wider community
- ◆ to facilitate review, reflection and evaluation on the individual's aptitude for, and attitude towards, volunteering
- ◆ to enable candidates to investigate an aspect of volunteering that is of personal interest which will contribute to benefiting the VIO.

3.2 General aims of the Group Awards

The general aims of these Awards are:

- ◆ to give individuals the opportunity of gaining a Scottish qualification which recognises their contribution to volunteering and the learning they gain as a result of being involved in activities additional to their formal learning
- ◆ to link naturally to the development of skills for life, learning and work, transferable skills, active citizenship and the development of the skills and attributes of the 4 capacities of Curriculum for Excellence. These can be developed explicitly through the Unit Outcomes and corresponding Evidence Requirements and/or through the assessment strategy and/or approaches to delivery:
 - Self awareness and improvement
 - Citizenship
 - Confidence
 - Self Management
 - Critical thinking
 - Independent thinking
 - Appreciation of values and beliefs
 - Informed decision making
 - Reviewing and Evaluating

Socially, volunteering can help break down social barriers and gives people access to new networks. Working through the three mandatory units of these Awards necessitates positive and purposeful social contact working with VIOs and other volunteers.

Stakeholder consultation carried out during development of these Awards supported the selection of the Awards' aims and explicitly supported the development of the following skills: oral communication, accessing information, planning and organising, reviewing and evaluating, working co-operatively with others and reviewing contribution. The Awards align with the work of Volunteer Development Scotland in supporting and developing volunteers. Staff delivering the Awards may be supported by VDS and their work on developing volunteer portfolios.

3.3 Target Groups

Volunteering, by its very nature and ethos, embraces people from all cultures who offer skills and time appropriate to their own abilities and experience and the time they have available. Therefore it is expected that a wide range of candidates will undertake these Awards.

The Awards are suitable for candidates who have no previous experience of volunteering as well as those who already have some volunteering experience and for learners who are volunteers as well as those who are preparing to be volunteers. These could be school and college candidates, people seeking work, or people seeking to improve their skills. School and college candidates taking the Awards are likely to be undertaking some type of volunteering as part of their overall learning experience. The Awards complement and will add value to all the learning candidates are undertaking in terms of developing, recognising and evidencing the development of skills for learning, skills for life and skills for work.

The uptake of individuals undertaking the Awards could include many people in the voluntary sector and those volunteering in the private and statutory sectors throughout Scotland, as there is currently no accredited Scottish award that recognises the contributions and learning through volunteering of people over the age of 25.

The Awards may also appeal to learners within the 16+ Learning Choices group as some young people who are not ready or are unable to take up a more formal offer of learning could take part in volunteering, which may act as a stepping stone into a more formal destination or employment.

Schools may find the Awards of value to pupils undertaking volunteering as part of their school experience in developing citizenship and a sense of social justice. It is commonplace for pupils to volunteer whilst at school, and where curriculum allows, accrediting this volunteering will encourage this propensity to volunteer. Continuing with volunteering from school to college encourages continuity in practices.

These Awards could help build confidence in adult returners, helping them contextualise their volunteering and learning, their prior skills and knowledge and perhaps even validating activities they already engage with.

3.4 Employment opportunities

Volunteering takes place in the private, public and statutory sectors, though it mainly supports the Third Sector³. One third of the population currently engages in volunteering activities

As these Awards are not designed for any particular occupational area the employment opportunities are generic. Learners will develop a range of core and essential skills and personal development experiences which will help to prepare them for responsibility and employment.

4 Access to Awards

As with all SQA qualifications, access to the Awards will be at the discretion of the centre. The Awards are fundamentally designed to encourage open access to all candidates in so far as is possible. The three levels are tailored to meet the needs and circumstances of the candidates, allowing them to access the Award level most appropriate to their ability, and experience. The choice will depend on a number of factors such as prior experience, placement opportunities, SCQF levels already achieved and Core Skills profile.

It should be recognised that volunteering has a cultural context and for 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, steps should be taken to address these issues to ensure understanding prior to the Awards being undertaken.

Recommended access to the three Awards is outlined below:

Access to Level 3

There are no specific entry requirements. This Award may meet the needs of candidates with few or no previous qualifications. The assessments will be challenging and meaningful for candidates at this level. The assessment strategy is designed to avoid unreasonable obstacles to achievement for candidates. Achievement of the following Core Skills profiles may be an indicator of candidate preparedness for this Award.

