



Qualification specification

NCFE Level 1 Award in Volunteering
QN: 600/4290/4

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Summary of changes

This section summarises the changes to this qualification specification since the last version (Issue 4 October 2018). Please check the qualification page on our website for the most recent version.

- Information regarding the [safeguarding](#) of learners added to Section 1 (page 11).

This section summarises the changes to this qualification specification since the last version (Issue 4.1 January 2020). Please check the qualification page on our website for the most recent version.

- Further information added to the [achieving this qualification](#) section to confirm that unless otherwise stated in this specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.
- Information added to the [entry guidance](#) section to advise that registration is at the discretion of the centre, in accordance with equality legislation and should be made on the Portal.

Section 1

Qualification overview

Qualification overview

Introduction

We want to make your experience of working with NCFE as pleasant and easy as possible. This qualification specification contains everything you need to know about this qualification and should be used by everyone involved in the planning, delivery and assessment of the Level 1 Award in Volunteering.

All information contained in this specification is correct at the time of publishing.

To ensure that you're using the most up-to-date version of this qualification specification please check the issue date in the page headers against that of the qualification specification on the NCFE website.

If you advertise this qualification using a different or shortened name you must ensure that learners are aware that their final certificate will state the regulated qualification title of NCFE Level 1 Award in Volunteering.

Things you need to know

Qualification number (QN)	600/4290/4
Aim reference	60042904
Total Qualification Time (TQT)	40
Guided learning hours (GLH)	24
Credit value	4
Level	1
Assessment requirements	Internally assessed and externally moderated portfolio of evidence

Total Qualification Time (TQT)

Total Qualification Time is the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required in order for a learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification.

Total Qualification Time comprises:

- the Guided Learning Hours for the qualification
- an estimate of the number of hours a learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate guidance or supervision of – a lecturer, supervisor, Tutor or other appropriate provider of education or training.

About this qualification

This is a regulated qualification. The regulated number for this qualification is 600/4290/4.

This qualification may be eligible for funding. For further guidance on funding, please contact your local funding provider.

Aims and objectives of this qualification

This qualification aims to prepare learners for a role within a voluntary organisation.

The objectives of this qualification are to help learners to:

- understand the role of a volunteer within a voluntary organisation
- understand the activities of voluntary organisations
- identify the skills required to be a successful volunteer
- understand the regulatory frameworks that may apply to being a volunteer.

Achieving this qualification

To be awarded the Level 1 Award in Volunteering, learners are required to successfully complete 2 mandatory units.

Mandatory units

Unit No	Unit title	Credit
Unit 01	Explore volunteering and the ways to become a volunteer	2 credits
Unit 02	Personal standards and requirements for working in a volunteering role	2 credits

The learning outcomes and assessment criteria for each unit are provided in Section 2 (page 11)

The units above may be available as stand-alone unit programmes. Please visit the NCFE website for further information.

To achieve the Level 1 Award in Volunteering, learners must successfully demonstrate their achievement of all learning outcomes and assessment criteria of the units as detailed in this qualification specification. Grades are not awarded.

Learners who aren't successful can resubmit work within the registration period; however, a charge may apply. A Credit Certificate can be requested for learners who don't achieve their full qualification but who have achieved at least one whole unit.

Entry guidance

This qualification is a short introduction for anyone considering working in the voluntary sector. It is also suitable for anyone already working in a voluntary organisation who wishes to formalise and further develop their existing experience and skills. The qualification is also suitable for learners undertaking larger programmes of study in related industries (healthcare, sport etc). In addition, the qualification provides a basis for those who may wish to progress to further study and development.

There are no specific recommended prior learning requirements for this qualification. However, learners may find it helpful if they've already achieved an Entry Level 3 qualification.

This qualification is suitable for learners aged pre-16 and above.

