



## **Group Award Specification for:**

**National Progression Award in Volunteering Skills at  
SCQF level 6**

**Group Award Code: GV6V 46**

**Validation date: October 2024**

**Date of original publication: October 2024**

**Version: 01**

# Contents

<b>Section</b>		<b>Page</b>
1	Introduction	1
1.1	Background	1
1.2	Rationale for the development of the NPA in Volunteering Skills at SCQF level 6	2
1.3	Meeting the needs of learners	2
1.4	Progression	3
1.5	Target groups	3
2	Qualification structure	5
2.1	Structure	5
3	Aims of the qualification	6
3.1	General aims of the qualification	6
3.2	Specific aims of the qualification	6
4	Recommended entry to the qualification	7
4.1	Core Skills entry profile	7
5	Additional benefits of the qualification in meeting employer needs	9
5.1	Mapping of qualification aims to units	10
5.2	Mapping of Core Skills development opportunities across the qualifications	11
5.3	Assessment strategy for the qualifications	13
6	Guidance on approaches to delivery and assessment	16
6.1	Sequencing / integration of units	16
6.2	Recognition of prior learning	17
6.3	Opportunities for e-assessment	17
6.4	Support materials	17
6.5	Resource requirements	18
7	General information for centres	19
8	Glossary of terms	20
9	General information for learners	23

# 1. Introduction

The purpose of this document is to:

- Assist centres to implement, deliver and manage the qualification.
- Provide a guide for new staff involved in offering the qualification.
- Inform course managers teaching staff, assessors, learners, employers and higher education institutes (HEIs) of the aims and purpose of the qualification.
- Provide details of the range of learners the qualification is suitable for and progression opportunities.

## 1.1 Background

This is the group award specification for the National Progression Award (NPA) in Volunteering Skills at SCQF level 6 which was developed in 2024. This document includes:

- background information on the development of the NPA
- aims
- details of the qualification structure
- guidance on access
- guidance on delivery and assessment

The NPA in Volunteering Skills at SCQF level 6 offers progression from the suite of Awards in Volunteering at SCQF levels 3, 4 and 5. It has been developed in consultation with representatives of the Third Sector and colleges and schools involved in the delivery of the Awards.

The NPA seeks to give individuals the opportunity of gaining a 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 NPA will enable learners to apply and develop their skills and knowledge in a volunteering capacity. They learn about the development 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.

## 1.2 Rationale for the development of the NPA in Volunteering Skills at SCQF level 6

The NPA in Volunteering Skills at SCQF level 6 is designed to provide a meaningful volunteering experience for a broad range of learners, some of whom may have achieved the Awards in Volunteering and are looking for progression and / or a greater challenge with a higher level qualification. The range of potential learners is diverse and includes senior phase school (S5 / S6); learners in further education (FE) and enhancing teaching programmes (ETP) settings and adult learners seeking new opportunities in the community.

The NPA in Volunteering Skills at SCQF level 6, will enable learners to demonstrate:

- detailed knowledge of the development of volunteering
- the roles and responsibilities of Volunteer Involving Organisations (VIOs) / host organisations
- the benefits to themselves, to the VIOs / host organisations and the wider community / society
- carry out a detailed self-analysis
- implement a self-devised project
- evaluate the overall experience in relation to the impact on themselves and the host organisation

The NPA in Volunteering Skills at SCQF level 6 will enable volunteers to develop their awareness to the advantages of being an active citizen working to benefit the community that they live in. They should also become more aware of sustainability through analysing how they may make their project sustainable and carry on within the VIO / host organisation. Volunteers should also increase their value to employers through the volunteering experience, with the skills and attributes that they will develop while volunteering.

## 1.3 Meeting the needs of learners

There is a recognised gap in the volunteering awards currently available to help volunteer participants develop skills and attain recognition for their achievements. The suite of Awards in Volunteering Skills at SCQF levels 3–5 have been available since 2011. Delivering centres have been seeking a qualification at SCQF level 6 to provide progression from the current Awards and to provide a more challenging experience for learners.

People at all levels benefit from volunteering through developing employability or essential skills. Volunteering can help people to re-engage with the community.