Core Skill	Suggested SCQF entry level
<i>Communication</i>	2 or 3
<i>Problem Solving</i>	2 or 3
<i>Working with Others</i>	2 or 3

³ The 'Third Sector' is a relatively new term for organisations that provide social or environmental benefit and which do not distribute profits. The term covers voluntary and community organisations, volunteering bodies, charities, social enterprises as well as some co-operatives and mutuals. 'Third Sector' is sometimes used interchangeably with the term 'voluntary sector'.
Scottish Government: Definition of the 'Third Sector' March 2009.

Access to Level 4

There are no specific entry requirements. Candidates who have achieved qualifications at SCQF level 3 may choose to undertake this Award for progression. The assessments will be challenging and meaningful for candidates at this level. The assessment strategy is designed to avoid unreasonable obstacles to achievement for candidates. Achievement of the following Core Skills profiles may be an indicator of candidate preparedness for this Award.

Core Skill	Suggested SCQF entry level
<i>Communication</i>	3 or 4
<i>Problem Solving</i>	3 or 4
<i>Working with Others</i>	3 or 4

Access to Level 5

There are no specific entry requirements. Candidates who have achieved qualifications at SCQF level 4 may choose to undertake this Award for progression, or candidates who have achieved awards at higher levels may undertake it to widen their qualifications profile and to evidence their volunteering experience. The assessments will be challenging and meaningful for candidates at this level. The assessment strategy is designed to avoid unreasonable obstacles to achievement for candidates. Achievement of the following Core Skills profiles may be an indicator of candidate preparedness for this Award.

Core Skill	Suggested SCQF entry level
<i>Communication</i>	4, 5 or 6
<i>Problem Solving</i>	4, 5 or 6
<i>Working with Others</i>	4, 5 or 6

5 Award structures

For these Awards at SCQF levels 3, 4 and 5, candidates will be awarded a National Award Certificate on successful completion of 18 SCQF credit points which will include successful achievement of all of the Units. Candidates achieving individual units but not the full Award will be credited with those Units.

The three Awards have been designed to match the competences within the SCQF level descriptors. The progression through the SCQF levels is best illustrated in the Awards' Levels Matrix in Appendix 1.

5.1 Frameworks

Award in Volunteering Skills at SCQF level 3

All Units are mandatory.

Total credits = 3 units; 18 SCQF credit points

Unit title	Code	SCQF level	SCQF credit points	SQA credit value
Preparing to Volunteer	FR26 09	3	6	1
Volunteering Experience	FR27 09	3	6	1
Volunteering: Investigative Project	FR28 09	3	6	1

Award in Volunteering Skills at SCQF level 4

All Units are mandatory.

Total credits = 3 units; 18 SCQF credit points

Unit title	Code	SCQF level	SCQF credit points	SQA credit value
Preparing to Volunteer	FR26 10	4	6	1
Volunteering Experience	FR27 10	4	6	1
Volunteering: Investigative Project	FR28 10	4	6	1

Award in Volunteering Skills at SCQF level 5

All Units are mandatory.

Total credits = 3 units; 18 SCQF credit points

Unit title	Code	SCQF level	SCQF credit points	SQA credit value
Preparing to Volunteer	FR26 11	5	6	1
Volunteering Experience	FR27 11	5	6	1
Volunteering: Investigative Project	FR28 11	5	6	1

5.2 Core Skills

There is automatic certification of the following Core Skills components in these awards.

Unit Code	Unit Title	Embedded core Skills Components
FR26 09	Preparing to Volunteer	Critical Thinking @ SCQF level 3 Planning and Organising @ SCQF level 3
FR26 10	Preparing to Volunteer	Critical Thinking @ SCQF level 4 Planning and Organising @ SCQF level 4
FR2611	Preparing to Volunteer	Critical Thinking @ SCQF level 5 Planning and Organising @ SCQF level 5

These Awards also provide opportunities for candidates to develop aspects of the following Core Skills

- ◆ *Communication*
- ◆ *Working with Others*
- ◆ *Problem Solving*

These opportunities are highlighted in the Support Notes of the Unit Specifications showing how elements can be developed through the Unit Outcomes and corresponding evidence requirements. Through creative learning and teaching approaches, the context of the placement, and the choice of investigative project it may also be possible to develop the Core Skills of IT and Numeracy.