Centres are responsible for ensuring that this qualification is appropriate for the age and ability of learners. They need to make sure that learners can fulfil the requirements of the assessment criteria and comply with the relevant literacy, numeracy and health and safety aspects of this qualification. Learners registered on this qualification shouldn't undertake another qualification at the same level with the same or a similar title, as duplication of learning may affect funding eligibility.

Registration is at the discretion of the centre, in accordance with equality legislation, and should be made on the Portal.

Progression opportunities

Learners who achieve this qualification could progress to:

- Level 2 Award in Volunteering
 - Level 2 Award/Certificate in Employability Skills
 - volunteer work
-

Recognition of Prior Learning (RPL)

Centres may recognise prior learning at their discretion if they are satisfied that the evidence provided meets the requirements of a qualification. Where RPL is to be used extensively (for a whole unit or more), advice must be given by a qualified RPL Advisor.

Credit transfer

Where a learner has already achieved a unit with credit, NCFE will recognise that prior learning and will allow the credit to be transferred onto a new qualification, provided that the units have the same Ofqual reference number.

Qualification dates

Regulated qualifications have operational end dates and certification end dates.

We review qualifications regularly, working with sector representatives, vocational experts and stakeholders to make any changes necessary to meet sector needs and to reflect recent developments.

If a decision is made to withdraw a qualification, we will set an operational end date and provide reasonable notice to our centres. We will also take all reasonable steps to protect the interest of learners.

An operational end date will only show on the Ofqual Register of Regulated Qualifications register.ofqual.gov.uk and on our website if a decision has been made to withdraw a qualification. After this date we can no longer accept learner registrations. However, certification is allowed until the certification end date so that learners have time to complete any programmes of study. The certification end date will only show on the Ofqual Register once an operational end date has been set. After this date we can no longer process certification claims.

Staffing requirements

Centres delivering any of NCFE's qualifications must:

- have a sufficient number of appropriately qualified/experienced Assessors to assess the volume of learners they intend to register
- have a sufficient number of appropriately qualified/experienced Internal Quality Assurers to internally quality assure the anticipated number of Assessors and learners
- ensure that all staff involved in assessment and internal quality assurance are provided with appropriate training and undertake meaningful and relevant continuing professional development
- implement effective internal quality assurance systems and processes to ensure all assessment decisions are reliable, valid, authentic, sufficient and current. This should include standardisation to ensure consistency of assessment
- provide all staff involved in the assessment process with sufficient time and resources to carry out their roles effectively.

Assessors and Internal Quality Assurance

Staff involved in the Assessment and Internal Quality Assurance of this qualification must be able to demonstrate that they have (or are working towards) the relevant occupational knowledge and/or occupational competence, at the same level or higher as the units being assessed and internally quality assured. This may be gained through experience and/or qualifications.

Support for learners

Learner's Evidence Tracking Log (LETL)

The LETL can help learners keep track of their work. This blank document can be downloaded free of charge from the NCFE website. You don't have to use the LETL - you can devise your own evidence-tracking document instead.

Support for centres

There are a number of documents available on the NCFE website that centres might find useful.

Customer Support team

Our award-winning Customer Support Team will support you with approvals, registrations, external quality assurance, external assessment, results and certification. To contact your Customer Support Assistant, call 0191 239 8000 or email customersupport@ncfe.org.uk.

Reasonable Adjustments and Special Considerations Policy

This policy is aimed at customers – including learners – who use our products and services and who submit requests for reasonable adjustments and special considerations. The policy can be found on the NCFE website.

Subject maps

Our suite of subject maps showcase the qualifications we have available within each specialist sector and how they connect to each other. They demonstrate how you can plot routes for your learners at different levels from entry level right through to higher education or the workforce, with supporting qualifications along the way.

Fees and Pricing

The current Fees and Pricing Guide is available on the NCFE website.

Training and support

We can provide training sessions for Assessors and Internal Moderators. Bespoke subject-specific training is also available. For further information please contact our Quality Assurance team on 0191 239 8000.

