UK Council for International Student Affairs

International students and volunteering: a practical guide

UKCISA

THE PRIME MINISTER'S INITIATIVE FOR INTERNATIONAL EDUCATION

This guide was written by **Caro Hart**, independent consultant and former Chief Executive of HOST UK.

The author and UKCISA are extremely grateful to all those who have contributed case studies and other information.

This guide is one of a number of guides produced with financial support from the Prime Minister's Initiative for International Education (PMI) with the aim of helping UK institutions strengthen still further the quality of the experience for international students coming to the UK.

UKCISA is the UK's national advisory body serving the interests of international students and those who work with them.

It does so through research, print and web-based publications, a national training programme, dedicated advice lines for students and advisors, and liaison and advocacy with institutions, agencies and government.

Its members include all UK universities, those further and higher education colleges which are active internationally, and a range of specialist and representative bodies.

ISBN 1 870679 45 8

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Acknowledgements

The author wishes to thank all those who participated in the survey for their time.

I also wish to acknowledge the help of the following:

- Lizzie Cole, Anna Day and their colleagues at Volunteering England
- Rebecca Green and Susan Smith at Cambridge Student Community Action
- Jaqui Hime at North Hertfordshire Council for Voluntary Service
- Tracey Livermore at Volunteer Centres, Hertfordshire
- Sue Vickers at Tameside Volunteer Centre
- Davine Wallace at the Lancashire Wildlife Trust
- Joanna Machin at the Institute for Volunteering Research (for finding the elusive article cited in section 2)

Caro Hart
April 2008

Section 1 — Introduction

Experiencing British culture is an important part of an international student's time in the UK; it is a large part of why they chose to study here. Many international students, because of the intensity of their courses, their living circumstances or because they lack personal confidence, never make friends with local people or even home students. In addition to this, many international students think that getting experience that will fit them for working (and look good on the CV) is an essential part of their course and look to their institution to help them get this experience.

Engaging in volunteering schemes can help with both of these major issues, as well as having great personal benefits in terms of building confidence and language skills. It is no coincidence that the SHINE international student awards finalists all across the country have, year after year, almost always undertaken extensive volunteer work.

For most institutions, the reasons for undertaking volunteering schemes are two-fold. For example, two of the respondents in the UKCISA survey[1] commented that volunteering:

> "Helps students to acquire the employability skills they will need to succeed after they graduate whilst allowing them to see a different side of (the city)."

> "(Our scheme) aims to develop positive links between ... students and the local community, whilst also enhance the experience and employability of ... students by supporting their growth and personal development."

For institutions, there are additional advantages to starting community volunteering schemes, in terms of increasing international student satisfaction; the UKCISA research "Broadening our Horizons"[2] found that: "International students with UK friends were more likely to be satisfied overall with their stay in the UK".

One only has to look at stories of some of the impacts that volunteering has had on international students, and *vice versa* (see overleaf) to see how worthwhile it is and how much such projects matter.

[1] UKCISA survey "International students and volunteering" (April 2008)
[2] UKCISA "Broadening our Horizons: international students in UK universities and colleges" (2004)

Case studies

The impact of student volunteering

- **There are numerous outstanding student volunteers here at the University of Chester: one in particular is an international student from China. Mercy initially made contact with the Student Development Team to volunteer for a one-off event at a 'sponsored sleep out' for 'Chester Aid to the Homeless.' This experience led Mercy to produce a documentary exploring and revealing the problems that homeless people experience in today's society.**
- **Through the National Trust we are taking 20 internationals to the Sussex Downs to help with shrub clearance. The students clear branches and twigs for a couple of hours, then get a free guided tour of the Downs, free lunch, and a cream tea on the way home. It gets the students to a beautiful part of our area (that many don't know exists), they are getting into nature, getting dirty, working together, having a laugh and getting a free tour and food out of it. Can't get more positive than that!**
- **Our Language Exchange events attract up to 120 students and members of the community who come together monthly to share and learn languages and celebrate the different cultures represented in Sheffield. International students are integral to the success of this project.**

Remarks taken from responses to UKCISA survey "International students and volunteering" (April 2008)

The purpose of this guide is to be an overview of the issues that you should think about when starting a volunteering scheme using international students as volunteers. If you are including international students as volunteers, there are particular issues and considerations, and this guide identifies these at each stage, from ways in which volunteering is perceived by people from different cultures, to additional risks and legal issues, to issues around recruiting international students.

Part of the work underlying this guide was to identify good practice in existing schemes and to use them to inspire and inform. Too often new schemes start up in isolation and there is much "re-inventing the wheel". We undertook a survey "International students and volunteering" (April 2008) to identify some of this good practice and this resource will point you towards volunteering schemes which you can contact, take ideas from and benchmark your work against. This guide is not, however, intended to be a comprehensive look at all issues to do with running a volunteering scheme, so a section giving online and easily accessible sources of further information is included.

Notes on language used

Throughout this guide, the terms "student" and "international students" are used interchangeably, except where specified.

There are a multiplicity of volunteering schemes, projects, community activities and so on, but this guide will adopt "volunteering scheme" as a generic term to cover all of these. It should be noted that the definition of a scheme is one where the creator of the scheme takes on management responsibilities. Putting up a rack providing leaflets about volunteering opportunities would not therefore be defined as a volunteering scheme, whereas gathering information about volunteering opportunities and helping a student to choose what would suit them would be defined as a volunteering scheme.

The word "institution" is used throughout as a generic term for universities, colleges and other educational establishments in HE and FE. It also includes student unions which may run volunteering schemes independently of the main institution.

Section 2 — Why 'volunteering' may not appeal to international students

Everyone understands the concept of volunteering, don't they? Well yes, it would seem so, but many think it doesn't apply to them.

Before you start to consider the practical stuff about starting a volunteering scheme for international students, many of whom will be young, it is useful to think about whether there are any barriers within the concept itself which might make it difficult for people to engage with your activities. In an excellent study for the Institute for Volunteering Research: *An exclusive construct? Exploring different cultural concepts of volunteering* Lukka and Ellis (2001) reviewed research from all over the world[3] and came up with some thought-provoking conclusions.

The predominant perception of volunteering is that there are three key criteria: "...that volunteering was 'helping people', that it was providing a 'service', and that it took place in some form of 'organisation'." Another study demonstrated that there is a "... 'shared understanding of the basic elements of volunteering' across the globe" and so we cannot assume that this perception is a peculiarly British one. The stereotype that 'volunteers' are usually white middle-class, middle-aged women who are often religious and with altruistic motives is, apparently, alive and well. The study claims strongly that:

> "...'Volunteering' is socially and culturally specific. It means different things to different people, according to their social, cultural, historical and political positions. However, there is one excessively dominant construct of volunteering, which has emerged from a specifically Western setting and has served to marginalise other, minority definitions. As a result of this marginalisation, individuals who are potential volunteers but who do not conform to, or identify with, this dominant construct are inadvertently excluded from 'volunteering'."

The problem arises when someone comes from a culture or an age group where volunteering is perceived differently; they may not be attracted to a model of volunteering within a structured environment. Studies show that young people (defined as 16-24 age group) don't identify with volunteering. In fact, as one study found: "Young people see themselves as community activists; they do not see themselves as volunteers." The Russell Commission (2005) looked in depth at how young people volunteer and from this research concluded that:

[3] Note: the research referenced by the Lukka and Ellis study will not be individually detailed. The full paper is available upon request.

> "Young people have made it clear that they want their volunteering to have a tangible impact upon the communities in which they live. Young people can – and do – make a difference to community life ... helping to build social capital and to ensure that society appreciates the value of young people's civic engagement."

Lukka and Ellis reviewed work on volunteering patterns among black and minority ethnic (BME) communities in Britain, among people coming from a wide variety of cultures, and say:

> "BME communities do not identify at all with the Western construct, opting for the self-help, 'black-on-black' participation that becomes an expression of solidarity for their community. ... because they felt at ease and understood among people of the same religion and culture... their type of volunteering (is) a specific part of their culture... We can therefore understand how BME volunteering translates into an informal activity that allows closeness to beneficiaries and represents an important expression of identity. This closeness of the beneficiaries is again at odds with the Western construct of volunteering..."

So what does this mean in a practical sense for the process of setting up a volunteering scheme for international students?

There are two main issues:

- the nature of the volunteering scheme
- understanding the word 'volunteering'

The nature of the volunteering scheme

With these issues in mind, there is a case for avoiding the more traditional models of volunteering and constituting your scheme so that it is closer to the sort of volunteering undertaken in non-Western cultures. Some examples for accomplishing this might be:

- Forming a partnership with a local Indian community centre and giving students the opportunity to volunteer with elders from a similar cultural background to whom they can be of help
- Matching students on a 1:1 basis with local teenagers or other students at the same institution, so that they can meet or talk when they want on an informal basis (perhaps within the structure of a more formal mentoring role – see "Mentoring schemes for international students: a practical guide" (UKCISA, 2008)
- Put on a summer project to change something within the community that badly needs changing, for example, creating a play-space from wasteland using recycled and reclaimed materials

It is also worth noting that environmental work may have wider appeal; BTCV, the UK's largest practical conservation charity, recently reported that 25% of the volunteers in diversity-related work were from BME communities. This is way above the average both in engagement in volunteering (in one survey 41% of the charities had no black volunteers at all) and in the population generally (around 8%).

Understanding the word 'volunteering'

It is well-reported that several languages have no equivalent for 'volunteering'; French for instance has two terms which make a distinction between the levels of remuneration received.The Russian term *obshchina*, meaning a close community with mutual obligations and feelings of compassion, is about the closest in that language. The language is indicative of the different paradigms of volunteering in the different cultures. For example, Lukka and Ellis found that:

> "The sense of what volunteering is has been developed through the relationship of 'self to society' and by the fact that many communities in India have made *seva*, 'service', *dana*, 'voluntary contribution', and *sharaamdaan*, 'voluntary labour', an intrinsic part of their activities."

While it is not suggested that that such terms be adopted instead of more traditional Western language (although if you work predominantly with a single cultural group that might be a good way forward), they are indicative of the fact that the language you use can exclude people rather than being inclusive as you intend. One approach is to "rebrand" volunteering. New youth volunteering charity 'V' does so successfully, keeping some of the traditional concepts, but updating and interpreting them for its target audience. Another good example is the name of "Student Community Action".

In conclusion, it would appear that thinking about your 'volunteering' scheme and how you talk about it and present it, in non-traditional ways, can be very liberating and gives you the opportunity to be creative and to design a scheme that appeals to your international students in totally new ways.

Section 3 — Starting a new volunteering scheme

First steps

You may be approaching this from the point of view that volunteering is good for international students and so you want to set something up to fulfil that need. Alternatively, you may have seen an opportunity or a gap in local provision and want to start a scheme to work with it. There is a very wide spectrum of types of schemes from the extremely informal to the formal and so there is a great deal of choice in how you structure the scheme and, indeed, how it grows and develops along the way.

The basics

Very informal schemes may work better with students from some cultures and, as discussed in section two, one-off or taster types of volunteering scheme may work with younger volunteers. Where you are assuming management responsibilities, however light, certain basics must be covered so that you (and your stakeholders) know that good practice is being followed. Once these jobs have been done, however, you can concentrate on ensuring a great experience for students and beneficiaries alike.

There are three things even the most informal scheme should consider, if only briefly:

- Who will your beneficiaries be and how will that work (as a one-off, working directly and simply in partnership with a local group)? Who do the students most want to work with?
- Risk analysis and mitigating systems – legal considerations
- Basic systems and record keeping (and possibly evaluation and monitoring) – including a volunteering policy even if it is very short, which includes equality

All of these things are considered below and a range of actions and options outlined. You can pick and choose the elements which are appropriate for your scheme.

Different types of volunteering schemes

The placement model
The volunteering scheme acts as a 'broker' between student volunteers and projects or activities that already exist and which are run by other organisations like yours. The group organisers find out what local opportunities exist and, after recruiting volunteers, provide them with the information in a referral capacity. This is sometimes described as a "Volunteer Shop" or "Student Volunteer Centre".

The one-off model
The student community action/ volunteering group organises one-off events such as a Christmas party for children, young people or the elderly, often in conjunction with another organisation. This type of event is great for Student Volunteering Week in February, Volunteers' Week in June and Make A Difference Day in October.

The partnership model
The student community action/ volunteering group joins with a voluntary, community or statutory agency and runs a project in partnership with that organisation.