The Core Skills Mapping table in Appendix 2 indicates where Core Skill components are embedded or signposted within each Unit of the Awards.

5.3 Articulation, professional recognition and credit transfer

These Awards have been designed in consultation with Volunteer Development Scotland and members of the Volunteer Centres network.

Candidates who wish to pursue a career in the voluntary sector or in volunteer management, could progress to the National Certificate in Working with Communities at SCQF level 6 and/or, after further experience, to SQA accredited Volunteer Management Awards: Coordinating Volunteers at SCQF level 6; Managing Volunteers at SCQF level 7; up to a Professional Development Award in Volunteering Management at SCQF level 8.

It is expected that these new Awards will complement other existing Awards such as the Saltire Awards, Youth Achievement Awards and the Duke of Edinburgh's Award.

6 Approaches to delivery and assessment

6.1 Content and context

Volunteering takes place in the private and public sectors and extensively in the statutory sector for example, the NHS. Schools and colleges support many volunteers in roles such as student/pupil councils, pair reading, mentoring, student/pupil support, fundraising activities, class reps and student associations. These Awards provide an opportunity for learners to gain formal recognition for the learning gained in these common roles and in many other volunteering roles.

Candidates will learn about the context of volunteering; plan a volunteering placement; review and reflect on their own skills during and after their volunteering experience; review the impact of their experience; and undertake an investigation of a particular aspect of volunteering, relating this to possible future volunteering activity.

The volunteering placement element of these Awards may take place in any volunteering situation including schools and colleges or with any appropriate recognized organisation in the community.

The context of the volunteering placement will depend on the interests of the learners. However the Awards will help candidates develop the capabilities and attributes of the 4 capacities of Curriculum for Excellence by becoming:

- ◆ successful learners: volunteering will give candidates the opportunity to develop and practise new skills; volunteering for a cause which has relevance or meaning to the candidate will create motivation and enthusiasm which can help their outlook in more general terms. Volunteering will also introduce them to new ideas, thinking and ways of viewing the world.
- ◆ confident individuals: it is well recognised in the research that volunteering helps people develop confidence; the act of contributing and adding value to an organisation and/or the environment helps develop confidence, as does engaging with new networks of people and becoming part of a new organisation. The ethos of volunteering is about building respect and developing positive values and beliefs.
- ◆ responsible citizens: the act of volunteering is a responsible undertaking in itself, and helping others and adding value to the work of another organisation demonstrates respect for others and/or the environment. It also gives candidates the opportunity to demonstrate commitment to participate responsibly in political, social or cultural life.
- ◆ effective contributors: volunteering will give candidates the opportunity to develop self-reliance and work in new teams in new settings. It will allow them to positively contribute to local and other communities and wider society.

6.2 Delivery and assessment

These Awards will be delivered in schools, colleges, community organisations and VIOs which are SQA approved centres. Delivery will be flexible to suit the needs of individuals or groups and adapted to take into account whether candidates are existing volunteers or new to volunteering.

The Scottish Funding Council funded Learning by Volunteering Project (www.learningbyvolunteering.org.uk) has a range of resources, information and useful templates of value to centres and candidates. It includes advice and guidance and a comprehensive toolkit to support planning a placement and making the most of the volunteering experience.

Schools and colleges may deliver these Awards to groups of learners who are already undertaking volunteer activity within their own institutions. This will allow for accreditation of class reps, school/college council reps, student mentors, social and fundraising committee members and learners who carry out a whole range of important roles.

The Awards also lend themselves to partnership working between schools/colleges and voluntary/community organisations as they jointly prepare candidates for placement, provide them with placement developmental opportunities and support and assess their progress.

Creative approaches can be adopted to allow integrative and holistic approaches to assessment and the use of an integrated and linked delivery methodology. Although the Units are designed for consecutive delivery,

- ◆ Preparing to Volunteering
- ◆ Volunteering Experience
- ◆ Volunteering Investigative Project

centres offering these Awards may adopt a holistic approach to delivery and evidence gathering, rather than necessarily seeing each Unit as a separate stand-alone entity. For example a single portfolio could gather evidence for all 3 Units with evidence for the Volunteering: Investigative Project Unit being gathered from the start of the learning process and throughout. Self-assessment activities could be developed at the start of the Awards and revisited throughout the period of volunteering and project to measure personal growth and development over an extended period of time. It is, however, important that centres try to ensure that candidates have the necessary underpinning knowledge and experience before undertaking a Unit.