Volunteering can help jobseekers develop and maintain useful skills for work. Providing accreditation for volunteering and encouraging volunteering will provide learners with added value and improve their employability, awareness of citizenship and increase skills. The NPA will strengthen a learner's curriculum vitae (CV) by providing formal recognition of volunteering activity undertaken and help volunteers articulate the value of their volunteering experience in job applications and interviews.

Volunteering helps to develop skills for life 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, the NPA in Volunteering Skills at SCQF level 6 facilitates the development of employment skills through volunteering.

It could provide an opportunity for people who are not ready or are unable to take up a more formal offer of learning to participate in a personal and social development opportunity or volunteering, which will act as a stepping stone into a more formal destination.

## **1.4 Progression**

It is envisaged that successful learners 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 appropriate SCQF level or courses in vocational areas that match the volunteering placement experience.

Learners 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 or HNC Working with Communities at SCQF level 7.

It is 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 experience through the NPA in Volunteering Skills will help provide robust evidence for employers, university and college admissions staff.

## **1.5 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 learners will benefit from this NPA.

The NPA in Volunteering Skills at SCQF level 6 is suitable for learners who have no previous experience of volunteering as well as those who already have some volunteering experience; for learners who are volunteers as well as those who are preparing to be volunteers. These could be school and college learners seeking to evidence to support applications, for example Universities and Colleges Admissions Service (UCAS), experiential learning for people seeking work and looking for experience, or people seeking to improve their personal skills. School and college learners undertaking the NPA are likely to be participating in some type of volunteering as part of their overall learning experience. This volunteering experience compliments and adds value 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 NPA in Volunteering Skills at SCQF level 6 could include people in the voluntary sector and those volunteering in the private and statutory sectors throughout Scotland.

Schools may find the NPA in Volunteering Skills at SCQF level 6 of value to learners 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, certification of this experience will facilitate volunteering in the community. Continuing with volunteering from school to college encourages continuity in practices.

The NPA in Volunteering Skills at SCQF level 6 could help build confidence in adult returners, helping them contextualise their volunteering and learning, their prior skills and knowledge and recognising activities they already engage with.

### **Employment opportunities**

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

This NPA is not designed for any particular occupational area so any future possible employment opportunities may be very diverse. Through personal development experiences learners will develop essential skills and meta skills which will foster responsibility and prepare them for employment.

## 2. Qualification structure

This group award is made up of 3 SQA unit credits. It comprises 18 SCQF credit points at SCQF level 6. All units are mandatory. A mapping of Core Skills development opportunities is available in section 5.3.

### 2.1 Structure

**Mandatory units:** All units in this qualification are mandatory.

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
J8H8	46	Volunteering: Preparing to Volunteer	1	6	6
J8H9	46	Volunteering in Action	1	6	6
J8HA	46	Evaluate the Volunteering Experience	1	6	6

## **3. Aims of the qualification**

### **3.1 General aims of the qualification**

The general aims of this NPA are:

1. Develop a range of learners skills, including research, presentation, action planning, personal development and relevant Core Skills.
2. Allow learners to gain a better understanding of the volunteering landscape within their own community or a community within which they chose to volunteer.
3. Allow learners to reflect and review on their performance.
4. To provide options to delivering centres with a flexible award which can be tailored to suit their individual and sector needs, increasing learner employability

### **3.2 Specific aims of the qualification**

The specific of the NPA in Volunteering are listed below.

5. To provide learners 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
6. To facilitate the development of transferable skills gained by participating fully in the work of a VIO through placement whilst understanding the roles and responsibilities of others' roles in the VIO
7. To understand the benefits of volunteering to the volunteer, the agency / organisation and the wider community
8. Develop a critical thinking capacity and reflective evaluation process through the Volunteering experience.
9. Enhance the learner's career prospects in the sector or outside it by the development of transferable and Core Skills.
10. Enable progression within the Scottish Credit and Qualifications Framework (SCQF) and allow learners to progress to another level of education, if so desired.