The student-led project model
Established Student Community Action projects place students at the heart of decision making: they source community need, recruit student volunteers and manage their projects. Many are registered charities with students as the trustees. The point has to be what it is that the students themselves are interested in doing. You may want to consider putting together a small consultation or focus group

From Making it Happen - A guide for small organisations on how to involve student volunteers Student Volunteering England 2005

If the scheme you are starting is a brand new one, then you have three decisions to make:

- What type of scheme is yours going to be?
- Who will you be working with; who will benefit?
- How will you involve the students?

What type of scheme?

Volunteering England identify four useful models of types of student volunteering scheme (see page 14), many of which can be used to take into account differing perceptions of volunteering (see section 2). You can borrow from these models and combine them, or adopt them in full. To help you think this through, follow the decision-tree below.

Each model is suitable for particular purposes. When you are starting out, or if you want to keep your scheme uncomplicated and informal, the two most useful are the *one-off* model and the *partnership* model.

Example

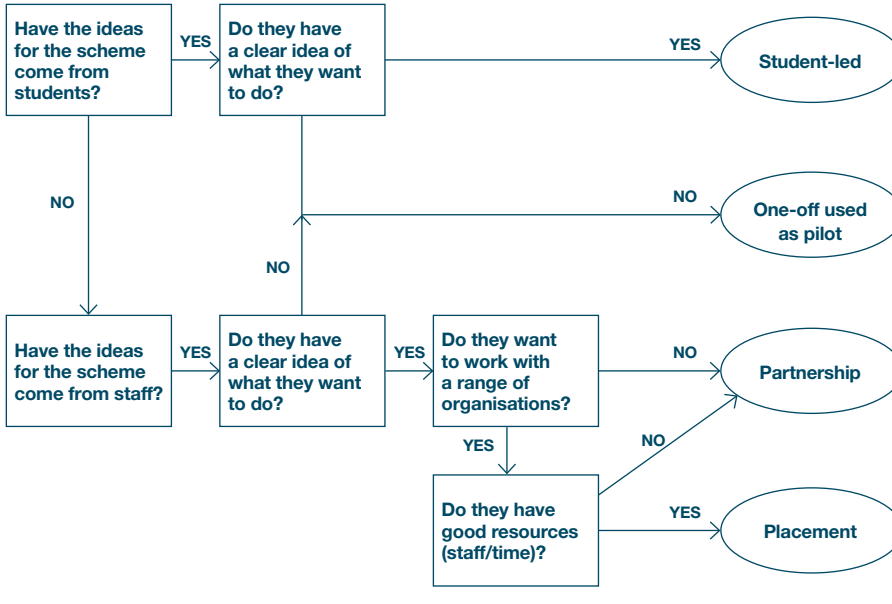
One-off model

"Peer Connections is the University of Dundee's welcoming, buddying and mentoring scheme... mainly focused on new entrant students.... The broad aims of Peer Connections are to enable students to get the information they need to find their way around and settle in, help them meet, mix with, learn from ... other students."

From UKCISA survey "International students and volunteering" (April 2008)

Choosing your model

There may be an obvious way in which you think your scheme should be constituted, but if there is not, you should consider the following questions:



FLEXIVOL explained

Flexibility is given top priority by young people, particularly in respect of flexible work and working times for volunteering. The young have many pressures and demands on them and find it hard to make the time and commitment. They have a sizeable number of other outlets for their free time and volunteering has to compete with this. Much of their lives are controlled by others and it is important to them to have an element of choice and spontaneity in volunteering.

Legitimacy is a widespread need. Better education from an early age about the full range of voluntary work and its significance, and more positive images, would make volunteering seem 'normal' and 'cool' to young people. Their view of volunteers is basically favourable but negative stereotypes persist. Peer pressure, particularly on boys, prevents many young people from getting involved for fear of being labelled as suckers or wimps.

Ease of access is a requirement that has been highlighted in several studies and access is still a barrier. Most of the young people in this research did not have much idea of how to find out about volunteering opportunities. A major reason for not volunteering was simply that they didn't know how to go about it. More information, more encouragement and easy access points would help break down these entry barriers.

Experience is high on young people's wish-list for volunteering. They want relevant and interesting experiences which will stand them in good stead in their personal and career development. Volunteering needs to offer opportunities to learn new skills, to take on challenges, to explore different careers, and to get work experience. These instrumental motivations are not new, but are increasing rapidly among young people.

Incentives are important because of the competition for young people's time and attention. Inducements may be needed to help tip them into involvement, and once there certain rewards would sustain them. Most prominent is the incentive of tangible outcomes in the form of a reference or a qualification, to validate their experience and demonstrate their achievement to employers and others. In the absence of the main incentive for working – pay – young people at least need not to be out of pocket and full payment of their expenses would be an incentive.

Variety is an obvious and widely recognised requirement. Variety in types of work, issues and structures would accommodate the huge range of individual interests, goals, constraints and preferences among the younger generation. Variation should be offered in the amount of commitment, the level of responsibility and the type of activity in order to attract the widest possible range of young people.

Organisation of the volunteering needs to be efficient but informal, providing a relaxed environment in which young people feel welcome and valued. They would like some appreciation and the right kind of advice and support. They do not want to be over-organised and heavily supervised but to have people there who can support them when they need it, and help them progress when they are ready.

Laughs should not get left out of the picture because of young people's serious ambitions for self-development. Volunteering should be enjoyable, satisfying and fun. Since some of the competition for young people's time is from the attraction of a good time socially, it is a distinct bonus if volunteering also offers some laughs. While young people may not volunteer primarily for the social side, they are more likely to continue if they are enjoying themselves.

From "What young people want from volunteering" The Institute of Volunteering Research at ‹http://www.ivr.org.uk/researchbulletins/bulletins/what-young-people-want-from-volunteering-.htm›

One-off pilot

It is always a good idea to do a pilot, so that you can gauge the level of enthusiasm you will get from your volunteers and organising a day-trip for local elders will give you a good impression of the amount of work involved. This also works as a model for informal, occasional volunteering. Schemes which happen only at specific times of year like Christmas are similar.

One of the findings of a piece of research by the Institute for Volunteering Research (see ‹www.ivr.org.uk›) was that young people above all wanted flexibility in their volunteering activities. A group of young volunteers identified the eight factors which were most important to them and which are summarised in the acronym FLEXIVOL (see facing page):

- ☐ **F**lexibility
- ☐ **L**egitimacy
- ☐ **E**ase of access
- ☐ **X**perience
- ☐ **I**ncentives
- ☐ **V**ariety
- ☐ **O**rganisation
- ☐ **L**aughs

Young volunteers, it seems, want lots of different experiences. The Charity **'v'** has an online "passport" resource for volunteers to record the volunteering they do, in taster sessions and one-off activities. In the sample volunteer form in Appendix E, there is a section on recording such informal or spasmodic volunteering which can be used as a stand-alone record.

Example

Partnership model

"Provided by Keele University Students' Union (KUSU) and Keele University, VE @ Keele.... not only helps to arrange placements and support student volunteers, but also matches their interests and experience to the needs of the Staffordshire community by working in partnership with organisations providing local services and resources."

From UKCISA survey "International students and volunteering" (April 2008)

Partnership

Building a partnership with a single organisation is a relatively low-cost, low-hassle way of starting a volunteering scheme. They may have many of the resources already in place – for instance, a volunteer agreement – which will help you to get started quickly and effectively.

The benefits of a close and enduring relationship are many and the organisation itself will be very grateful for your involvement. If the relationship is with, for instance, a local community centre, it may allow for less structured, community-based volunteering where your international students can build individual relationships.

Types of volunteering scheme – results from the survey

• **Placement** and sign-posting	50%
• **Partnerships** working with community groups	37%
• **Student-led schemes**	22%
• **One-off** or strictly seasonal (eg Freshers' buddying)	9%

Note: some respondents had several types of schemes so this does not add up to 100%

From UKCISA survey "International students and volunteering" (April 2008)

Who will benefit?

It is important to pick the right beneficiary group for a number of reasons, particularly if you are working in partnership with a single organisation. Many international students have a preference for working with elders because of their own cultural backgrounds. Schemes working with local old people are often therefore popular, such as social clubs, one-on-one befriending or oral-history projects. You may also not want to pick an external beneficiary group; many students get great satisfaction from helping other students (see *Mentoring schemes for international students: a practical guide*, UKCISA, 2008).

Considerations when deciding on a beneficiary group might be:

- What sort of issues are your students most passionate about? (See below – Involving the students.)
- Is there a group or kind of beneficiary that your scheme can make a real difference to?
- Is there a group locally with existing links to your institution – a youth group that uses the sports facilities, for example?
- Is there an internal need where students could benefit other students? (For example, see *Mentoring schemes for international students: a practical guide* , UKCISA, 2008.)
- Is there an obvious partnership you could form to get things started quickly and easily?
- What risks might there be? (See below – Risk analysis)
- Can your international students work with the beneficiaries or do they need to be Criminal Records Bureau (CRB) checked? (See section 4 – CRB checks)
- Let's be pragmatic – what sort of scheme will attract necessary resources? (See below – Resourcing schemes)

Example

Placement models

"Provides safe and supportive volunteering opportunities. We are a brokerage service so recruit students to volunteer in existing opportunities in Brighton and Hove."

"We run a volunteer brokerage, where we place students into existing volunteer projects within London. The types of projects vary greatly..."

From UKCISA survey "International students and volunteering" (April 2008)

You should also consider more nebulous things such as the impact the work will have on your volunteers, many may have highly stressed lives with the added pressure of being away from home. It may be tempting to try and change the world by working with disadvantaged people in difficult circumstances, but your volunteers may find it less demanding having a jolly day out helping to clear a canal or banging a drum at a musical tea-party.

Also, in some cultures, people with disabilities are perceived as "untouchable" and, for people from some religions, lesbian and gay people are anathema. Associating with certain groups can therefore make some international students feel very uncomfortable. While involving them with particular groups may be an opportunity to help international students (and other people) overcome their stereotypes and think through their prejudices, this will always need to be done in a culturally sensitive way. This is the sort of project that would work well as a student-led initiative.

Involving the students

To create a truly effective volunteering scheme, your starting point is clear: you have to find out what the students are interested in. You may already know this, but if not, this will take some market research, either formally or informally, and it is also a good idea to talk to the people who run existing schemes, such as the schemes given as case studies here, to find out how their students have been involved.

Whichever model you choose for your scheme, it is always worth encouraging student involvement in the running of schemes and developing projects. In the *student-led* model it is, of course, essential.

Example

Student-led model

From <www.uclunion.org/volunteers/innovations-programme.php>

The UCL Union Innovations Programme is the student leadership scheme that really makes a difference.

You put in – your creativity, energy and time!
And you get out – the chance to put your ideas into practice, and invaluable leadership and project management experience. We're looking for students with bright ideas for new community action projects.

The Voluntary Services Unit will provide:

- **funding for your project**
- **a comprehensive training programme**
- **advice and guidance from experienced project managers**
- **the chance to attend national conferences and network with other innovators!**

This year, we've had over 25 student-run projects, including:

- **tennis coaching for young people**
- **a befriending programme for adolescent refugees**
- **teaching sign language to school children**
- **an information service for homeless people**
- **an after-school music club**

Respondent to UKCISA survey "International students and volunteering" (April 2008)

You could use one of the following methods:

- Brief questionnaire either online or, for instance, at Freshers' Fairs "Do you want to save the world?"
- Periodical in-depth questionnaires to volunteers and former volunteers
- One-off focus group meeting
- Forming a development group or committee to guide the work
- Liaison with existing groups – maybe an issue-based group in the students union or a group of like-minded people such as a sports team who may volunteer together
- Representation on the managing committee of student volunteers (see section 4 – Forming a management committee)

Involving the students – results from the survey

The survey identified three main ways in which student involvement works in practice:

Students are involved in a *management group*:

- We have a committee of elected students who provide leadership to the scheme
- We have an executive committee which comprises nine students and one non-student
- We have an elected committee of seven students who help to run the scheme.
- Through Warwick Volunteers Executive Committee (seven students, currently three of these are international) and Project Leaders for individual projects
- Students sit on committees and forums that help input into our service
- Committee oversight (eg promotion), management board (eg strategy), feedback and evaluation
- We recruit a number of volunteer ambassadors and lead volunteers each year who have an input into the scheme

Students *manage projects:*

Students act as project leaders for projects such as the elder people's lunch clubs, beach cleans and environmental activities.

