VOLUNTEERING MATTERS

#iwill

TOOLKIT

YOUTH VOLUNTEERING AND SOCIAL ACTION IN HEALTH AND SOCIAL CARE

SECOND EDITION

PRODUCED WITH FUNDING AND SUPPORT FROM THE DEPARTMENT OF HEALTH AND SOCIAL CARE, NHS ENGLAND AND NHS IMPROVEMENT

TOOLKIT

YOUTH VOLUNTEERING AND SOCIAL ACTION IN HEALTH AND SOCIAL CARE

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1. FOREWORDS

SUSIE WILLIAMS

#IWILL AMBASSADOR

Young people are powerhouses. We are aware of our society and by walking, talking, living and breathing in it each day understand what supports our fellow youth and wider population. As creatives, innovators, natural writers and presenters, we have an enormous amount of talent through which we can give back to our community.

Health and social care is a pivotal part of this society, and it is important that young people are involved in decision making and shaping the delivery of this care so that a) we have an opportunity to give back, and b) our collective voice can be heard and we participate in the management of our wellbeing.

During my time as an #iwill ambassador, I have had the privilege of meeting many organisations providing or managing health and social care, and #iwill partners Volunteering Matters and the National Association of Volunteering Service Managers have contributed gold to the national conversation of how we can increase youth social action.

This toolkit - in it's second edition - is fantastic, created by Volunteering Matters with brilliant case studies from organisations across the country on how to practically engage and inspire young people. It seeks to address key questions about the steps needed to set up high quality social action opportunities, and the reasons why these are so important to make available.

From my own experience as a member of the NHS Youth Forum, chair of a Youth Patient Group and hospital volunteer, I have seen the impact young people can have in health and social care settings; behind the scenes in management, in patient experience and importantly in educating other young people on how they can actively take care of their own health. Growing more opportunities for young people within this sector has multidimensional benefits.

#iwill continue to support young people to take an active role in their healthcare, empower them to understand the difference they can make and encourage youth social action. What will you do?

Susie Williams

OONAGH AITKEN

CEO OF VOLUNTEERING MATTERS

"The #NHS70 celebrations have helped all of us look back with pride at what our health services have achieved. They have also prompted us to look forward and ask how we can engage our young people in shaping services for the next 70 years. That is why I am particularly proud to introduce this updated toolkit for youth volunteering and social action in health and social care.

Volunteering or taking social action while young can improve outcomes for people with health and care needs, create a stronger sense of community and demonstrate to young people the vast range of potential career opportunities in our diverse health and care sector.

As the UK's leading volunteering and social action charity Volunteering Matters was delighted to be invited by the Department of Health and Social Care to work together with a range of partners including #iwill, the National Council of Voluntary Organisations (NCVO) and the National Association of Voluntary Service Managers (NAVSM) to refresh this toolkit.

Designed as a practical resource for those already offering volunteering opportunities for young people in health and social care settings, as well of those thinking of involving young people, we hope this toolkit will help promote opportunities for young volunteers and secure an increase in both the number and range of these.

But more importantly we hope this toolkit will help to embed social action and volunteering in the everyday lives of young people and improve the health and wellbeing of everyone."

Oonagh Aitken

2. INTRODUCTION

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This is a toolkit to help health and social care organisations engage with young people as volunteers.

You will find guidance to help you adapt and improve the impact and inclusiveness of what you already do. We hope that you will also find inspiration to set up new and ambitious volunteering and social action initiatives with and for children and young people.

It will not always be easy. Challenges can include: retaining interest during potentially lengthy recruitment processes, differing motivations, difficulty in attracting young people, poor retention following placement, lack of commitment and practical issues, for example insurance.

Nevertheless, the benefits of good youth volunteering in health and social care are potentially huge. The toolkit will help you to understand, measure and realise them.

Sustainable health and social care services involve their communities as producers of healthy outcomes, not simply as consumers of services. The NHS70 celebrations have been a wonderful opportunity to celebrate the way that volunteering already brings this to life. But more needs to be done. By encouraging children and young people to take part in shaping and supporting their health and care services, we lay the foundations for a modern, sustainable system.

Young people voluntarily contribute their time to support health and care services and improve health and care outcomes in numerous ways. We describe some of them in this toolkit. In doing so, we use the terms 'volunteering' and 'social action' interchangeably.

- **Volunteering** is the voluntary contribution of one's time in order to help others. It can be formal (through groups, clubs or organisations) or informal (self-directed helping out). Volunteering is a form of social action.
- **Social action** is a wider term that includes volunteering. The #iwill campaign, which promotes and celebrates young people's involvement in social action, defines it as:

> "YOUNG PEOPLE TAKING PRACTICAL ACTION IN THE SERVICE OF OTHERS TO CREATE POSITIVE CHANGE. SOCIAL ACTION MIGHT HAPPEN THROUGH A STRUCTURED PROGRAMME OR SCHOOL OR WORKPLACE, OR MIGHT BE SELF-GENERATED BY YOUNG PEOPLE THEMSELVES."

VOLUNTEERING MATTERS:

Volunteering Matters is a national charity leading UK volunteering in policy and practice. Its vision is of a society where everyone can participate in their local community through volunteering and social action - including children and young people. Volunteering Matters invests in recruiting, training and providing ongoing support to volunteers across the age range in a wide variety of settings, including health and social care.

www.volunteeringmatters.org.uk

#IWILL:

The #iwill campaign is a UK-wide movement with a collective goal to make participation in meaningful social action the norm for 10-20 year old's across the UK by 2020. The campaign aims to inspire and empower leaders from across society to enable every young person to take part in social action that helps others as well as their own development, creating a habit for life. The #iwill campaign was launched in 2013 by HRH The Prince of Wales and the three main party leaders. It continues to maintain cross-party support, and the support of over 875 organisations from across the education, business, voluntary, and health and social care sectors who have pledged to help make the campaign's goal a reality.

www.iwill.org.uk

NAVSM:

The National Association of Voluntary Services Managers (NAVSM) exists to support and develop best practice in volunteer management within the NHS and healthcare, to enhance the experience of patients, carers, the public, and staff.