Learning resources

We offer a wide range of learning resources and materials to support the delivery of our qualifications. Please check the qualifications page on the NCFE website for more information and to see what is available for this qualification.

The resources and materials used in the delivery of this qualification must be age-appropriate and due consideration should be given to the wellbeing and safeguarding of learners in line with your institute's safeguarding policy when developing or selecting delivery materials.

Section 2

Unit content and assessment guidance

Unit content and assessment guidance

This section provides details of the structure and content of this qualification.

The unit summary provides an overview of each unit including:

- unit title
- unit summary
- guided learning hours
- credit value
- level
- an indication of whether a unit is mandatory or optional.

Following the unit summary there's detailed information for each unit containing:

- unit title and number
- learning outcomes (the learner will) and assessment criteria (the learner can)
- assessment guidance (types of evidence for internal assessment).

The regulated unit number is indicated in brackets for each unit (eg M/100/7116). However, to make cross-referencing assessment and moderation easier, we've used a sequential numbering system in this document for each unit.

The types of evidence listed are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team at NCFE.

For further information or guidance about this qualification please contact our Product Development team on 0191 239 8000.

Unit 01 Explore volunteering and the ways to become a volunteer (A/503/5901)

Unit summary	Learners will look at the commitment required and benefits of volunteering. They will then explore the function of different volunteering organisations and how they use volunteers. Learners will then go on to examine the skills required to become a volunteer and understand how to improve their existing skills and develop new skills. Finally, learners will look at how to become a volunteer.
Guided learning hours	12
Credit value	2
Level	1
Mandatory/optional	Mandatory

The learner will:

- 1 Understand the commitment required and benefits of volunteering

The learner can:

- 1.1 Outline the term 'volunteering'
- 1.2 State what commitment means in terms of volunteering
- 1.3 List the benefits of volunteering to the individual
- 1.4 List the benefits of volunteering to the volunteering organisation

The learner will:

- 2 Understand the function of different volunteering organisations and how they use volunteers

The learner can:

- 2.1 Identify different volunteering organisations
- 2.2 Explain the function of those different volunteering organisations
- 2.3 State the roles that volunteers do in those organisations

Unit 01 Explore volunteering and the ways to become a volunteer (A/503/5901) (cont'd)

The learner will:

- 3 Understand how to improve and develop the skills needed to perform the role of a volunteer in a chosen organisation

The learner can:

- 3.1 List the skills needed to become a volunteer in an organisation of their choice
 - 3.2 List the skills they currently possess that are relevant to the volunteering role
 - 3.3 Explain how they could improve their existing skills and develop new skills
-

The learner will:

- 4 Know where to find out about becoming a volunteer and the ways to apply for a volunteering post

The learner can:

- 4.1 State where they could find information about becoming a volunteer
 - 4.2 Identify a suitable volunteering post in an organisation of their choice
 - 4.3 Explain the ways in which they could apply for a position as a volunteer within their chosen organisation
-

Unit 01 Explore volunteering and the ways to become a volunteer (A/503/5901) (cont'd)**Assessment guidance**

Type of evidence: presentation

Assessment criteria: 1.1-1.4

Additional information: learners could prepare a presentation to meet the assessment criteria. Evidence of the notes and/or visual aids used should be supplemented by a peer or Assessor witness statement. Alternatively, the presentation could be recorded by video or audio means and Assessor feedback added.

Type of evidence: poster or leaflet

Assessment criteria: 2.1-2.3

Additional information: learners could design information document(s) covering the assessment criteria. With regard to AC 2.1, learners must identify at least 2 different organisations. ACs 2.2 and 2.3 will expand upon those organisations.

Type of evidence: table or chart type documents

Assessment criteria: 3.1-3.3

Additional information: learners could complete table or chart type documents to assist them with gathering and recording evidence to meet the assessment criteria.