## 4. Recommended entry to the qualification

Entry to this qualification is at the discretion of the centre. The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this qualification has been provided by the Qualification Design Team (QDT) as guidance only.

Learners would benefit from having attained the skills, knowledge and understanding required by one or more of the following or equivalent qualifications and / or experience:

### **Recommended access is outlined below:**

There are no specific entry requirements. However, learners who have achieved one or more of the Awards in Volunteering will benefit from the experience gained from these.

Achievement of National Qualifications at SCQF level 5 or above may be beneficial.

Adult learners / volunteers may be considered based on previous experience.

Achievement of the following Core Skills profiles may be an indicator of learners preparedness for this NPA :

- Communication
- Working with Others
- Problem Solving

### 4.1 Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information would be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

<b>Core Skill</b>	<b>Recommended SCQF entry profile</b>	<b>Associated assessment activities</b>
Communication	Level 4 / 5	Extended response written assessment. Presentation, portfolio, effective communication with other volunteers and service users.
Numeracy	Level 4	Statistical collation for Community Mapping exercise. Time management and resource management for event / project
Information and Communication Technology (ICT)	Levels 4 / 5	Manage and organise assessment submissions. Present information in appropriate format, that is, digital presentation, word formatted document, etcetera. Safely research union internet
Problem Solving	Level 5	Project / event planning, organisation, evaluation. High degree of independence to complete an unfamiliar task.
Working with Others	Level 5	Work collaboratively with other volunteers, staff and service users in unfamiliar setting. Meta-skills required for volunteering placement wide and varied.

## **5. Additional benefits of the qualification in meeting employer needs**

This qualification has been designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification. In addition, significant opportunities exist for learners to develop the more generic skills, known as Core Skills through doing this qualification.

Although not designed to meet the needs of a particular employment sector, the NPA supports the understanding that employment skills can be developed through volunteering.

Volunteering can help jobseekers develop and maintain useful skills for work. Volunteering will provide learners with added value and improve their employability, awareness of citizenship and increase skills. The NPA will strengthen an applicant's Curriculum Vitae (CV) by providing formal recognition of a volunteering activity undertaken and help volunteers articulate the value of their volunteering experience in job applications and interviews.

Volunteering helps to develop skills for life 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.

## 5.1 Mapping of qualification aims to units

### General aims of the qualification

1. Develop a range of learners skills, including research, presentation, action planning, personal development and relevant Core Skills.
2. Allow learners to gain a better understanding of the volunteering landscape within their own community or a community within which they chose to volunteer.
3. Allow learners to reflect and review on their performance.
4. To provide options to delivering centres with a flexible award which can be tailored to suit their individual and sector needs, increasing learner employability

### Specific aims of the qualification

5. To provide learners 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
6. To facilitate the development of transferable skills gained by participating fully in the work of a VIO through placement whilst understanding the roles and responsibilities of others' roles in the VIO
7. To understand the benefits of volunteering to the volunteer, the agency / organisation and the wider community
8. Develop a critical thinking capacity and reflective evaluation process through the Volunteering experience.
9. Enhance the learner's career prospects in the sector or outside it by the development of transferable and Core Skills.
10. Enable progression within the Scottish Credit and Qualifications Framework (SCQF) and allow learners to progress to another level of education, if so desired.

Code	Uni title	General aims	Specifics aims
J8H8 46	Volunteering: Preparing to Volunteer	1, 2, 4	5, 7, 9, 10
J8H9 46	Volunteering in Action	1 to 4	5 to 10
J8HA 46	Evaluate the Volunteering Experience	1, 3, 4	5, 7 to 10

## 5.2 Mapping of Core Skills development opportunities across the qualifications

### Communication

Unit code	Unit title	Written (Reading)	Written (Writing)	Oral
J8H8 46	Volunteering: Preparing to Volunteer	SCQF level 5	SCQF level 5	SCQF level 6
J8H9 46	Volunteering in Action	SCQF level 5	SCQF level 5	SCQF level 6
J8HA 46	Evaluate the Volunteering Experience	SCQF level 5	SCQF level 5	SCQF level 6