Whichever approach is taken, the Awards should provide candidates with meaningful and coherent learning experiences on their way to progressive development of their portfolio of evidence.

Centre-devised learning and teaching materials should be accessible and inclusive and where appropriate opportunities should be taken to introduce and engage candidates in issues around equality and diversity.

Although the approach to the Awards may be highly individualised to each learner depending on experience and level of support needed, candidates should be supported in managing their workload by the setting of deadlines

for important stages. This is particularly important when holistic approaches are adopted.

This will help with planning and effective time management thus supporting the development of employability skills and effective transition into future work, future volunteering, or progression to courses where autonomous learning is a requirement. Tutors may use regular tutorials (one to one or group) to support self analysis, critical thinking and evaluation skills, helping candidates to review progress throughout the Units and inform and support future learning. Centres can thereby support the development of key personal skills, attributes and capacities essential for employment and learning. Level 3 candidates may receive substantial support at all stages of the Award.

All Units lend themselves 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 e.g. photographs, poster production etc
- ◆ Self-assessment templates
- ◆ Recorded tutor led interviews

Candidates may be given suitable templates to enable the production of the evidence required. Additional evidence may derive from placement providers/mentors checklists or testimonials if appropriate.

Unit specifications detail all mandatory Evidence Requirements, providing centres with valuable information relating to assessment procedures and identifying conditions for each assessment. This will ensure standardisation in and across centres.

It should be noted that one of the Awards' aims is for candidates to reflect on their aptitude for volunteering. If their experience is unsatisfactory it may still be possible to achieve a specific Unit providing Evidence Requirements are met in full.

E-assessment may be appropriate for some assessments in these Awards. 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)*.

A bank of e-assessment material for the NPA Personal Best Awards for volunteering in sport has been developed as part of the SQA SOLAR project which may contribute to gathering evidence for these Awards. Additionally online SOLAR resources for Core Skills Working with Others may be useful for skills development in candidates.

When planning for the delivery of the Volunteering Experience Unit requiring placement, it is recommended that centres follow their own organisational health and safety procedures and adhere to their organisation's volunteering policies to ensure the welfare of candidates and ensure support. CRBS checks (Central Registration Body Scotland) may be required by VIOs and carried out by them.

6.3 Open learning

Open and distance learning may be feasible for some elements of these Awards and in some cases for whole Units. Material developed for open and distance learning should be clear and detailed and not disadvantage the candidate. Centres using open and distance learning approaches should ensure consideration is given to authentication of candidate assessment evidence using. Ongoing communication with the candidate during planning and recording stages should assist tutors in verifying authenticity of candidates' work.

7 General information for centres

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.

Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* (www.sqa.org.uk).

8 General information for candidates

The Awards in Volunteering Skills at SCQF levels 3, 4 and 5 will give you the opportunity to develop skills through participating in volunteering. Specifically you will:

- ◆ understand what volunteering means
- ◆ understand what volunteering involving organisations do
- ◆ develop skills through a volunteering placement
- ◆ understand the benefits of volunteering
- ◆ review or evaluate your own aptitude for and attitude towards volunteering
- ◆ investigate specific aspects of volunteering that are of personal interest

Completion of any of these Awards will help you to gather evidence of your volunteering experience and satisfy requirements for progression to further or higher education, further volunteering or employment.

By carrying out a self-assessment, planning for a placement, undertaking the placement, reviewing your contribution and following up with an investigation you will achieve the Core Skill components of Critical Thinking and Planning and Organising. You will also develop essential skills and attributes needed for employment such as self-awareness and improvement, self-management, team working, awareness of others, participative working, community involvement and decision making. In addition you will have the opportunity to further develop Core Skills of Communication, Problem Solving and Working with Others.

To successfully achieve the Award in Volunteering Skills at SCQF level 3, 4 or 5, you will be asked to complete 3 Units at the same level. This will make up a total of 18 SCQF credit points.

The three levels are tailored to meet your needs and circumstances so you can access the most appropriate level.

There are no specific entry requirements needed to access the Awards however the level you undertake will depend on a variety of factors such as your prior experience, placement opportunities, SCQF levels already achieved and your Core Skills profile. You can discuss your options with any centre offering the Awards.