- All our projects are run by student project co-ordinators
- Students take responsibility for the project and recruiting other volunteers to get involved
- Some projects (eg some fundraising projects) are student-led. In this case, the volunteer centre just helps out with resources (eg photocopying, travel expenses)
- The projects that run during term time are all student-led.... In teams, led by a student Project Leader, volunteers plan and deliver their own session plans. They are then responsible for evaluating them and handing them over to the next year's team of volunteers.
- They plan our activities and attend such activities
- They take responsibility (with support from a full time co-ordinator) for assisting

with running social/induction events, peer-led health education, visiting halls of residence, distribution of marketing materials, input into planning activities with the co-ordinator
- Students help run and organise projects. They also organise one-off volunteering days
- In some cases students plan, organise and run their voluntary projects; at other times they collaborate with existing projects
- Volunteers can set up their own projects in a field they are interested in or help a need they have identified

Students *arrange their own placements or volunteering roles:*
- Some volunteers find their own placements in local schools
- They act as ambassadors so take on a multitude of roles, often acting as front-line guidance for prospective students

Remarks taken from responses to UKCISA survey "International students and volunteering" (April 2008)

Preparing your case

If your scheme is going to involve more than one-off or single-partnership working, or if it begins to grow and develop from these beginnings, you will need to do some background work to prepare your case. Good preparation at the start of things gives your scheme credibility later on and can help you to anticipate and overcome problems and barriers along the way. There are two rather dry fundamentals you need to start with:

- Terms of reference
- Risk analysis

There are many ways in which both can be done, but given here is a good basic way of addressing these.

Terms of reference

It is useful for you to think about several aspects of the volunteering scheme in advance. This will help you to be able to present it to stakeholders later on (see below – Gathering support) and to put it together effectively when it starts. Ideally, you should involve other people in this piece of work, in particular students but maybe even representatives from your beneficiary group. It is also worth inviting someone from the local Council for Voluntary Service (CVS) or Student Community Action to the meeting as they may have some constructive suggestions. You may want to do a rough draft of some of these sections in advance, as they would be difficult to debate in a group or

debate the big issues (given below at 2 & 3 and, arguably, 6) in a group and fill in the details later.

You should consider the following issues and write up each one briefly:

1. *Background.* What is the context of the scheme, what relevant factors are there both within and without the institution? What motivated its creation? What would someone need to know coming into the scheme six months from now?
2. *Mission.* What is the passion behind the scheme? What are you trying to achieve?
3. *Objectives.* How will you achieve the mission? What actions will you take? At this stage you can be quite general, but you will need to get down to specifics at the detailed planning stage and, for instance, express your objectives in SMART format (see box above). You may also want to consider, even at this early stage of planning, the "deliverables" or what actual outcomes will be produced: number of volunteer hours contributed or number of play-days to be organised. This is especially important if your work (or the work of the organisation you are partnering with) is resourced by a funder who requires you to measure the impact of the work.
4. *Reporting.* Who will you report back to and how? (See section 5 – Evaluation) Who is responsible for doing or receiving reports in each organisation that is involved?
5. *Roles and responsibilities.* Who is going to do what? Will you need to create particular roles for the scheme to operate efficiently, such as treasurer, media contact or chair? (See section on management committees)
6. *Constraints.* Where are the boundaries and barriers for your scheme? Is it term-time

Tool

When you are planning anything, make sure that each of the objectives you choose is

S specific and not too general

M measureable – if not directly then by their effect

A agreed by all concerned

R realistic – not too ambitious or speculative

T timely – do-able in the available time, with clear deadlines

Tool

Analysing external factors: What are the dangers, uncertainties and possible barriers in the following areas?

S social or within the community

T technology and communications

E environmental issues in the context of the scheme as well as green issues, also ethical

P political – both local and national agendas

only; a six-week one-off in the summer; Christmas only? Is it limited because of money or availability of equipment or time for someone to organise it? Is it dependant on others, such as your partner organisation? Are there any external factors which might affect your scheme, such as government legislation or sector funding for youth work which may affect your partner organisations?

You may wish to do a sort of STEP analysis (see above) to look at these last issues. This work will feed into the risk analysis, below.

Risk analysis

The process of risk analysis is simple. The difficulty comes in identifying and categorising the risks correctly. It is important to do this piece of thinking formally before your scheme gets underway as it will help you to make decisions on how you will run your scheme that will avert problems later on.

For each identified risk you need to decide:

- How likely is it to happen?
  (Designate each: H = highly likely, M = medium, L = not very likely)
- How great will be its impact if it does?
  (Designate each: H = high impact, M = medium, L = low impact)

You will need to make sure that for each risk you have systems in place either to reduce the risk of it happening or to reduce the impact if it does, or both.

You should decide what requires regular review. This will include all risks scoring H:H and usually most risks scoring H:M or M:H, after taking into account the effect of the mitigating systems. Everything else can be reviewed occasionally, but a risk analysis should be a living document kept relevant to current circumstances. An example is given below:

Risk and effects	Likelihood	Impact	Systems to mitigate
Background: computer used to store volunteer data is old and second-hand. Risk: computer breaks down and all details and contact details of prospective volunteers are lost. Effect: would be unable to match volunteers to incoming volunteering roles and so service would cease.	**M**	**H**	1) Paper volunteer sheets completed at enquiry stage are kept up to date with contact details 2) Data is backed up from the computer each evening onto a disc which is taken home by the Manager With these systems: impact reduces to L Note: need to consider updating computer

For a more detailed breakdown of the issues, see *On the safe side – Risk, risk management and volunteering* by Katherine Gaskin (2006) on the Volunteering England website. A completed risk analysis, considering several of the most common risks associated with volunteering schemes and some of the ways they can be addressed, is given in Appendix A.

Gathering support

With any new project, you will need to think about who will be involved and how. For a student volunteering project these might be:

- students
- faculty members and other university staff
- the local community
- local groups or organisations such as charities
- the beneficiary group or individuals benefiting
- local influencers – councillors, religious leaders, etc
- funders and sponsors
- local businesses
- local CVS or volunteer bureau
- local infrastructure – police, council leisure department, etc

Tool

Create a 'benefits statement' for your project as follows:

1) **With others, brainstorm everything you can think of, however silly, that might grab people about your project**

2) **Identify 8-10 key things that they might find appealing and create a sentence or two about each one (if you are good, you can come up with a snappy 'tag line' for each)**

3) **Think of a stakeholder, eg a funder. Identify the three most important benefits *from their point of view*. Now do it for the next stakeholder and so on.**

4) **Use these to get the stakeholders' attention or as snappy negotiating points and *be consistent* in using them.**

Example

Volunteer Centres Hertfordshire produced a beer-mat to publicise volunteering:

"5 reasons to volunteer!

•Meet new people

•Learn new skills

•Improve your career

•Build confidence

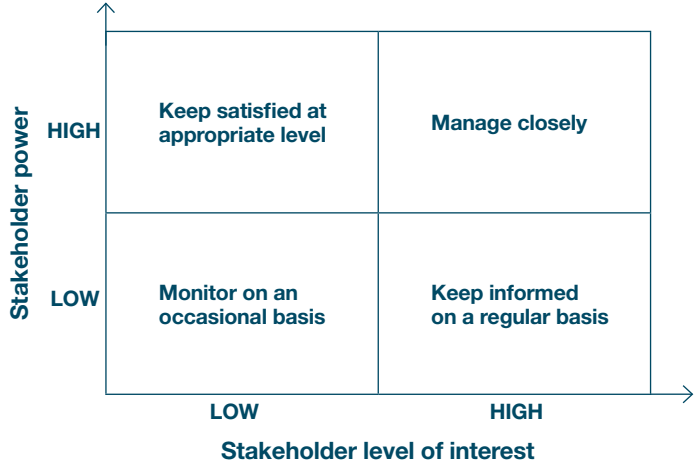
•Make a difference to the lives of others or the environment"

For each of these you will need to work out who is the person you need to talk to – who is it that can make the decisions you require? Some networking may be involved – who do you know who might know the person you want to meet with? Local CVSs or Student Community Action people may be very useful in providing introductions and helping to broker your relationships with community groups and others. (If you are having a committee to help manage the scheme, they can use their contacts too to help you contact the right people.)

You will need to be clear on what it is that you want from that person – information, endorsement, active involvement, resources? You will also need to be really clear on what the benefits might be for that person or organisation if they get involved with your project (see above).

Once you have met with them, it is important to build and develop the relationship. Keep in touch with your "stakeholders" appropriately and report back on the successes

of your scheme, especially if you want them to stay involved for next year! One way of looking at it is as follows:



Resourcing the scheme

Many schemes need little or no resources, maybe a few pounds to pay a volunteer's travel expenses. You may even find that if you are working with a partner organisation, they are able to cover these. Other, larger schemes need considerable resources and combine internal funding with external fundraising for grants and other forms of income generation such as events and the sale of goods. All income generation activities require resources of their own, the biggest of which is time, and these should certainly be included in any budget or business plan.

At time of writing (April 2008) considerable resources are being put into youth volunteering by the charity V under its Vinvolved initiative for England. It is worth checking out what is happening in your area as £75 million of funding is being spent on regional support, funding charities both local and national (for example, BTCV is running 11 projects) and you may find that you can work in partnership with them. Certainly named organisations such as the Lancashire Wildlife Trust are looking at working with the whole range of 16 to 25-year-olds within this project, including international students who often want to contribute to their local environment. See ‹www.wearev.com› for current details.

Respondents from the survey identified the following sources of income:

- We have been chosen also to have 'junction49' funding and we have looked to other grants to fund projects such as 'dare to care' – see ‹www.junction49.co.uk›
- Higher Education Funding Council (HEFCE); – Teaching Quality Enhancement Fund (TQEF) – see ‹www.hefce.ac.uk› (three respondents)
- The volunteer centre is funded both by the institution and from external funding grants
- We have an additional budget from the HEFCE TQEF, although staff posts are generally funded centrally by the university – so there is a mix of core funding and external funding
- Resourced through our Active Volunteers unit, which was originally set up through Higher Education Active Community Fund (HEACF)
- Volunteering department budget – staff from Welfare/Advice and Volunteering
- External grant
- Additional funding has been sought from charitable trusts and we have successfully raised £1,000 – we are considering other fundraising activities
- 91% funded through grants and fundraising

From UKCISA survey "International students and volunteering" (April 2008)

It is useful to look at how the schemes in the "International students and volunteering" study are resourced and how well they are sustained. Encouragingly, more than 70% of the respondents said that their volunteering scheme was resourced from core income, indicating that this work is considered central to their institution's offering to students (and in some cases, specifically international students).

Of the 30% who said they resourced their schemes from elsewhere, several had accessed the Higher Education Funding Council (HEFCE) funding stream, the Teaching Quality Enhancement Fund (TQEF). HEFCE funds "teaching, research and related activities", and in doing so they aim, among other things, to:

- encourage universities and colleges to work with business and the community
- support diversity

There is not a direct fit with funding for international students' volunteering programmes, but it is worth further investigation. See ‹www.hefce.ac.uk› for more details.

It is not the purpose of this Guide to cover fundraising for a volunteering scheme. For excellent training on funding and income generation plus a number of good resources,

see the Directory of Social Change at ‹www.dsc.org.uk› and other resources (see section 6 – Sources of further information).

Section 3 - Check-list of issues:

You should consider the following issues when starting a new scheme for volunteers:

For a basic, informal scheme you will need to consider:

- Have you decided upon a beneficiary group? YES ☐
  No? Look at the considerations outlined in this section – who will benefit?
- Do you know what the students want? YES ☐
  No? See the section on involving the students. Maybe you should do some market research either informally or formally (for instance, using an online tool such as ‹www.surveymonkey.com›).
- Do you know what type of scheme is appropriate for your needs? YES ☐
  No? Work through the decision tree in section two. Also, see the Volunteering England Website at ‹www.volunteering.org.uk›.
- Have you undertaken a risk analysis? YES ☐
  No? Work through the section on risk analysis or use the tools in most common use in your institution.

For a more structured scheme, or later on, you will also need to consider:

- Have you produced some terms of reference for the scheme and, in particular, considered the mission, the objectives and the constraints? YES ☐
  No? Work through the section on producing terms of reference or get hold of some project management material if you require a more in-depth approach.
- Have you worked out the benefits for stakeholders of being involved? YES ☐
  No? Have a look at the tool suggested for generating a "benefit statement".
- Have you got clear in your mind who you need to cultivate to make this work? YES ☐
  No? Do some thinking around the model of stakeholder involvement vs stakeholder power – who are your key people?
- Do you know where the resources are coming from to run the scheme? YES ☐
  No? Don't do anything else until you have sorted this one out. Visit your local CVS and talk to their funding adviser. Also, look at the case studies in this guide and see if you can steal any of those ideas.