### Numeracy

Unit code	Unit title	Using Number	Using Graphical Information
J8H8 46	Volunteering: Preparing to Volunteer	SCQF levels 4 / 5	SCQF levels 4 / 5
J8H9 46	Volunteering in Action	SCQF levels 4 / 5	SCQF levels 4 / 5
J8HA 46	Evaluate the Volunteering Experience	SCQF levels 4 / 5	SCQF levels 4 / 5

### Information and Communication Technology (ICT)

Unit code	Unit title	Accessing Information	Providing / Creating Information
J8H8 46	Volunteering: Preparing to Volunteer	SCQF level 5	SCQF level 5
J8H9 46	Volunteering in Action	SCQF level 5	SCQF level 5
J8HA 46	Evaluate the Volunteering Experience	SCQF level 5	SCQF level 5

## Problem Solving

Unit code	Unit title	Critical Thinking	Planning and Organising	Reviewing and Evaluating
J8H8 46	Volunteering: Preparing to Volunteer	SCQF levels 5 / 6	SCQF levels 5 / 6	SCQF levels 5 / 6
J8H9 46	Volunteering in Action	SCQF level 6	SCQF level 6	SCQF level 6
J8HA 46	Evaluate the Volunteering Experience	SCQF level 6	SCQF level 6	SCQF level 6

## Working with Others

Unit code	Unit title	Working Co-operatively with Others	Reviewing Co-operative Contribution
J8H8 46	Volunteering: Preparing to Volunteer	SCQF level 5	SCQF level 5
J8H9 46	Volunteering in Action	SCQF level 6	SCQF level 6
J8HA 46	Evaluate the Volunteering Experience	SCQF level 6	SCQF level 6

## 5.3 Assessment strategy for the qualifications

**Note:** Numbers shown in brackets are opportunities to integrate assessments. These are examples of four opportunities, and all those outcomes labelled **(1)** lend themselves best to integration of one assessment, those labelled **(2)** another assessment, etcetera.

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment guidance
Volunteering: Preparing to Volunteer	<p>Extended response questions (open-book).</p> <p>Covering:</p> <ul style="list-style-type: none"> <li>• Development of Volunteering</li> <li>• Roles and opportunities that could be performed in a VIO / host organisation, <b>(4)</b></li> <li>• What volunteering means to the learner</li> <li>• Potential barriers to volunteering</li> </ul>	<p>Portfolio or e-portfolio with evidence gathered throughout learning experience.</p> <ul style="list-style-type: none"> <li>• Research local area</li> <li>• Community Mapping exercise</li> </ul>	<p>Portfolio or e-portfolio with evidence gathered throughout learning experience.</p> <ul style="list-style-type: none"> <li>• Skills and Attributes assessment, <b>(1)</b></li> <li>• Personal Development Action Plan</li> </ul> <p>Description of personal expectations of volunteering and expectations of a VIO / host organisation</p>	<p>The portfolio for this unit can be a stand-alone assessment or could be integrated into a portfolio to capture evidence for all three NPA Volunteering SCQF level 6 units.</p>

Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment guidance
Volunteering in Action	Assignment  Covering: <ul style="list-style-type: none"> <li>• Rights of the volunteer and paid staff</li> <li>• Policies and procedure specific to a volunteering opportunity</li> <li>• Identify and explain need for safeguards and safeguarding details for chosen VIO / host organisation</li> </ul>	Portfolio or e-portfolio with evidence gathered throughout learning experience. <ul style="list-style-type: none"> <li>• Analysis of learner's skills / qualities / attributes in relation to a volunteer role, <b>(1)</b></li> <li>• A written role description of the volunteering role the learner has chosen, <b>(4)</b></li> <li>• Task plan authenticated by lecturer / supervisor</li> <li>• Record of activities required to undertake volunteer role, <b>(4)</b></li> </ul>	Portfolio or e-portfolio with evidence gathered throughout learning experience. <ul style="list-style-type: none"> <li>• Re-visit skills / qualities / attributes analysis and identify areas of improvement and areas of further development, <b>(2)</b></li> <li>• Reflective account of the volunteer experience</li> <li>• Analysis of learners impact on the VIO / host organisation, <b>(3)</b></li> </ul>	The portfolio for this unit can be a stand-alone assessment or could be integrated into a portfolio to capture evidence for all three NPA Volunteering SCQF level 6 units.