You will be able to gather evidence for the Awards in a variety of ways as long as you satisfy the requirements for assessment. This may include creating a paper-based portfolio or e-portfolio, presenting evidence used for submission for other volunteering awards, using diaries, blogs, video or audio submissions or any method that is appropriate to you.

Volunteering Skills at SCQF Level 3

If undertaking the Award at level 3 you will demonstrate basic understanding of the roles within a volunteer involving organisation (VIO); focus on understanding the personal benefits of volunteering to yourself; carry out

basic self-analysis; describe and reflect on your experience; and investigate a familiar topic. You may be given support from your tutor, if needed.

Volunteering Skills at SCQF Level 4

If undertaking the Award at level 4 you will demonstrate more detailed knowledge; a wider understanding of roles and activities and the benefits to volunteering to yourself and the VIOs; carry out a more focused self-analysis; review and reflect on your experience; and investigate a topic, with less support needed than candidates at SCQF level 3.

Volunteering Skills at SCQF Level 5

If undertaking the Award at level 5 you will demonstrate detailed knowledge of volunteering and VIOs and of the benefits to yourself, the VIOs and the wider community/society; you will carry out a detailed self-analysis; evaluate your experience; and investigate a topic as part of a comprehensive project. Assessment will be more demanding than at levels 3 and 4, and you will work more independently.

Progression pathways

Achievement in the Volunteering Skills Awards can help you to access various courses and curriculum areas.

You may choose to progress through the different levels of the Awards or use them as a stepping stone to vocational courses at the appropriate SCQF level or courses in vocational areas that match your volunteering placement experience.

9 Glossary of terms

SCQF: This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at www.scqf.org.uk

SCQF credit points: One SCQF credit point equates to 10 hours of learning. NQ Units at SCQF levels 2–6 are worth 6 SCQF credit points, NQ Units at level 7 are worth 8 SCQF points.

SCQF levels: The SCQF covers 12 levels of learning. National Qualification Group Awards are available at SCQF levels 2-6 and will normally be made up of National Units which are available from SCQF levels 2–7.

Dedicated Unit to cover Core Skills: This is a non-subject Unit that is written to cover one or more particular Core Skills.

Embedded Core Skills: This is where the development of a Core Skill is incorporated into the Unit and where the Unit assessment also covers the requirements of Core Skill assessment at a particular level.

Signposted Core Skills: This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification.

Qualification Design Team: The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of the National Certificate/National Progression Award from its inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

Consortium-devised National Certificates/National Progression Awards are those developments or revisions undertaken by a group of centres in partnership with SQA.

10 Appendices

Appendix 1: Levels Matrix

Appendix 2: Core Skills Mapping

Appendix 1: Levels Matrix (showing outcomes for each SCQF level of Award Units)

Preparing to Volunteer

Level 3	Level 4	Level 5
<p>Outcome 1</p> <p>Demonstrate an understanding of volunteering</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> a) Describe in simple terms what volunteering means. b) Identify different types of Volunteer Involving Organisations c) Identify the basic roles of the volunteer in a volunteering situation. 	<p>Outcome 1</p> <p>Describe the characteristics of volunteering and Volunteer Involving Organisations</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> a) Describe clearly what volunteering means b) Describe different types of Volunteer Involving Organisations c) Describe the role of volunteers and Volunteer Involving Organisations d) Describe frontline activities or services provided by Volunteer Involving Organisations 	<p>Outcome 1</p> <p>Describe the objectives of volunteering and Volunteer Involving Organisations, and the role they play in the community/community of interest</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> a) Describe clearly what volunteering means b) Describe different types of Volunteer Involving Organisations and their role in relation to the community/community of interest c) Describe the role of volunteers and of Volunteer Involving Organisations d) Describe frontline and leadership activities or services provided by a Volunteer Involving Organisation
<p>Outcome 2</p> <p>Identify the benefits of volunteering to the volunteer</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> a) Identify why people undertake volunteering roles b) Describe the main benefits of volunteering to the volunteer 	<p>Outcome 2</p> <p>Describe the benefits of volunteering to the volunteer and the Volunteer Involving Organisation</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> a) Identify why people undertake volunteering roles b) Describe the benefits of volunteering to the volunteer and the Volunteer Involving Organisation. 	<p>Outcome 2</p> <p>Describe the benefits of volunteering to the volunteer, the Volunteer Involving Organisation and the wider society</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> a) Identify why people undertake volunteer roles b) Describe the benefits of volunteering to the volunteer and the Volunteer Involving Organisation c) Describe the benefits of volunteering to wider society