Type of evidence: worksheet

Assessment criteria: 4.1- 4.3

Additional information: learners could complete worksheets with specific sections to assist them with addressing each individual assessment criterion. With regard to AC 4.3, learners must provide an explanation of at least 2 different ways in which they could apply for a position as a volunteer, eg a letter of application, submission of a CV, personal visit to a local centre or referral by some other organisation. There is no need for the learners to prepare a letter or CV or to complete an application form.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Unit 02 Personal standards and requirements for working in a volunteering role (L/503/5899)

Unit summary	Learners will examine the importance of meeting personal standards in volunteering organisations. This will include the need to follow rules and instructions, dress code, behaviour and customer care. They will then identify the importance of equal opportunities, which includes an awareness of discrimination. Learners will then go on to explore the importance of safety requirements when volunteering. Finally, the learners will perform tasks required in the volunteering role. These tasks will be observed and recorded, and feedback provided. The learners will then review their own performance.
Guided learning hours	12
Credit value	2
Level	1
Mandatory/optional	Mandatory

The learner will:

- 1 Understand the importance of meeting personal and organisational standards in volunteering organisations

The learner can:

- 1.1 Identify the importance of following rules and instructions whilst performing volunteering duties
- 1.2 Outline why volunteers must follow the dress code of the volunteering organisation
- 1.3 Outline why volunteers must behave in an appropriate manner
- 1.4 Identify why customer care is important to volunteering organisations

The learner will:

- 2 Understand the importance of equal opportunities

The learner can:

- 2.1 Identify what is meant by the term 'equal opportunities'
- 2.2 State what is meant by 'discrimination'
- 2.3 Explain the importance of treating people correctly in accordance with equality of opportunity

**Unit 02 Personal standards and requirements for working in a volunteering role (L/503/5899)
(cont'd)**

The learner will:

- 3 Understand the importance of safety requirements when volunteering

The learner can:

- 3.1 Outline why health and safety is important in a volunteering organisation
 - 3.2 Outline why volunteers must follow safety rules whilst volunteering
-

The learner will:

- 4 Be able to perform tasks required in the volunteering role

The learner can:

- 4.1 Perform tasks relating to their role within the volunteering organisation
 - 4.2 Receive recorded feedback regarding the completion of those tasks
 - 4.3 Review their own performance relating to the tasks
-

**Unit 02 Personal standards and requirements for working in a volunteering role (L/503/5899)
(cont'd)****Assessment guidance**

Type of evidence: worksheets

Assessment criteria: 1.1-1.4

Additional information: learners could complete worksheets with specific sections to assist them to address each individual assessment criterion. Evidence for AC 1.2 should relate to the appropriate standard of dress for the organisation. Hygiene and language could be considered for AC 1.2 and 1.3, respectively.

Type of evidence: poster or leaflet

Assessment criteria: 2.1-2.3

Additional information: learners could design information document(s) covering the assessment criteria.

Type of evidence: presentation

Assessment criteria: 3.1, 3.2

Additional information: learners could prepare a presentation to meet the assessment criteria. Evidence of the notes and/or visual aids used should be supplemented by a peer or Assessor witness statement. Alternatively, the presentation could be recorded by video or audio means, with Assessor feedback added. When addressing AC 3.2, learners should consider the safety of themselves and others.

Type of evidence: natural or simulated performance

Assessment criterion: 4.1

Additional information: if the learner is working as a volunteer within a volunteering organisation the AC could be met by the learner performing at least 2 tasks within their normal role. If the learner is not working as a volunteer the AC could be met through simulation activities to enable the learner to perform the tasks. The Assessor or other responsible person observing the tasks could provide a witness statement describing the performance of the learner against the assessment criterion. Alternatively, the performance of the learner could be recorded, with Assessor feedback added.

**Unit 02 Personal standards and requirements for working in a volunteering role (L/503/5899)
(cont'd)****Assessment guidance (cont'd)**

Type of evidence: The recorded feedback from the assessor or other responsible person observing the task

Assessment criterion: 4.2

Additional information: The learner must include the recorded feedback from the assessor or other responsible person in their portfolio.