Section 4 — Practical considerations

Forming a development group or management committee

If your scheme is to be more than a one-off exercise, it will need management and you will need people to undertake a myriad of tasks. Even if you have some paid-staff time for this, it is useful to have a development group or management committee. In the case of the student-led model for volunteering schemes, a co-operative approach to managing the scheme is central to the process. If your scheme is run as part of an existing department, it is still worth drawing together a small development group of people with a variety of experience and perspectives, as this can make the scheme much more effective and ultimately longer lived.

At the beginning of any enterprise, development groups often go through several stages:

- Small (3-4 people) development or "steering" group *becomes*
- Medium-sized (6-8 people) founding management committee *becomes*
- Large (9-11 people) board of formal trustees

The initial membership may be a group of enthusiasts who generated the idea, but after this point membership can be directed to bring necessary skills, experience and contacts to the table. (The switch from management committee to board of trustees comes at the point when the scheme is formally constituted or where charity status is sought, but is not always essential; charity status is only legally required when the income rises over £5,000 pa.)

The sorts of people you want to be "head-hunting" for your committee are:

- Students, including ex-volunteers
- Representatives from the beneficiary group
- People from other stakeholder groups; local charities, youth workers etc., again with hands-on experience
- Representatives from the organisations you work closely with who have experience of doing what you want to do
- People with experience of volunteering; your local CVS may be able to sit on the committee at least for the first few months
- A champion or influencer – someone who is prepared to be a "friend" to your group and help it to get established – may be ideal as the first chair of the committee or as a Patron

Unless it is a condition of your funding, which it can be with certain types of start-up funding, for example, you should avoid having representatives of funders on the committee. However benign and helpful they are, it always makes the decision-making process difficult in the end.

Remember, these people are volunteers too and so being clear about what you want from them and what the role entails is very important. There is a pro-forma job description in Appendix B. Your management committee may have more responsibility (and, indeed, liability) than other volunteers and so you should ensure that they have the tools for the job. Various training resources are suggested in section 5 – Sources of further information.

The terms of reference which you drew up for your scheme will be fine for some considerable while, but there may come a point where you need to be more formally constituted for the purposes of gaining funding or to become registered as a charity with the benefits that brings. If the scheme grows, it may require more "member" representation from students or beneficiaries than is allowed for by a medium sized management committee. A sample constitution is given in Appendix C. Your local CVS can also help with drafting an appropriate constitution.

Basics of working with volunteers

With a bigger scheme, there are lots of policies that you will need and there are plenty of resources such as Volunteering England's Good Practice Bank at ‹www.volunteering.org.uk›. As discussed above, however, even with a small or very informal scheme, it is good practice to have thought through the following basic issues:

There are two key policies you need to have:

- A volunteering policy (expressed in a volunteer agreement)
- An equality and diversity policy

It is also useful to have considered the subject of accreditation.

Volunteering policy

A good basic volunteering policy covers most of the areas you will need to have thought through. Volunteering England advises that a volunteer policy is essential because:

" ... It forms the basis of your entire volunteer programme, giving cohesion and consistency to all the elements in your organisation that affect volunteers (recruitment, expenses, health and safety and so on). It is the key to involving a diversity of volunteers, because it helps to define the role of volunteers within the organisation, and how they can expect to be treated.

- A volunteer policy demonstrates an organisation's commitment both to its volunteer programme and to its individual volunteers. By having a policy in place, you are showing that care and thought have gone into the volunteer programme
- It helps to ensure fairness and consistency. Dealing with volunteers means dealing with a diverse range of people. Being able to refer to a written policy ensures that decisions are not made on an ad hoc basis, and that all volunteers are treated equally and fairly
- A policy enables volunteers to know where they stand. It offers them some security, in that they know how they can expect to be treated, and where they can turn to if they feel that things are going wrong
- It also helps ensure that paid staff, senior management and trustees fully understand why volunteers are involved, and what role they have within the organisation."

Excerpt from "Get it right from the start; volunteer policies – the key to diverse volunteer involvement" VE 2002

A volunteer policy should contain at least the following elements:

- A statement of how important volunteers are to your scheme – preferably one agreed by a range of your stakeholders – this is nailing your standard to the mast!
- A description of the practical arrangements for dealing with:
  - Induction and training – including any accreditation
  - Supervision and support
  - Payment of expenses
  - Application of health and safety arrangements
  - Insurance
  - Equality and diversity (see below)
  - How to resolve problems and disputes
  - Any legal issues, for instance, insurance for car use (see below)
- For international students, it should also include brief statement of policy on:
  - Criminal Records Bureau (CRB) checks
  - Visa issues

Volunteer agreements

All of these issues are then summarised in a volunteer agreement which is given to each new volunteer. This will also include a brief statement of what is expected of the volunteer, time-keeping, confidentiality, adherence to policies, etc. Ideally this should include a role description as well. In larger schemes, this document often becomes a volunteer handbook and this is a useful thing to have, so long as it is a living document and not a 'token' attempt to provide support to volunteers. Usually both the volunteer and their line manager will sign the volunteer agreement. It is, however, important that a volunteer agreement not form a contract (complications follow when volunteering becomes subject to employment legislation), so a disclaimer is usually included. There is a sample volunteer agreement in Appendix D.

Equality and diversity policy

There are many examples of policies covering these sorts of issues, and your organisation may already have several policies which pertain to them. Many equality policies, particularly those written by institutions, are extremely detailed (Worthing Borough Council has a 17-page guide on its race equality alone!). Each organisation needs to work out its own approach, over and above the legal requirements, to equality and diversity. Some take a simple and direct approach (see box above) understanding that a commitment to equality and diversity should be so fundamental that it should be considered in *all* their activities.

It is particularly important for a volunteering scheme involving international students that an understanding of difference be encouraged and a practical commitment to overcoming barriers formed by prejudice is explicitly made. Equally you should be clear on what a culturally diverse group of volunteers can bring to your scheme as the benefits can be many and varied!

Example

Equality and diversity policy

PIP believes that to achieve its charitable aims it needs to attract a diverse range of people to become Trustees, staff, users and members of the grownupgreen website. It is important that this be thought about and worked towards so that the experiences of those involved with the charity and grownupgreen may be made rich and fulfilling.

PIP understands that some people may experience barriers to full inclusion in society, including the prejudice and ignorance of others, and resolves to acknowledge this in its work and actively seek ways, in all that it does, to learn how to identify and minimise the effects of those barriers.

From the charity Projects in Partnership's website: <www.grownupgreen.org.uk>

This Guide will not offer a pro-forma in this case, as it is the process which is important as much as the result. You should involve everybody in this process and really embed the thinking. Keep the language simple and direct so that it is accessible to all.

Your policy should contain four elements:

- a statement of intent
- your organisational objectives concerning equal opportunities
- procedures and a programme to implement the policy
- a monitoring and review process

Initially it is worth keeping things simple – say, for instance that your objective is to increase access to volunteering for all, rather than outline particular objectives for older volunteers, disabled volunteers, gay and lesbian volunteers and so on. These pieces of work may come in time and you can add them in more detail when they do. For a really good outline of the process, have a look at the briefing "How do I create an equal opportunities policy?" cited by Volunteering England, which is from the Voluntary Arts Network in Cardiff (see section 6 for website details).

Tool

Considering Pros and Cons of accreditation

PROS:

- **Attracts good volunteers**
- **Helps them with personal development and job-readiness**
- **Increases volunteer motivation**
- **Success can increase volunteers' confidence**
- **Volunteers become more effective and perform their role with better results**
- **Recognises volunteers' contribution**
- **Some funders like it and will increase support**
- **Successes can raise scheme's profile**

CONS:

- **People can fail against the standards**
- **Requires a lot more administration**
- **Will cost time and money (though grants may be available)**
- **Requires clear role definition to measure performance against**
- **Can deter some volunteers who are not confident**

With reference to <www.volunteering.org.uk/Resources/goodpracticebank/Information/accreditationofvolunteering>

Accreditation

While many students volunteer for the fun and social aspects, some want to increase their skills and experience so that they become more employable upon graduation. As discussed earlier, this is a particular goal for international students. Accreditation of your scheme can give these students exactly what they need. However, there may also be drawbacks (see facing page).

Accreditation can be given in one of two ways:

- internal to institution
- external to institution

Internal

It is much simpler to have your own accreditation scheme and some institutions have done so very successfully. It allows for the performance monitoring and the system of rewards to be exactly tailored for your scheme. However, it may not carry much weight outside your institution, for instance with prospective employers, and so students may not find it so attractive.

External

There are a variety of different external accreditation schemes which you may want to look at. Some examples are:

- The 'vinspired' project (launched April 2008). Volunteers get a logbook to record their volunteering experiences, the skills they have gained and the impact their work has had within the local community. They can apply for a **v**50 hour Award, which recognises 50 hours or more of volunteering. **v** will also be running both regional and national award ceremonies to celebrate the achievements of volunteers aged 16-25. See ‹www.vinspired.com› and ‹www.wearev.com›
- The Duke of Edinburgh awards for people aged 14-25 (a student who went to school in the UK may already have started this) at three levels: bronze, silver and gold. Each stage has a community service element which includes volunteering. See ‹www.dukeofedinburgh.org.uk›
- Community Involvement and Volunteering Award – ASDAN.This organisation offers Bronze, Silver, Gold, Universities and FE Awards. These are progressive awards, which offer flexible, activity-based programmes for young people aged 14 to adult. The assessment framework of the programmes facilitates the development and accreditation of personal and social skills within a variety of educational contexts. See ‹www.asdan.org.uk›
- National Vocational Qualifications (NVQ) cover a wide variety of skills and can be undertaken by volunteers. They range across five levels from the basic to the college-level. See ‹www.direct.gov.uk› for a starting point. You will need to get work externally assessed (or someone within the organisation would need to qualify as an assessor) in order to be able to include these.

Practical issues for international students

There are a wide number of issues which need to be considered when setting up and running a volunteer scheme, but working with international students means there are additional considerations in some areas. They are:

- Criminal Records Bureau checks
- Visa issues
- Legal issues
- Keeping records

Criminal Records Bureau checks

One barrier to setting up schemes and getting international students volunteering is the necessity for Criminal Records Bureau (CRB) checks. Many organisations, particularly those working with children or vulnerable adults, insist on having their volunteers checked in this way. However, there are international equivalents which may be sufficient for the purpose.

The CRB standard check covers convictions, cautions, reprimands and warnings held in England and Wales on the Police National Computer and most of the relevant convictions in Scotland and Northern Ireland may also be included. Where the volunteer is going to work specifically with children or vulnerable adults, additional checks are made against three further databases:

- The Protection of Children Act List
- The Protection of Vulnerable Adults List
- Information held by the Department for Children, Schools and Families under Section 142 of the Education Act 2002 of those considered unsuitable for, or banned from, working with children

You can apply through your local CVS who will need to counter-sign the application. A check will take 2-4 weeks to complete. You may have additional local help; for instance, in Wales, The Criminal Records Unit is managed by the Wales Council for Voluntary Action (see ‹www.wcva.org.uk›) who are a CRB Umbrella Registered Body. They can countersign disclosure applications requested for volunteers who are working with children and vulnerable adults. The project is funded by the Welsh Assembly Government.

Countries issuing criminal records reports for their nationals:

- Australia
- Canada
- Cyprus
- Czech Republic
- Denmark
- Finland
- France
- Germany
- Hungary
- Irish Republic
- Italy (exc. Vatican City)
- Jamaica
- Latvia
- Malaysia
- Malta
- Netherlands
- New Zealand
- Philippines
- Poland
- South Africa
- Spain
- Sweden

From ‹www.crb.gov.uk›

In many cases, however, a CRB check is useless for international students, unless they have lived in Britain for some time. However, some countries have a similar system (see facing page) and the student may be able to obtain, for instance, a "Certificate of Good Conduct" from their home country. Those countries listed in detail on the CRB website are listed in the sidebar. Charges for this range from nothing, with many costing just a few pounds, to £50 or more. Some countries will turn around the report very quickly by fax, while others require the individual to submit such data as fingerprints which will take a personal visit to the embassy or consulate. In some cases, it can take weeks for the report to arrive.

It is therefore worth checking in individual cases as it may be comparatively easy to fulfil this requirement to the satisfaction of the community group or organisation you are planning to work with.If they are not sure about the validity of the certification, contact your local CVS who may be able to help. It is worth remembering, however, that not all work with children and vulnerable adults does need to be CRB checked; for instance, helping out at a Christmas party as a one-off project, in a group which is well-supervised by the organisers, may be excepted.