Preparing to Volunteer (cont)

Level 3	Level 4	Level 5
<p>Outcome 3 Prepare for a volunteering opportunity.</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> a) Identify, through an initial self-assessment, own qualities, skills, attitudes, experience and interests. b) Describe a volunteering opportunity which matches identified qualities, skills, attitudes, experience and interests. c) Identify basic goals which could be achieved during a volunteering placement. d) Carry out steps to prepare for a volunteering placement. e) Describe the role to be undertaken during the volunteering placement. f) Identify basic expectations of both the volunteer and the volunteer placement provider. 	<p>Outcome 3 Plan and prepare for a volunteering opportunity</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> a) Identify clearly, through an initial self-assessment, own strengths, weaknesses, skills, attributes, experience, interests and motivation b) Describe a volunteering opportunity which matches identified skills and motivation. c) Identify goals which could be achieved during volunteering placement d) Prepare and carry out a simple plan to prepare for a volunteering placement e) Describe the role to be undertaken during the volunteering placement f) Describe expectations of both the volunteer and the volunteer placement provider 	<p>Outcome 3 Plan and prepare for a volunteering opportunity</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> a) Identify clearly, through an initial assessment, strengths, weaknesses, skills, attributes, experience, interests and motivations b) Describe a volunteer opportunity which matches own skills, and motivation c) Identify goals which match requirements of the VIO and the volunteer d) Prepare and carry out a detailed plan to prepare for a volunteer placement e) Explain the role to be undertaken during the volunteering placement in relation to the aims of the VIO f) Describe expectations of both the volunteer and the volunteer placement provider

Volunteering Experience

Level 3	Level 4	Level 5
<p>Outcome 1</p> <p>Participate in a volunteering role in a Volunteer Involving Organisation</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> a) Participate as a volunteer in a VIO b) Carry out a skills qualities and attributes analysis before and during a volunteering placement 	<p>Outcome 1</p> <p>Participate in and make a contribution to the work of a Volunteer Involving Organisation as a volunteer</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> a) Participate as a volunteer in a Volunteer Involving Organisation b) Contribute to the work of a Volunteer Involving Organisation by carrying out pre-agreed tasks c) Carry out an analysis before and during a volunteering placement of skills, qualities and attributes which can be applied in the pre-agreed tasks. 	<p>Outcome 1</p> <p>Participate fully in the work of a Volunteer Involving Organisation as a volunteer whilst showing awareness of the roles and responsibilities of others in the VIO</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> a) Describe the purpose of a volunteer involving organisation and the roles and responsibilities of its members b) Participate as a volunteer in a selected Volunteer Involving Organisation c) Contribute to the work of the Volunteer Involving Organisation by carrying out pre-agreed tasks d) Carry out a skills/qualities/attributes analysis before and during a volunteering placement which can be applied in the pre-agreed tasks
<p>Outcome 2</p> <p>Review the volunteering experience and its impact on the volunteer</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> 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 	<p>Outcome 2</p> <p>Review the contribution made in the volunteering role with reference to its impact on the volunteer and the Volunteer Involving Organisation</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> a) Review how the pre-agreed tasks were carried out b) Review how personal skills, qualities and attributes were applied in the volunteering role c) Review the impact of the experience on the volunteer d) Review the impact of the experience on the Volunteer Involving Organisation 	<p>Outcome 2</p> <p>Review the contribution in the volunteering role with reference to its impact on the volunteer, the organisation and its clients/the environment</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> a) Review the extent to which goals and aims of the pre-agreed task have been carried out b) Review the impact the experience has had on the skills, qualities and attributes of the volunteer with reference to the agreed tasks c) Evaluate the impact of the contribution made to the Volunteer Involving Organisation and its clients during the volunteering experience