Type of evidence: Self-reflection

Assessment criteria: 4.3

Additional information: learners could prepare a self-reflection report explaining what they thought about their performance. It would also help the learner to consider what the observer said about their performance. Assessors could design a simple format for the self-reflection using headings such as what went well, what did not go so well and what they would do differently in future.

The types of evidence listed above are for guidance purposes only. Within learners' portfolios, other types of evidence are acceptable if all learning outcomes and assessment criteria are covered and if the evidence generated can be internally and externally moderated. For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Section 3

Assessment and Moderation

Assessment and Moderation

How the qualification is assessed

Assessment is the process of measuring a learner's skill, knowledge and understanding against the standards set in a qualification.

The Level 1 Award in Volunteering is internally assessed.

Unless stated otherwise in this qualification specification, all learners taking this qualification must be assessed in English and all assessment evidence presented for external quality assurance must be in English.

Internal assessment

Each learner must create a portfolio of evidence which demonstrates achievement of all the learning outcomes and assessment criteria associated with each unit. On completion of each unit learners must declare that the work produced is their own. The Assessor must countersign this. Examples of suitable evidence for the portfolio for each unit are provided in Section 2 (page 11).

The main pieces of evidence for the portfolio could include (in no particular order):

- Assessor observation – completed observational checklists and related action plans
- witness testimony
- learner's proof of work
- worksheets
- assignments/projects/reports
- record of professional discussion
- record of oral and written questioning
- learner and peer reports
- Recognition of Prior Learning (RPL).

You'll also find a variety of assessment and moderation pro-formas on the NCFE website.

Evidence may be drawn from actual or simulated situations, where appropriate.

Assessment guidance is provided for each unit. Assessors can use other methods of assessment as long as they're valid and reliable and maintain the integrity of the assessment and of the standards required of this qualification. Acceptable methods of assessment could be drawn from the list above.

Assessors must be satisfied that learners have achieved all learning outcomes and assessment criteria related to the unit being assessed, prior to deciding if learners have been successful. Assessors are also responsible for supporting learners through the assessment process.

For approval of methods of internal assessment other than portfolio building, please contact the Quality Assurance team on 0191 239 8000.

Moderation

Moderation is the process by which we confirm that assessment decisions in centres are:

- made by competent and qualified Assessors
- the product of sound and fair assessment practice
- recorded accurately and appropriately.

We do this through:

- internal moderation – which you carry out
- external moderation – which we carry out through our External Moderators who, by supporting you, will make sure that assessments meet nationally agreed standards and that your quality assurance systems continue to meet our centre approval criteria.

The Internal Moderator provides the vital link between the Assessors and the External Moderator and acts as the centre's quality assurance agent.

Section 4

General information

General information

Equal opportunities

NCFE fully supports the principle of equal opportunities and opposes all unlawful or unfair discrimination on the grounds of ability, age, colour, culture, disability, domestic circumstances, employment status, gender, marital status, nationality, political orientation, racial origin, religious beliefs, sexual orientation and social background. NCFE aims to ensure that equality of opportunity is promoted and that unlawful or unfair discrimination, whether direct or indirect, is eliminated both in its own employment practices and in access to its qualifications. A copy of NCFE's Equal Opportunities Policy is available on request.

Diversity, access and inclusion

Our qualifications and associated assessments are designed to be accessible, inclusive and non-discriminatory. NCFE regularly evaluates and monitors the 6 diversity strands (gender, age, race, disability, religion, sexual orientation) throughout the development process as well as throughout the delivery, external moderation and external assessment processes of live qualifications. This ensures that positive attitudes and good relations are promoted, discriminatory language is not used and our assessment procedures are fully inclusive.

Learners who require reasonable adjustments or special consideration should discuss their requirements with their Tutor who should refer to our Reasonable Adjustments and Special Considerations policy for guidance.

For more information on the Reasonable Adjustments and Special Considerations policy please see the NCFE website.

Contact us

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