Visa issues

There are no restrictions on volunteering by students from the European Union. The same freedom is extended to nationals of Iceland, Norway, Liechtenstein and Switzerland. Romania and Bulgaria joined the European Union in 2007 and (as at Spring 2008) freedom of movement and work has not been extended fully to citizens of these countries. If someone from Bulgaria or Romania wants to volunteer, you should suggest that they contact the UK Border Agency to confirm what they are allowed to do.

If you are working with students from outside the EEA and Switzerland who are in the UK with student immigration permission to work, check the 'Find your way to work' leaflet (DIUS, British Council and Home Office, 2008) at ‹www.ukcisa.org.uk/files/pdf/working/find_your_way_to_work.pdf›). Make sure also that you are familiar with the provision in the UK Border Agency's 'Comprehensive guidance for employers on preventing illegal working': (‹www.ukba.homeoffice.gov.uk/sitecontent/documents/employersandsponsors/preventingillegalworking›). Note particularly Qs 54-58, which deal specifically with voluntary activity.

Legal issues

There are several legal issues when you are managing volunteers. You need to ensure that your agreement with the volunteer does not give the volunteer rights similar to those of an employee and hence the right to take action against the institution, including in the case of "dismissal". Such an agreement does not need to be written down to confer these rights, so it is important to get your volunteer policy correct. In addition to this, you should consider:

- *Negligence* – you have a duty of care towards your volunteers and if you don't take reasonable care and someone gets injured or suffers loss or damage, the management of the volunteering scheme may be liable. You should consider health and safety issues arising from the volunteer issues and should undertake a risk analysis (see section 3).
- *Vicarious liability* – this is an organisation's responsibility for the negligence of its employees, by action or inaction. It could be extended to cover volunteers if a court ruled it should or if the volunteer was held to be the same as an employee (as above). You need therefore to ensure that your induction and training policy is adhered to.
- *Contents and personal insurance* – many international students don't get insurance and you will need to ensure that if they are using any of their own property in the course of volunteering they are made aware that the management of the scheme take no liability for loss or damage. Car use should, of course, be fully insured and all relevant legislation, such as the carriage of children in car seats, adhered to.

In order to mitigate these risks, you need to ensure that you have the appropriate insurance. Insurance can cover against loss or damage (eg buildings insurance, contents insurance and event insurance) or against liability (eg professional indemnity insurance, employers' liability insurance, public liability insurance). See the risk analysis in Appendix A.

Keeping records

When running a scheme it is useful to keep details of volunteers and of their volunteering. This is also the point at which monitoring and evaluation start. It need not be complicated; a simple form (see Appendix E) can cover almost all aspects of the process. The first section of the form could, for instance, be used by a colleague to record the student's details from an initial enquiry for later follow-up.

You should make sure that you keep the records of your volunteers securely, whether on paper or in electronic form and that you consider the requirements of the Data Protection Act. Volunteers have the same protection in law as employees when it comes to having their personal information stored. It is particularly important to have a clear policy if you are asking people to apply for voluntary opportunities or give information online or by e-mail.

For an excellent statement of privacy policy and the application of the Data Protection Act, see Appendix F. This is an excerpt from the website of the Volunteer Centre, Tameside at ‹http://www.tamesidevb.org.uk/pages/privacy.php›.

For international students, you should bear in mind that many are in the UK only for short courses and so to avoid unnecessary hassle trying to contact volunteers who have returned home, it is worth noting the start date and length of their course.As it is rare that follow-up will be useful after they have left (and in any case their institutional e-mail and contact details will then be out-of-date), these records can be archived promptly after the leaving date.

Section 4 - Check-list of issues:

For a basic, informal scheme you will need to consider:

- Have you drafted a volunteer policy? YES ☐
  No? Work through the process advocated and ensure that you include the important elements. Volunteering England ‹www.volunteering.org.uk› has further advice.
- Have you developed an equality and diversity policy? YES ☐
  No? Get everyone together and start the process before you go much further. See also the Voluntary Arts Network's "How do I create an equal opportunities policy?"
- Have you worked out a policy on doing CRB checks and dealing with visa issues and included it in your volunteer policy? YES ☐
  No? Have a look at this section and additional resources at ‹www.crb.gov.uk› and Volunteering England's website.
- Have you thought about legal issues and arranged appropriate insurance and other mitigating systems such a health and safety training? YES ☐
  No? Refer back to the risk analysis of common risks in Appendix A

For a more structured scheme, or later on, you will also need to consider:

- Is your management group or committee the right size for the job? YES ☐
  No? Do you need to increase it? See ideas on who to look for.
  Do you need to formally constitute it – for instance, if your income is over £5k pa? See model constitution in Appendix C.
- Are your management group clear on their responsibilities and liabilities? YES ☐
  No? Make sure that you have a good role-description (see Appendix B) and have included appropriate induction and training; see for example ‹www.governancehub.org.uk›

- Have you drafted a volunteer agreement? YES ☐
  No? Have a look at the example at Appendix D – don't forget to add the particular issues which relate to international students.
- Have you developed a volunteer form? YES ☐
  No? See example in Appendix E.
- Have you decided on whether or not to accredit the volunteering work? YES ☐
  No? See the tool of "pros and cons" of accreditation and possible alternatives.
- Have you got a data protection and confidentiality policy and have you checked your records system against it? YES ☐
  No? See the sample policy in Appendix F. Work out how you are going to implement the policy.

Section 5 — Getting the scheme going

Once the infrastructure for the scheme has been put together and policies and procedures developed, the next consideration is how to publicise the scheme to recruit volunteers. You will also need to consider at this stage how you will evaluate the scheme.

Recruiting volunteers

There are several useful opportunities to recruit volunteers within the institutional context, but you will need to consider three things:

- What is the message?
- When is the optimum time to publicise your scheme?
- What is the best way of publicising your scheme?

Example

What is York Student Community Action all about?

Well, YSCA is all about helping students to develop new skills through doing voluntary work within our local COMMUNITY. Of course, it isn't all work, most of all it's FUN, its a change from academic work and it's a great place to make new friends! You don't need any previous experience to get involved. All you need is a little bit of time, a little dedication and lots of ENTHUSIASM!

from <www-users.york.ac.uk/~misc29/>

The message

As discussed in section 2, the language you use and how you present the scheme are crucial to engaging students from a variety of cultures. You may have considered prospective volunteers when you were refining your "benefit statements" (see section 3 – Gathering support). If not, you will need to come up with some enticing "tag lines" to use in your publicity.

Remembering the FLEXIVOL acronym for what attracts young people to volunteering (see section three). Look at which of these attributes your scheme has and emphasise them. For instance, the home page of York Student Community Action (see box above) is ideal; it emphasises the fun and variety while offering the chance to gain experience and skills.

The timing

With a constituency of students, the beginning of the academic year is the obvious time to publicise your volunteering scheme, or whenever there is an intake of students.

However, some schemes have found greater success undertaking more publicity a few weeks after the students have started, when their urgent concerns have been sorted out. It will also depend on when your project is taking place; for Christmas volunteer opportunities, late October is about the latest you can start recruiting volunteers.

There are also national events celebrating volunteering and you could take advantage of increased publicity in the media and locally and other resources which are put into these:

- **Student Volunteering Week** in February see ‹www.volunteering.org.uk›
- **Volunteers' Week** in June – see ‹www.volunteersweek.org.uk›
- **Make A Difference Day** in October – see ‹www.csv.org.uk›

Ways of publicising your scheme

You have a wide choice of ways in which you can get your message across. They break down into five categories:

- Paper-based – posters and leaflets; welcome packs
- Electronic – website page; e-mail contact; weekly e-newsletter
- Events – orientation talk/meeting; stall at Freshers' Fair; information stands in College throughout the year; "Welcome desk" during freshers; induction social events such as tea-parties
- Indirect – through SU committee (eg Rag); local volunteer bureau or CVS; institution's volunteering office; through welfare/advice services
- Face-to-face contact with individual students

There are also lots of other ideas which came from the survey (see facing page) which may work for you.

In traditional marketing techniques, the best way to reach your target audience, in this case international students, is to find out what activities they engage in and

Case study

At Warwick University an even earlier timing has produced good results:

What technique for publicising your scheme to international students do you think has worked particularly well? "Information provided in pre-arrival material sent to international students, and during orientation programme."

From UKCISA survey "International students and volunteering" (April 2008)

Case study

"The University of Chester Student Development Team has a strong connection with the Welfare Department, who have a lot of contact with international students. The Welfare department often signpost students to us who they feel will benefit from volunteering. This is a successful relationship which of course works in both directions."

communicate with them through these. In an institution, you may have societies for particular nationalities, events or even courses where the majority of students are international students.

Of course you can't do everything, but one thing that Cambridge Student Community Action has tried and found successful is to recruit "college reps" whose role it is to undertake publicity and fundraising in a small locality, including selling chocolate. This method could work with halls of residence, faculties, different campuses, locations or for any sub-community within your institution

Ideas that work

There is no point in thinking up new ideas if people have identified some good ways of recruiting students which they have found work well. Try these to begin with and then you can tailor your publicity to your own scheme as you find out what works with your students and what doesn't.

In our survey respondents also said that they publicised their scheme in the following ways:

- Departmental newsletters
- Facebook
- Promotional weeks with taster volunteering sessions organising social events
- Promoting other forms of certification and accreditation
- Word of mouth
- Staff invitation
- International Students Newsletter run by the University International Office
- Lecturers who specifically work with international students
- Stickers on backs of all toilet doors in University
- Contact with Peer Connectors out and about on campus during orientation week – especially student residence visits
- Volunteers wear bright yellow t-shirts during events and orientation week, thereafter small yellow enamel logo badges
- Via departments, ie careers, English Language Teaching Centre etc
- Beer mats

From UKCISA survey "International students and volunteering" (April 2008)

Ideas that work – results from the survey
Attending events (mostly during orientation) and paper-based publicity still seem to be the most effective ways of publicising a volunteering scheme. The other methods discussed above do seem to work, but less reliably. Support from academic staff seems to be quite important and successful, judging from the comments made.

What technique for publicising your scheme to international students do you think has worked particularly well and why?

Events (24%)
- Stall at Freshers' Fair and International Week talk and fair! - Orientation talks/welcome events/international freshers' fair
- We run talks at the beginning of the year and they have worked well
- Stall at Freshers' Fair is always useful as many students don't know about volunteering before attending University
- Using induction talks and case studies about international students to pass on to others

Paper-based (20%)
- Newsletter. Easy and simple. Everyone expects to receive relevant, up-to-date information
- The International Students Newsletter
- Information provided in pre-arrival material sent to international students, and during orientation programme

Electronic (17%)
- The best method of publicity is the all-student e-mail. E-mails and websites seem to work well
- Pre-admission information on the university website has been very successful
- The next best (after lecturer contact) marketing medium is our secure intranet site, Blackboard
- Facebook and emails. Facebook is used every day by most anyway, and emails are more direct, although some students don't always check. I find more students read emails than pay attention to posters or flyers

Indirect (10%)
- The Student Development Team has a strong connection with the Welfare Department, who have a lot of contact with international students. The Welfare department often signpost students to us.
- Through the International Students Officer

Face-to-face contact (3%)

- Explaining the benefits of volunteering on a one-to-one basis, having original project ideas which appeal to students, providing social opportunities and the chance to talk with others to help improve their language skills

Other

Word of mouth (14%)

- Word of mouth is the best marketing and this occurs when some students take part and then inform their friends about it
- Getting students to talk to their friends about the projects helps
- Encouraging word of mouth by setting up a 'volunteer marketing team', plus targeting departments and having a very visible presence at the start of the academic year

Contact through academic groups (14%)

- Talks in lectures at the start of term. The encouragement of academic staff seems to help
- Group tutorials because we discussed how they felt when they started at the college and whether it would have helped them if such a scheme had been in place
- Lecturer contact. This encourages students to think seriously about the benefits of volunteering
- Departmental signposting (supported), personal networking (ie promoting opportunities in person)

Remarks taken from responses to UKCISA survey "International students and volunteering" (April 2008)

Monitoring and evaluating your scheme

The final essential element to the planning process is making sure that you know when you have accomplished your goals. There are three elements to this:

- Evaluating progress against organisational objectives
- Monitoring the performance of the scheme
- Obtaining feedback from participants and measuring the impact of the scheme

Usually some combination of all three is required for most annual reporting purposes, especially for funders.

Evaluation against objectives

In section 3 we looked at setting the terms of reference for your scheme, including deciding on your objectives. As part of that process you will have defined how you were going to measure (the M in SMART) progress towards the objectives. These may be statistical (for example, 10% of students undertook some volunteering) or a matter of reporting on the success of activities (for example, the launch event was attended by three local MPs and the Lord Mayor). Usually "hard" data is preferred because it enables you to see trends (for example, 15% of volunteers in 2008 were international students, rising from 11% in 2007).