Unit	Assessment: Outcome 1	Assessment: Outcome 2	Assessment: Outcome 3	Assessment guidance
Volunteering: Evaluate the Volunteering Experience	<p>Portfolio or e-portfolio with evidence gathered throughout learning experience.</p> <ul style="list-style-type: none"> <li>• Evidence of project or event justification</li> <li>• Record of rationale for event / project</li> <li>• Resources list</li> <li>• Risk and Challenges table</li> <li>• Project plan</li> </ul>	<p>Portfolio or e-portfolio with evidence gathered throughout learning experience.</p> <ul style="list-style-type: none"> <li>• Task checklist</li> <li>• Discussion records development</li> <li>• Plan and task changes</li> <li>• Feedback records from participants</li> </ul>	<p>Portfolio or e-portfolio with evidence gathered throughout learning experience.</p> <ul style="list-style-type: none"> <li>• Feedback from relevant stakeholders</li> <li>• Report / poster or another appropriate format for presentation on how the project went</li> <li>• Evaluate the success of the project / event, <b>(3)</b></li> <li>• Personal Skills Growth Analysis, <b>(2)</b></li> </ul>	<p>The portfolio for this unit can be a stand-alone assessment or could be integrated into a portfolio to capture evidence for all three NPA Volunteering SCQF level 6 units.</p> <p>The portfolio should be presented to the lecturer and / or peers. A notional 8 hours designated to the preparation and creation of the portfolio should be considered.</p>

## 6. Guidance on approaches to delivery and assessment

This qualification has been designed so that the units can be delivered independently of each other across more than one delivery session as well as concurrently within a single delivery session.

This should provide flexibility for delivery within community based delivering centres as well as traditional education settings.

In order to achieve the NPA Group Award the three units must be successfully completed whether that is in one session or spanned between sessions.

### 6.1 Sequencing / integration of units

There are three component units in this qualification. The following sequence is recommended:

- Volunteering: Preparing to Volunteer
- Volunteering in Action
- Evaluating the Volunteering experience

Ideally Volunteering: Preparing to volunteer should be the first Unit to be delivered as this is designed to develop the learners awareness of volunteering and explore the content within which volunteering can take place.

Within Volunteering in Action and Evaluating the Volunteering Experience there is the opportunity to create assessment materials that could generate evidence to achieve outcomes across these units.

Where assessment integration across units seems most obvious corresponding assessment outcomes have been numbered in section 5.4 'Assessment Strategy for the qualifications.' Numbers 1, 2, 3 and 4 shown in brackets, for example. All those labelled **(1)** lend themselves best to integration of assessment, those labelled **(2)** lend themselves to another integration of assessment, etcetera.

Assessors should take care to ensure that if they are integrating across units the assessments meet the criteria contained within the individual unit specifications for each unit.

Each unit, if done as a whole, could provide evidence that could be cross referenced against all of the outcomes. If you choose to do this creating a matrix of evidence gathering would be useful in reaching an assessment decision.

## 6.2 Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

- HN Graded Units.
- Course and / or external assessments.
- Other integrative assessment units (which may or not be graded).
- Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit.
- Where there is an existing requirement for a licence to practice.
- Where there are specific health and safety requirements.
- Where there are regulatory, professional or other statutory requirements.
- Where otherwise specified in an assessment strategy.

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website [www.sqa.org.uk](http://www.sqa.org.uk).

The following sub-sections outline how existing SQA units may contribute to this group award. Additionally, they also outline how this group award may be recognised for professional and articulation purposes.

## 6.3 Opportunities for e-assessment

The opportunity to utilise e portfolio or emerging digital storage software could be explored. Some aspects of this course could be delivered on-line.

Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the evidence requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at [www.sqa.org.uk/e-assessment](http://www.sqa.org.uk/e-assessment).

## 6.4 Support materials

A list of existing Assessment Support Packs (ASPs) will be available on the SQA Website for academic session 2025 / 26.