Volunteering: Investigative Project

Level 3	Level 4	Level 5
<p>Outcome 1 Investigate a familiar aspect of volunteering of particular interest to the candidate</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> a) Select an aspect of volunteering on which to focus an investigation b) Provide a justification for the choice of investigation topic c) Develop the investigation project following a given process d) Undertake the investigation according to the given process 	<p>Outcome 1 Plan and carry out an investigation into a straightforward aspect of volunteering of particular interest to the candidate</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> a) Select an aspect of volunteering on which to focus an investigation b) Provide a justification for the choice of investigation topic c) Develop a clear investigation project plan d) Undertake the investigation according to the plan 	<p>Outcome 1 Plan and carry out an investigation of an aspect of volunteering of particular interest to the candidate and potential benefit to a Volunteering Involving Organisation</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> a) Identify a range of aspects of volunteering, of potential benefit to a VIO on which to focus an investigation b) Select an aspect to investigate based on cost-benefit analysis of the possible investigation topics c) Develop a detailed investigation project plan d) Undertake the investigation according to the plan
<p>Outcome 2 Participate in a review of the investigation project</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> a) Participate in an investigation project review meeting b) Identify areas for improvement 	<p>Outcome 2 Contribute to a review of the investigation project</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> a) Contribute to an investigation project review meeting b) Identify the strengths, weaknesses and areas for improvement of the investigation project 	<p>Outcome 2 Contribute to a review of the investigation project</p> <p>Performance Criteria</p> <ul style="list-style-type: none"> a) Contribute to an investigation project review meeting b) Evaluate the strengths, weaknesses and areas for improvement of the investigation project.

Volunteering: Investigative Project (cont)

Level 3	Level 4	Level 5
<p>Outcome 3 Explain the outcomes of the investigation project</p> <p>Performance Criteria a) Report on the findings of the investigation b) Describe own self development through the investigation project</p>	<p>Outcome 3 Explain the outcomes of the investigation project</p> <p>Performance Criteria a) Report on the findings of the investigation b) Evaluate own self development through the investigation project</p>	<p>Outcome 3 Present the outcomes of the investigation project</p> <p>Performance Criteria a) Provide a comprehensive report on the findings of the investigation b) Evaluate the potential benefit to the VIO of the investigation findings c) Evaluate own self development through the investigation project</p>

Appendix 2: Core Skills Mapping

Group Award title: Volunteering Skills

(E = embedded Core Skill component, SP = signposted Core Skill, PD = Possible development)

Unit code	Unit name	Communication		Information and Communication Technology	Numeracy		Problem Solving			Working with Others
		Oral	Written		Using Graphical Information	Using Number	Critical Thinking	Planning and Organising	Reviewing and Evaluating	
Level 3 Award										
FR26 09	Preparing to Volunteer	SP at level 3	SP at level 3	PD			Eat level 3	Eat level 3	SP at level 3	SP at level 3
FR27 09	Volunteering Experience	SP at level 3	SP at level 3	PD	PD	PD	SP at level 3	SP at level 3	SP at level 3	SP at level 3
FR28 09	Volunteering: Investigative Project	SP at level 3	SP at level 3	PD	PD	PD	SP at level 3	SP at level 3	SP at level 3	SP at level 3

Group Award title: Volunteering Skills (cont)

(E = embedded Core Skill component, SP = signposted Core Skill, PD = Possible development)

Unit code	Unit name	Communication		Information and Communication Technology	Numeracy		Problem Solving			Working with Others
		Oral	Written		Using Graphical Information	Using Number	Critical Thinking	Planning and Organising	Reviewing and Evaluating	
Level 4 Award										
FR26 10	Preparing to Volunteer	SP at level 4	SP at level 4	PD			E at level 4	E at level 4	SP at level 4	SP at level 4
FR27 10	Volunteering Experience	SP at level 4	SP at level 4	PD	PD	PD	SP at level 4	SP at level 4	SP at level 4	SP at level 4
FR28 10	Volunteering: Investigative Project	SP at level 4	SP at level 4	PD	PD	PD	SP at level 4	SP at level 4	SP at level 4	SP at level 4
Level 5 Award										
FR26 11	Preparing to Volunteer	SP at level 5	SP at level 5	PD			E at level 5	E at level 5	SP at level 5	SP at level 5
FR27 11	Volunteering Experience	SP at level 5	SP at level 5	PD	PD	PD	SP at level 5	SP at level 5	SP at level 5	SP at level 5
FR28 11	Volunteering: Investigative Project	SP at level 5	SP at level 5	PD	PD	PD	SP at level 5	SP at level 5	SP at level 5	SP at level 5