Monitoring the performance of the scheme

These are almost exclusively "hard" statistics; typically schemes measure the number of volunteers, the number of volunteer hours in the period, the number of people who benefited. This is often set directly against resources put into the scheme to get a measure of "output" vs "input". You should ensure that the key measures are taken as a matter of course on a daily basis; you could encourage each volunteer to log their time, for instance. (Trying to produce quarterly or annual data from scratch results in inaccurate "guesstimates"!)

Tool

Suggested questions for periodical impact questionnaire (volunteer):

- **What have you enjoyed most/ least about your volunteering over the last 6 months/year?**
- **What was your aim/reason for volunteering, and have you achieved this?**
- **What difference do you feel you have made?**
- **What improvements could we make in the way we work with volunteers?**
- **What other volunteering opportunities would you like to see within the organisation?**

Case study

"Here at the University of Chester we use a range of techniques to monitor the quality of our service. Quantitative measures such as recording volunteering hours are a useful tool for assessing how much time students are dedicating to volunteering. This is particularly useful for assessing equality and diversity within volunteering. However, qualitative evaluation techniques such as recording personal case studies of students' successes are also useful."

Feedback and measuring the impact

Equally important, however, is the "soft" data, often narrative and always subjective. Obtaining feedback from participants at events and periodically from volunteers, beneficiaries and other stakeholders is important. A six-monthly review with each volunteer is a good idea if resources allow; not only can you cover issues around their

personal training or development needs, but you can get some measures of impact (see box above). Case-studies and profiling the work of individuals is a particularly strong way of demonstrating the work of the scheme.

There are several useful ways of evaluating the success of volunteering schemes. In the "International students and volunteering" survey a wide range of methods was used with only 4% of respondents undertaking no evaluation. One person commented that, "It is important to have the variety of different evaluation methods."

Evaluation of volunteering schemes – how do they do it?

Questionnaire to gather feedback from participants	83%
Statistics (for instance, number of hours volunteered)	76%
Formal recognition of students' work (eg awards)	76%
Gathering qualitative feedback from students' stories	72%
By the fact that students recommend the scheme to other students	66%
Because students continue to volunteer	66%
Questionnaire to gather feedback from beneficiaries	66%
Informal internal report	62%
Informal recognition of students' work (eg tea-party)	52%
Formal report for funders	48%
Other; 'miniforums' where all the student-led volunteer projects come together and share issues	3%

From UKCISA survey "International students and volunteering" (April 2008)

It is particularly useful to look at what was thought to have worked best in producing good evaluation and monitoring information. This is not always a precise science; as one respondent says:

> "Evaluation is the most difficult element in relation to students who have used the scheme for more than just informal contact. Often due to the nature of the issues faced by them getting feedback by way of formal evaluation is sporadic – informal feedback is more common."

In general the things that worked best for schemes fell into three categories:

Questionnaires and surveys:

- A survey is sent to all volunteers, not just those on a particular scheme
- Online feedback forms. Very easy for students to complete
- Student surveys with substantial prize draws and focus groups
- 'SurveyMonkey' is a good online tool for gathering data from participants on any volunteering scheme
- Case studies and evaluation questionnaires: "We pick up lots of good ideas from students."

Talking to the students:

- Ensuring that regular contact is maintained with students involved with the programmes.
- Informal feedback is often the easiest to gain but is the most ad hoc process
- Student feedback has worked well along with profiling students via podcasts and videocasts
- Informal discussions between international students and lecturers provide useful additional information
- Speaking to students – they will talk all day but are reluctant to sit and fill out an evaluation or online survey!

Combinations of the two:

- Volunteering review - looks at where and how we operate volunteering and if it is fit for purpose, number of students receiving award, number of students actively volunteering
- Questionnaires, away day, focus groups, informal feedback (anecdotal), the fact that students return
- Gathering qualitative feedback and case studies, as it helps us to understand real issues volunteers face, and also provides good case studies which can be used to promote the programme to other students
- Feedback via questionnaires and informal feedback to other students – we ask students to complete both verbal and non-verbal feedback with their peers

Section 5 - Check-list of issues:

For a basic, informal scheme you may need to consider:

- Have you got systems for measuring the key things you will need to know to evaluate progress against your objectives? YES ☐
  No? Go back to your objectives (see section 3) and do more work on planning using SMART

For a more structured scheme, or later on, you will also need to consider:

- Have you decided on the key message you will use to recruit volunteers? YES ☐
  No? Try going back to the exercise on brainstorming the benefits of becoming involved in section three; gathering support. Take into account FLEXIVOL (see section 5).
- Have you decided when you will publicise your scheme to students? YES ☐
  No? Think about doing some events during national Volunteers Week in June (after the exams) and maybe doing some one-offs or taster sessions.
- Have you decided what will work for you to get the message across? YES ☐
  No? Look at the wide variety of things other people have used – any ideas there you can steal? How about getting a volunteer to do publicity?
- Have you designed effective monitoring systems? YES ☐
  No? Look for simple ways of keeping track of the work. See also Volunteering England Good Practice Bank at ‹www.volunteering.org.uk›
- Can you measure the impact of your work? YES ☐
  No? Have a look at some of the methods that other schemes have found particularly useful. Is there anything you can steal?

Section 6 — Sources of further information

General help

Many local Volunteer Centres (formerly known as Volunteer Bureaux) and Council for Voluntary Service (CVS) offices have good libraries of resources – draft policy documents, management pro-formas as well as considerable online material. Most also have staff who will give advice on a wide range of issues from funding to rewarding volunteers. There may be other infrastructure organisations local to you.

Scotland, Wales and Northern Ireland are slightly different. For your local CVS or infrastructure organisation see:

- National Association for Voluntary and Community Action ‹www.nacva.org.uk› for England
- Volunteer Development Scotland ‹www.vds.org.uk› in 'working with volunteers' section
- WCVA ‹www.wcva.org.uk› for Wales
- Volunteer Development Agency ‹www.volunteering-ni.org› for Northern Ireland

The Directory of Social Change's (DSC) CharityFair (a series of workshops, master-classes and lectures across several days) is extremely useful for learning about the issues connected to running volunteer schemes. It is recommended if you are within reach of London. Alternatively, the DSC runs courses and mini-fairs all over the UK. They also produce an excellent series of books and other materials including the seminal funding digests. Find them at ‹www.dsc.org.uk›

Another good resource is the National Council for Voluntary Organisations at ‹www.ncvo-vol.org.uk› They also produce a good range of publications and offer support services, including "The Good Trustee Guide".

Volunteering England

Volunteering England (VE) ‹www.volunteering.org.uk› incorporates Student Volunteering England. The website has a lot of useful material. Mentioned in the text above are (in order of appearance):

- "Making it Happen – A guide for small organisations on how to involve student volunteers", Student Volunteering England, 2005
- "On the safe side – Risk, risk management and volunteering", Katherine Gaskin for Volunteering England, 2006
- "Get it right from the start; volunteer policies – the key to diverse volunteer involvement", Volunteering England, 2002

Managing volunteers – support and information

It is useful to join specialist peer-support networks, especially if you are new to something, and Volunteering England has just the one: Workers in Student Community Volunteering or WiSCV is a support network for anyone working in frontline community volunteering projects in HE or FE. The group encompasses both frontline student volunteer workers and those working with staff volunteers in FE and HE institutions, as a networking forum. They have an active mail base and hold an annual conference in conjunction with SVE, as well as networking and training events throughout the year. To register with the mailbase, go to ‹www.jiscmail.ac.uk› and look up WiSCV in the list box. You will then need to enter your details to register.

The organisation Community Service Volunteers (CSV) at ‹www.csv.org.uk› puts on training courses under the Institute for Advanced Volunteer Management (IAVM) as well as an annual residential conference and networking opportunities.

Cultural and age dimensions to the perception of volunteering

The Institute for Volunteering Research supplied a copy of a study, "An exclusive construct? Exploring different cultural concepts of volunteering" by Priya Lukka and Angela Ellis (2001). This is referenced (although not given in full) on their website at ‹www.ivr.org.uk›

We have also quoted from The Russell Commission report:"A National Framework for Youth Action and Engagement – Executive Summary" Ian M Russell (2005) © Crown copyright 2005 ‹http://archive.cabinetoffice.gov.uk/russellcommission/index.html›

Risk analysis

In addition to the simple risk analysis tool given here, Volunteering England has produced a "Risk Toolkit" which covers the issues in more depth. This and other useful material is available at ‹www.volunteering.org.uk› (see Home/What We Do/Projects & initiatives/Volunteering and Risk Management/Risk Toolkit).

Management committees

There are various resources available, usually through your local CVS, to help with trustee policies. This Guide has used material from North Herts CVS's "Trustee Information pack" available online at ‹http://www.hertscvs.org.uk/news.asp?newsID=158›

There is information at ‹www.governancehub.org.uk›, the government sponsored resource and at ‹www.trusteenet.org.uk›, the national charity for trustees. Also useful for training and development are TrusteElearning at ‹www.trusteelearning.org› and the Directory of Social Change at ‹www.dsc.org.uk›

Equality and diversity

For information see The Equality and Human Rights Commission formed in October 2007 from the amalgamation of the Equal Opportunities Commission,,the Commission for Racial Equality, and the Disability Rights Commission – ‹www.equalityhumanrights.com›.

The briefing "How do I create an equal opportunities policy?" cited by Volunteering England is from the Voluntary Arts Network in Cardiff at ‹www.voluntaryarts.org/uploaded/map189.pdf›.

Accreditation

Volunteering England has a good information sheet covering the basics on accreditation at: ‹www.volunteering.org.uk/Resources/goodpracticebank/Information/accreditationofvolunteering›.

There is also information at: ‹www.youthinformation.com/Templates› and the Russell Commission usefully considered it; see ‹www.archive.cabinetoffice.gov.uk/russellcommission/docs/toolkits›.

Criminal Records checks

There are full details of what data can be provided by the student's own country at ‹www.crb.gov.uk› and additional information at ‹www.fco.gov.uk›.

Visa issues

For regulations surrounding working in the UK and voluntary work
‹www.ukcisa.org.uk/files/pdf/working/find_your_way_to_work.pdf›
‹www.ukba.homeoffice.gov.uk/sitecontent/documents/employersandsponsors/preventingillegalworking›.
Volunteering England's information is at:
‹www.volunteering.org.uk/Resources/goodpracticebank/Information›
There is also an excellent brief on the Volunteer Centre Edinburgh website at
‹www.edinburghvolunteers.org/volunteer/volunteeringuk.htm›

Data protection and privacy

For more information on the Data Protection Act see ‹www.direct.gov.uk›. See also the example at ‹www.tamesidevb.org.uk/pages/privacy.php›.

Fundraising and income generation

Your local infrastructure organisation (see above) will usually have a funding adviser with specific knowledge of what is available in your area.

The Institute of Fundraising ‹www.institute-of-fundraising.org.uk› is the professional body that represents fundraisers in the UK. Their mission is to support fundraisers, through leadership, representation, standard-setting and education, to deliver excellent fundraising. It can also help you to find a consultant fundraiser.

Other useful websites

- ‹www.cafonline.org› – the Charities Aid Foundation offers a range of support and tips
- ‹www.justgiving.org› – Justgiving allows your supporters to fundraise for you by creating and publicising their own pages
- ‹www.charity-commission.gov.uk/publications/cc20.asp› – for the Charity Commission's guidance on the law as it applies to most aspects of fundraising
- ‹www.dsc.org.uk/Training/TheFundraisingProgramme› – mentioned above, the Directory of Social Change's excellent resource

Appendices

These appendices form a series of pro-forma resources which you can adapt directly for your own use. If you require more detail on any of them, each is referenced, and you can find more information at that website or above in the "useful information" section of this guide.