## 6.5 Resource requirements

In order to successfully complete the NPA Volunteering Skills award the learner must secure and undertake a placement within a VIO or host organisation. This is a mandatory requirement for Volunteering in Action and Evaluate the Volunteering Experience.

Learners may also require assessment templates and pre-prepared checklists.

Placements should be risk assessed in accordance with the assessment centres health and safety policy and procedure.

## 7. General information for centres

### Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements).

### Internal and external verification

All assessments used within these qualifications 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/GuideToAssessment](http://www.sqa.org.uk/GuideToAssessment)).

## 8. Glossary of terms

**Embedded Core Skills** is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

**Finish date:** The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

- ◆ candidates may not be entered for the group award.
- ◆ the group award will continue to exist only as an archive record on the Awards Processing System (APS).

**Lapsing date:** When a group award is entered into its lapsing period, the following will apply:

- ◆ the group award will be deleted from the relevant catalogue.
- ◆ the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived.
- ◆ no new centres may be approved to offer the group award.
- ◆ centres should only enter candidates whom they expect to complete the group award during the defined lapsing period.

**SQA credit value:** The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

**SCQF:** The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk).

**SCQF credit points:** SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National Unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

**SCQF levels:** The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. 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.

**Subject unit:** Subject units contain vocational / subject content and are designed to test a specific set of knowledge and skills.

**Signposted Core Skills:** Refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

**VIO:** Volunteer Involving Organisation.

**Host organisation:** Any organisation that uses volunteers.

**Community mapping:** A profile of a geographic community or community of identity or interest which will form the basis of the volunteering opportunity/ placement. To map a local community, the following should be identified:

- Geographical information including name of chosen community and approximate population (how many people live here).
- Community Assets: for example leisure facilities, community centres, Sports clubs, spiritual hubs, schools and colleges, community groups.
- Local community projects and their areas of activity.

# 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. Centres are advised to check SQA’s APS Navigator to confirm they are using the up-to-date qualification structure.

**NOTE:** Where a unit is revised by another unit:

- ◆ No new centres may be approved to offer the unit which has been revised.
- ◆ Centres should only enter candidates for the unit which has been revised where they are expected to complete the unit before its finish date.

Version number	Description	Date

## Acknowledgement

SQA acknowledges the valuable contribution that Scotland’s colleges have made to the development of this qualification.

Template version: March 2024



## 9. General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

In this qualification, you will learn about the history and development of volunteering; investigate the roles, rights and responsibilities of a volunteer. You will also investigate the difference between a volunteer and an employed member of an organisation.

You will develop an awareness of need for policies and procedures in order to protect the volunteer and organisation as well as safeguard the community members the VIO / host organisation works with.

As part of this qualification, you must undertake a volunteer opportunity within a VIO / host organisation. This will give you the opportunity to develop your skills / attributes / qualities as well as your knowledge of the volunteering.

The NPA will facilitate opportunities to progress on to study in further or higher education within a caring or community-based sector, for example the HNC Working with Communities at SCQF level 7. It may also lead to further volunteering opportunities or enhance opportunities for employment.

There are also opportunities to develop the Core Skills of Communication (Written and Oral Communication) Problem Solving, Working with Others and Information and Communication Technology (ICT) throughout this NPA.

On successful completion of this NPA you will be able to:

- Explain the role, responsibility and rights of a volunteer.
- Describe the responsibilities a VIO / host organisation has to its volunteers.
- Identify current legislation relevant to volunteers.
- Understand your own skills and qualities in relation to volunteering.
- Develop an awareness of how the role you play as a volunteer relates to the aims and purposes of a VIO / host organisation.
- Evaluate the impact volunteering has had on you and on the VIO / host organisation.

Learning will be a blend of practical experience underpinned by lecturer lead activities which take place within a learning space.

Assessment: a variety of assessment methods may be used:

- structured questioning and extended response answers.
- collation of an evidence portfolio containing self-assessment records, action plans, testimonials from lecturer, supervisor, volunteer colleagues, etcetera, reflective recordings
- presentations