Appendix A	**Risk analysis of common risks for volunteer schemes**
Appendix B	**Management committee member sample job description**
Appendix C	**Sample constitution**
Appendix D	**Sample volunteer agreement**
Appendix E	**Sample volunteer form**
Appendix F	**Sample privacy and data protection policy**

Appendix A
Risk analysis of common risks for volunteer schemes

Risk and effects	Likelihood	Impact	Systems to mitigate
Risks to volunteers: **1) Accident, injury or death** **The volunteer dies or is hurt in the performance of their role.** **The consequences would be severe for the reputation and morale of the scheme. There may be legal and financial liability. It would be likely to result in the scheme ceasing.**	M	H	a) Ensure that the induction and training of the volunteers is appropriate and includes health and safety instruction b) Ensure that volunteers are made aware of their responsibilities through the volunteer agreement c) Ensure that appropriate "employers' liability" (this covers authorised volunteers) insurance is in place. Also additional insurance, for instance if the volunteer is fund-raising and carrying cash. Note: additional insurance should be sought for known risky activities such as some sports *With these arrangements in place, the likelihood is reduced to "low".*

Risk and effects	Likelihood	Impact	Systems to mitigate
2) Loss or damage to property **The volunteer's own possessions are lost or damaged in the performance of their role.**	**M**	**M**	a) Ensure that necessary equipment is provided for the activity (and that it is appropriately insured under your contents insurance or insurance for a particular event)
The consequences would be high for that volunteer (medium for the scheme) and would probably result in that volunteer leaving the scheme. Other volunteers may be wary of joining the scheme.			b) Ensure that the induction and training of the volunteers is appropriate and includes guidance on the risks of using their own possessions in the course of their role c) Ensure that volunteer is made aware of their responsibilities for insuring their property, through the volunteer agreement *With these arrangements in place the likelihood and impact on the scheme reduce to "low".*

Risk and effects	Likelihood	Impact	Systems to mitigate
3) Abuse of volunteer by beneficiaries or clients (verbal, physical, emotional or financial), racial or other discrimination. The volunteer is hurt or upset or suffers loss. **The consequences would be severe for the scheme in terms of reputation. The partnership with that group or organisation could be irretrievably damaged. It would probably result in that volunteer leaving. Other volunteers may be wary of joining the scheme.**	**M**	**H**	a)Inclue identification of potential risks in discussion with potential partner groups or organisations b) Ensure that the induction and training of the volunteers is appropriate and includes how to deal with difficult clients (especially where this has been identified as a risk at a. above) c) Ensure that there is adequate supervision of volunteers on the ground and access to further support in a crisis d) Ensure that the equality and diversity policy is up to date, implemented and its operation monitored *With these arrangements in place, the likelihood reduces to "low" and the impact to "medium"*

Risk and effects	Likelihood	Impact	Systems to mitigate
Risks to beneficiaries and clients:			
1) Accident, injury or death A client or beneficiary dies or is hurt. **The consequences would be severe for the reputation and morale of the scheme. There may be legal and financial liability. It would be likely to result in the scheme ceasing.**	**M**	**H**	a) Ensure that any partner organisations have a current risk-analysis, health and safety policy and effective training for their staff and volunteers b) Ensure that the induction and training of the volunteers is appropriate and includes health and safety instruction c) Ensure that appropriate "public liability" insurance is in place *With these arrangements in place, the likelihood is reduced to "low".*

Risk and effects	Likelihood	Impact	Systems to mitigate
2) Substandard performance by volunteers resulting in harm to clients, users, participants, or the public. **Misleading or wrong advice and information given to clients or the public.** **If the volunteers do not perform their role correctly, scheme will not operate properly.**	**M**	**L to H**	a) Ensure that the induction and training of the volunteers is appropriate and where necessary includes checks that performance is being maintained at a professional standard (for example, with sports coaching or advice-giving), particularly in the first few weeks b) Ensure that appropriate "public liability" insurance is in place – consider additional "services" insurance against "misjudgements".
The consequences range from minor if it is just an isolated incident to major if harm ensues from your volunteer's action. The riskiest time is when volunteers are new.			*With these in place, particularly systems at a), the likelihood falls to "low".*

Risk and effects	Likelihood	Impact	Systems to mitigate
3) Client or beneficiary abused by volunteer (physical, emotional, financial) racial or other discrimination **The consequences would be severe for the scheme in terms of reputation. The partnership with that group or organisation could be irretrievably damaged. Legal and financial damage to the organisation may result. A really bad incident could close the scheme completely.**	**M**	**H**	a) Ensure that the induction and training of the volunteers is appropriate and includes how to deal with difficult clients and how to maintain appropriate boundaries (for example financial issues). b) Ensure that there is adequate supervision of volunteers on the ground and access to further support in a crisis or if they are upset. c) Ensure that the equality and diversity policy is up-to-date, implemented and its operation monitored. Ensure that volunteers are aware of how it applies to them and that the beneficiaries they are working with may themselves be prejudiced. *With these in place, particularly systems at a), the likelihood falls to "low".*

Risk and effects	Likelihood	Impact	Systems to mitigate
4) Volunteers exceeding role descriptions, skills, boundaries or authority. Volunteers inappropriately speaking for/misrepresenting the organization. **The consequences could be great for the reputation of the scheme, especially at a difficult time. This could alienate funders. (See also 2. above)**	**M**	**M**	a) Ensure that the induction and training for the volunteers is appropriate and includes clear instruction on who deals with what (for example, media enquiries should be directed to a staff member) b) Ensure that the volunteer is made aware of their responsibilities through the volunteer agreement and role description, particularly management group members *These reduce likelihood to "low".*
5) Breach of confidentiality where client information is released inappropriately. **Consequences to the reputation of the scheme could result in loss of partnerships, and potential legal and financial liability.**	**M**	**M**	a) Ensure that the induction and training for the volunteers is appropriate and includes how and when they should maintain confidentiality b) Ensure that record-keeping systems are appropriate and that they adhere to the Data Protection Act. Ensure all users are aware of procedures. *These reduce likelihood to "low".*

Risk and effects	Likelihood	Impact	Systems to mitigate
Risks to the scheme overall:			
1) Loss or damage to property	**M**	**H**	a) Ensure good security arrangements and that everyone knows how to fulfil these requirements
Consequences could be that an event or activity would have to be cancelled or curtailed. This could disappoint beneficiaries and volunteers and damage partner relationships. Could result in financial loss (for instance, ticket returns).			b) Make sure property is insured under contents insurance and take out additional event insurance for high-liability events or activities. *These reduce likelihood to "low" and impact to "medium".*

Risk and effects	Likelihood	Impact	Systems to mitigate
2) Theft, misappropriation of funds, fraud **Consequences could be severe and result in the closure of the scheme.**	**M**	**H**	a) Ensure good security arrangements and that everyone knows how to fulfil these requirements b) Ensure that references are taken up for volunteers (including management group) with access to sensitive data or money c) You can insure against losses from fraud or dishonesty (excluding consequential loss). You can also insure for some of the consequences, such as loss of documents. *These reduce likelihood to "low" and the impact to "medium"*

Risk and effects	Likelihood	Impact	Systems to mitigate
3) Governance-related risks, including trustee liability. **Consequences could include mismanagement of the scheme; leading to loss of reputation, damage to partner relationships. There may also be financial or legal penalties if statutory obligations are unfulfilled. May result in closure of scheme.**	**M**	**H**	a) Ensure that management group induction and training is adequate b) Ensure that management decisions are recorded and followed up where required. Publicise a time-table for annual statutory reporting if applicable. c) Consider insuring against personal loss or liability arising from errors or omissions trustees make in their management or administration. *These reduce likelihood to "low" and impact to "medium"*
4) Breach of confidentiality **Where the organisation's records or volunteer records are inappropriately published. Consequences could be severe depending on the sensitivity of the data.**	**M**	**M**	a) Ensure that record-keeping systems are appropriate and that they adhere to the Data Protection Act. Ensure all users are aware of procedures. *This reduces likelihood to "low".*

Appendix B
Management committee member sample job description

Taken from: <http://www.hertscvs.org.uk/news.asp?newsID=158>

Management committee members (sometimes Trustees) are the people responsible under the governing document of [*Your Organisation*] for controlling the management and administration of [*Your Organisation's abbreviation*].

The role of a management committee member is:-

- to ensure that [*Your Organisation*] complies at all times with its governing document, charity law, company law and any other relevant legislation or regulations
- to ensure that [*Your Organisation*] pursues its objects as defined in its governing document (eg. the promotion of any charitable purpose for the benefit of the community in the district of [*Your Town*] and in particular the advancement of education, the protection of health and the relief of poverty, distress and sickness)
- to maintain proper financial control and ensure that [*Your Organisation*] applies its resources exclusively in pursuance of its objects, ie the charity must not spend money on activities which are not included in its objects, no matter how worthwhile or charitable those activities are
- to set and maintain vision, mission and values
- to develop strategy, setting overall policy, defining goals and setting targets and evaluating performance against agreed targets
- to ensure accountability
- to set up employment procedures and respect the role of staff/volunteers
- to support the operational management of the organisation
- to draw up and monitor the implementation of internal policies, which must include equality and diversity as well as health and safety policies and grievance and disciplinary procedures
- to ensure that risk assessments for all aspects of the business are carried out
- to safeguard the good name and values of [*Your Organisation*]
- to maintain effective board performance and ensure the effective and efficient administration of the charity including funding, insurance and premises

- to promote [*Your Organisation*]
- to act in the best interests of the charity, never in the interests of yourself or another organisation

In addition to the above statutory duties, each management committee member should use any specific skills, knowledge or experience s/he has to help the board reach sound decisions.These may involve scrutinising board and focus group papers, leading discussions, focusing on key issues, providing advice and guidance on new initiatives and other issues in which the management committee member has special expertise. A management committee member is required to act reasonably and prudently in all matters relating to the charity and must always bear the interests of [*Your Organisation*] in mind.

Section 72(1) of the Charities Act 1993 disqualifies anyone who:

- has been convicted of an offence involving deception or dishonesty, unless the conviction is spent
- is an undischarged bankrupt
- has previously been removed from trusteeship of a charity by the court or the Charity Commissioners
- is under a disqualification order under the Company Directors Disqualification Act 1986

It is an offence to act as a charity trustee or management committee member while disqualified unless the Charity Commission has given a waiver under section 72(4) of the Charities Act 1993.

Appendix C
Sample constitution

Adapted from <http://www.sportengland.org/templateimodelconstitution.doc>

General notes

A constitution should be as simple and as flexible as possible to allow for developments or amendments without the need for constant alterations. One or two people should draw up the first draft for discussion/approval by the committee or members.

1. **Title**
   The organisation shall be called [*Full title*], hereinafter to be referred to as "the Organisation"

2. **Objectives**
   To foster and promote the [*your mission here*] through [*your general objectives here*]

3. **Membership** [if applicable, for instance in a student-led organisation]
   Membership of the Organisation shall be open to any person, regardless of race, age, gender, sexual orientation or ability, who completes a membership application form and pays the relevant subscription/joining fee as determined by the Annual General Meeting of the Organisation members.

4. **Officers**
   The Officers of the Organisation shall be as follows:

President	Non-executive officer, usually an honorary position
Chairperson (Chair)	Executive officer
Secretary	Executive officer
Treasurer	Executive officer

5. **Election of officers**
   All Officers shall be elected at the Annual General Meeting of the Organisation, from, and by, the members of the Organisation.

   All Officers are elected for a period of one year, but may be re-elected to the same office or another office the following year.

6. **General Committee** [or management committee or board of trustees]
   The affairs of the Organisation shall be controlled by a General Committee comprising the executive officers of the Organisation [and representative members if appropriate]. The General Committee shall meet at agreed intervals and not less than four times per year.

The duties of the General Committee shall be:

- to control the affairs of the Organisation
- to keep accurate accounts of the finances of the Organisation through the Treasurer. These should be available for reasonable inspection and should be audited before every Annual General Meeting. The Organisation shall maintain a current bank account and the following Officers shall be authorised to sign Organisation cheques: two from the Chairperson, Treasurer and Secretary
- to co-opt additional members of the Committee as the Committee feels this is necessary. Co-opted members shall not be entitled to a vote on the Committee
- to make decisions on the basis of a simple majority vote. In the case of equal votes, the Chairperson shall be entitled to an additional casting vote

7. General meetings

7.1 The Annual General Meeting shall be held not later than the end of [month of start of constitution] each year. 21 clear days' written notice shall be given to members of the Annual General Meeting by circulating a copy of the notice to every member at their home address and posting the notice on the Organisation notice board. Members must advise the Secretary in writing of any business to be moved at the Annual General Meeting at least 14 days before a meeting. The Secretary shall circulate or give notice of the agenda for the meeting not less than seven days before the meeting.

7.2 The business of the Annual General Meeting shall be to:

- confirm the minutes of the previous Annual General Meeting and any General Meetings held since the last Annual General Meeting
- receive the audited accounts for the year from the Treasurer
- receive the annual report of the Committee from the Secretary
- elect an auditor
- elect the officers of the Organisation ie President, Chairperson, Secretary, Treasurer and other general committee members
- review subscription rates and agree them for the forthcoming year [if appropriate]
- transact such other business received in writing included on the agenda. (The agenda could provide for "Any Other Business", but attendees should be encouraged to refer other items to the General Committee and give the required notice for important Annual General Meeting business.)

7.3 Nomination of candidates for election of Officers shall be made in writing to the Secretary at least 14 days in advance of the Annual General Meeting date. At the Chair's discretion, additional nominations can be taken from the floor at the AGM.

7.4 At all General Meetings, the chair will be taken by the Chair or, in their absence, by a deputy appointed by the Organisation.

7.5 Decisions made at a General Meeting shall be by a simple majority of votes from those attending the meeting. In the event of equal votes, the Chairperson shall be entitled to an additional casting vote.

7.6 A quorum for a General Meeting shall be 30% of the General Committee including at least one of the Executive Officers.

8. Alterations to the Constitution

Any proposed alterations to the Organisation Constitution may only be considered at an Annual or Special General Meeting (called by two or more members of the General Committee) convened with the required written notice of the proposal. Such alterations shall be passed if supported by not less than two-thirds of those present at the meeting, assuming that a quorum has been achieved.

9. Dissolution

If, at any General Meeting of the Organisation, a resolution be passed calling for the dissolution of the Organisation, the Secretary shall immediately convene a Special General Meeting of the Organisation to be held not less than one month thereafter to discuss and vote on the resolution.

If, at that Special General Meeting, the resolution is carried by at least two-thirds of the Full Members present at the meeting, the General Committee shall thereupon, or at such date as shall have been specified in the resolution, proceed to realise the assets of the Organisation and discharge all debts and liabilities of the Organisation.

After discharging all debts and liabilities of the Organisation, the remaining assets shall not be paid or distributed amongst the Full Members of the Organisation, but shall be given or transferred to some other voluntary organisation having objects similar to those of the Organisation.

Appendix D
Sample volunteer agreement

Adapted from ‹www.volunteering.org.uk/Resources/goodpracticebank/Information›

This Volunteer Agreement describes the arrangement between [*name of organisation*] and you. We wish to assure you of our appreciation of your volunteering with us and will do the best we can to make your volunteer experience with us enjoyable and rewarding.

Part 1: the organisation

Your role as a volunteer is [*state nature and components of the work*] and starts on [*date*]. This work is designed to [*state how the work benefits the organisation*]. You can expect [*name of organisation*] to support you in the following ways:

1. **Induction and training**
   - To provide thorough induction on the work of [*voluntary organisation*], its staff, your volunteering role and the induction and/or training you need to meet the responsibilities of this role.

2. **Supervision, support and flexibility**
   - To explain the standards we expect for our services and to encourage and support you to achieve and maintain them
   - To provide a named person who will meet with you regularly to discuss your volunteering and any successes and problems
   - To do our best to help you develop your volunteering role with us

3. **Expenses** *[as required]*
   - To repay these expenses following procedures in the Volunteer Handbook:
     - Travel to and from home to [*the place of work*] and during your work: see the Volunteer Handbook for rules on methods of travel and car mileage allowances
     - Meal allowance to a maximum of £[ ] with a receipt and £[ ] per day without. [to be eligible you must work around meal times or for at least [ ] hours a day]
     - Specialist clothing where this is required and provided by you.
     - Actual cost of crèche, childminding fees or other dependant costs incurred in order to be available for voluntary work.

Note: travel expenses and caring expenses are standard, meal allowances are less usual

4. **Health and safety**
   - To provide adequate training in support of your health and safety

5. **Insurance**
   - To provide adequate insurance cover for volunteers whilst undertaking voluntary work approved and authorised by us

6. **Equal opportunities**
   - To ensure that all volunteers are dealt with in accordance with our equal opportunities policy

7. **Problems**
   - To try to resolve fairly any problems, grievances and difficulties you may have while you volunteer with us and, in the event of an unresolved problem, to offer an opportunity to discuss the issues with a senior member of the team not directly involved.

Part 2: the volunteer

We expect you:

- To help [*name of organisation*] fulfill its [*objectives*]
- To perform your volunteering role to the best of your ability
- To follow the organisation's procedures and standards, including health and safety and equal opportunities, in relation to its staff, volunteers and clients
- To maintain the confidential information of the organisation and of its clients
- To meet time commitments and standards agreed to and to give reasonable notice so other arrangements can be made when this is not possible
- To provide referees as agreed who may be contacted, and to agree to a Criminal Records Bureau (CRB) check being carried out where necessary

This agreement is binding in honour only, is not intended to be a legally binding contract between us, and may be cancelled at any time at the discretion of either party. Neither of us intends any employment relationship to be created either now or at any time in the future.

From Volunteering England at: ‹www.volunteering.org.uk/Resources/goodpracticebank/Information/sample volunteeragreements.htm›

Appendix E
Sample volunteer form

This volunteer form has several sections which can be "mix-and-matched" to suit the purposes of your scheme. You will, however need to ensure that all personal data is stored securely whether it is in paper format or online.

Part One – for organisational use

1) Contact information

Contact details:

Name:

Address:

Phone:

Email:

Date of first contact:

This section could be completed by anyone referring the student to the voluntary programme.

2) Personal information

Please note; many groups and organisations have specific requirements and restrictions, for instance for same-gender "buddying", so this information is used to identify appropriate volunteering opportunities and not for any other purpose. *Note: if you require a monitoring form to evaluate your scheme this should be completed separately and not include any identifying details.*

Age:

Gender:

Nationality:

Languages spoken:

Do you have any visa limitations on volunteer work? If so, please specify _____

Any health issues or special requirements that need to be taken into account? If so, please outline them _____

3) Volunteer opportunity requirements

a) What sort of volunteering opportunity are you interested in? *Please tick all that apply*

☐ Regular volunteering *for instance once per week or twice per month*

☐ Occasional volunteering *for instance whenever we put on a sports event*

☐ A one-off opportunity *for example a Christmas party*

☐ A series of "taster" sessions to try out lots of different opportunities

b) Time available *please tick all that apply*:

Daytimes ☐ *please specify which days* _____

Evenings ☐ *please specify which days* _____

Term time only ☐ Holidays only ☐ Christmas period ☐

Other *please specify* _____

c) What sort of volunteering are you interested in? *Please tick all that apply:*

☐ Helping with administration or office work

☐ Helping to manage and organise projects

☐ Helping with fundraising

☐ Helping with publicity

☐ Helping with social activities *for instance at a lunch club for elders*

☐ Helping with sporting activities *for instance working with a junior football team*

☐ Helping on a one-to-one basis *for instance with a mentoring programme*

☐ Other *please specify* _____

d) What or who would you like to help? *Please give details.*

For instance – elders, young people, families, environment, women's groups, education, inter-cultural understanding...

e) How did you find out about the scheme? *Please tick all that apply*

Publicity material: leaflet, poster ☐

Online publicity: website, e-mail ☐

Word-of-mouth/friend recommended it ☐

Staff member told me about it ☐

Other *please specify* _____

Part Two – for volunteer's use

In this section you can note down your voluntary experiences and when they took place. This will help you to keep track of occasional volunteering and also to evaluate any "taster" sessions you attend to see what worked best for you.

If you are using your volunteering towards your work-based modules, or to increase your skills for job-seeking later on, you may wish to fill this in in greater detail and keep photos, copies of things you have produced or other materials about what you have done, to form a portfolio.

Opportunity	Time and dates	Remarks
Details here of what you did; what role you played and what it included.	**Note when you did the volunteering, how long it took.**	**In this section, write about what you thought of the voluntary activity: Did you enjoy it? What was the best/worst part? Would you do it again?**
For example:	**For example:**	**For example:**
Helper at Christmas Party, "Inspire" Children's Hospice Helped organise and decorate room, make festive hats, helped with handing round refreshments, chatting to the children and their parents, helped two children play a game by pushing their wheelchairs, helped children with dancing, helped clear up afterwards	Saturday, 22 December 2007 Took five hours plus travel time (organiser gave me a lift)	It was hard work decorating and preparing, but there was a group of us so the time passed quickly and was fun. The children were very lively and noisy. The best part was when everyone was singing traditional Christmas songs with the piano. Seeing the children so ill did upset me though. Yes, I would be glad to do it again or maybe do a regular volunteering job at the hospice; they said they always need help with organising fundraising events.

Appendix F
Sample Privacy and Data Protection Policy

Taken from ‹http://www.tamesidevb.org.uk/pages/privacy.php›

The following policy statement explains how your personal information will be treated when you access this website.

What data is being collected and how does Volunteer Centre Tameside use this information?

Volunteer Centre Tameside does not capture or store personally identifying information (such as your email address, name, title, or postal address) without your knowledge when you visit our site. You are always able to choose to provide such information to us. Personally identifying information can only be collected on our website if you choose to provide it. This information may be in the form of the online application form or by sending us an email. The information you supply will be used for the purpose specifically designated (for example, responding to your request for information, processing your application, etc) and in accordance with Volunteer Centre Tameside's data protection policy and the UK Data Protection Act 1998. We may use your details to contact you with current and future information about our work, events and activities, or any other features of Volunteer Centre Tameside described on the website. However, you will always have the opportunity to opt out of receiving further information – see the opt-out section below.

Who is collecting your information?

When you are on the Volunteer Centre Tameside's website and are required to submit personal information, you are sharing that information with Volunteer Centre Tameside alone, unless otherwise stated.

With whom does Volunteer Centre Tameside share your information?

Except as may be required by law, Volunteer Centre Tameside does not pass your personal data to outside organisations and/or individuals without your express consent. Our supporters are often happy to hear from like-minded organisations with which Volunteer Centre Tameside occasionally shares or exchanges data, but you will always have the chance to opt out. Volunteer Centre Tameside will ensure any data that is used in this way cannot be transferred without Volunteer Centre Tameside's consent.

Opt out or change your personally-identifiable information

Volunteer Centre Tameside's website gives users the opportunity to opt out of receiving more communications from us at the point where we request information from you. This is usually done with a tick box.

You are entitled to know about the personal information Volunteer Centre Tameside holds about you and you also have the right to have your data updated, corrected or deleted. Maintaining accurate and up-to-date information about our enquirers and/or supporters is important to Volunteer Centre Tameside.

Security

Volunteer Centre Tameside does not have a secure, encrypted site and so you will always have the option to register by ordinary mail or to telephone the office to make an appointment to discuss volunteering opportunities in person. We do not ask for any financial information online. Organisations or individuals wishing to join or make a donation to Volunteer Centre Tameside are asked to forward such donations or to request a membership application form by ordinary mail.

Data Protection Policy Statement.

Volunteer Centre Tameside is committed to meeting its obligations under the Data Protection Act of 1998. Volunteer Centre Tameside will strive to observe the law in all collection and processing of subject data and will meet any subject access request in compliance with the law. Volunteer Centre Tameside will only use data in ways relevant to carrying out its legitimate purposes and functions as a charity in a way that is not prejudicial to the interests of individuals. Volunteer Centre Tameside will take due care in the collection and storage of any sensitive data. Volunteer Centre Tameside staff will do their utmost to keep all data accurate, timely and secure.

All Volunteer Centre Tameside staff, whether permanent or temporary, and voluntary workers, must be aware of the requirements of the Data Protection Act when they collect or handle data about an individual. Volunteer Centre Tameside staff must not disclose data except where there is subject consent, or legal requirement. Data sent to outside agencies must always be protected by a written contract. All collection and processing must be done in good faith.

Volunteer Centre Tameside will keep records of all complaints by data subjects and the follow up. It will also keep a record of all data access requests. There will be a repository of all Volunteer Centre Tameside statements of Data Protection Law compliance and information about any contacts made with the Data Protection Registrar. This information will be available to staff and data subjects on request.

Volunteer Centre Tameside will inform subjects of any processing, disclosure or overseas transfer that does not fall within Volunteer Centre Tameside's purpose in a way that any individual supplying could be expected to understand. Volunteer Centre Tameside will keep registration (now called notification) up to date.

Principles of data protection outlined in the Data Protection Act

Anyone processing personal data must comply with the eight enforceable principles of good practice. They say that data must be:

- Fairly and lawfully processed
- Processed for limited purposes
- Adequate, relevant and not excessive
- Accurate
- Not kept longer than necessary
- Processed in accordance with the data subjects' rights
- Secure
- Not transferred to countries without adequate protection

For the full version of this policy please see ‹www.tamesidevb.org.uk/pages/privacy.php›.

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UKCISA is a company limited by guarantee registered in England and Wales (Company Number: 4507287) and a charity registered with the Charity Commission for England and Wales (Charity Number: 1095294). Its registered office is at 9–17 St Albans Place London N1 0NX.