NAVSM strives to be the organisation of choice for anyone responsible for volunteering in the NHS and healthcare, and for those associated with the provision of volunteering services. It is a membership association, funded from subscriptions from its members. Members have access to information, training and support to enable them to manage, develop and maintain volunteering in a range of different healthcare settings across primary, secondary, acute, mental health, children's, maternity, specialist and partnership organisations affiliated to the NHS.

NAVSM core values are:

- Promote best evidence based practice
- Be the voice of its members
- Work with integrity
- Pro-actively influence
- Share knowledge, skills and expertise

www.navsm.org

5 REASONS TO INVOLVE YOUNG VOLUNTEERS

1. **To empower young people within health and social care**
2. **To develop young people – their skills, understanding, and aspirations – as your potential future workforce**
3. **To engage with ALL of your community and ensure you are meeting their changing needs**
4. **To support improved health and wellbeing for young people**
5. **To improve patients' experiences of care and support you to meet statutory objectives.**

"WHAT FIRST INSPIRED ME TO BEGIN VOLUNTEERING WERE THE EXPERIENCES THAT I WOULD GAIN. I WOULD LIKE TO BECOME A SPEECH AND LANGUAGE THERAPIST"

Young volunteer

"I STARTED AS A VOLUNTEER AT 16...NOW, ALL THESE YEARS LATER, I AM BACK IN SOUTHAMPTON AS A FOUNDATION YEAR ONE HOUSE OFFICER IN SURGERY"

Young volunteer

"THE VOLUNTEERS ARE MORE THAN JUST AN EXTRA SET OF HANDS; THEY MAKE A HUGE IMPACT ON THE VULNERABLE ADULTS IN THEIR CARE. VOLUNTEERING MATTERS VOLUNTEERS BRING DIVERSITY TO THE SERVICE WE PROVIDE... A VITALITY AND FRESHNESS THAT GIVES THE WHOLE TEAM A BOOST; THE CONTRIBUTION THEY MAKE CANNOT BE UNDERESTIMATED."

Health organisation

3. BENEFITS AND DEVELOPING THE BUSINESS CASE

CONTEXT:

Your business case should show how volunteering helps achieve specific benefits for patients, your service and for young people and the wider community. In making your business case you should also be aware of the wider policy context in which the role of volunteering in health and social care has been evolving.

Volunteering and social action have been identified as key aspects of the modernization of health and social care services.

In social care, volunteering has been established as both a positive outcome in its own right and a powerful quality and improvement mechanism. Statutory Guidance for the Care Act 2014, defined "accessing and engaging in volunteering" as a meaningful outcome, where local authorities are asked to undertake assessment of individual eligibility for care and support services.

In health, engaging differently with people and communities is fundamental to implementing the NHS Five Year Forward View; and engaging differently includes through volunteering and social action (they are two of the six principles identified by the People and Communities Board). The Joint Review of the role of the Voluntary Community and Social Enterprise (VCSE) sector in improving health and wellbeing outcomes recommended that:

- volunteering is valued, improved and promoted in all NHS settings – not just NHS trusts
- services develop more high-quality inclusive volunteering opportunities
- services comply with the Lampard Review recommendations on reviewing recruitment, training and management of volunteers, consider Investing in Volunteers.

In updating its recommendations, the Joint Review has recently urged council and NHS commissioners to use their powers under the Social Value act to embed volunteering and social action into services.

NHS70 has seen new investment and ambition for youth volunteering and social action in health. The Pears #iwill Fund, in partnership with Big Lottery Fund and DCMS, has joined forces with NHS England and NHS Improvement to grow youth volunteering across health and care. It has seed funded youth volunteer coordinators in sites across England, aiming to embed high-quality, inclusive and sustainable opportunities for young people.

All the NHS Trusts* supported through the Pears #iwill Fund have joined a Peer Learning Network, convened and facilitated by the Institute for Voluntary Action Research, to inform practice and support learning across the programme.

In addition, the national programme Helpforce has been established to support volunteers in high impact roles, playing an important part in the support of care delivery.

Why has more and better volunteering become such a high priority for health and social care services? Partly because of growing evidence that volunteering is a significant health promoting strategy in its own right. Numerous studies show that volunteering is positively associated with health and wellbeing benefits across the age range.

The potential benefits for volunteers are also social and economic. For young people particularly, the additional social benefits of volunteering in terms of improved skills and employability can be significant. Evaluation of youth social action programmes such as National Citizens Service, suggest that young people are likely to feel more responsible for people from their communities and supportive of people from different backgrounds having taken part.

* The Pears #iwillFund has been working with: Birmingham Women's and Children's NHS FT, University Hospitals Bristol NHS Trust, Cambridge University Hospitals NHS FT, Chelsea and Westminster Hospital Trust, Chesterfield Royal Hospital NHS FT, Dorset County Hospital NHS FT, Imperial College Healthcare NHS Trust, King's College Hospital NHS FT, University Hospitals of Leicester NHS Trust, Manchester University NHS FT, Northumbria Healthcare NHS FT, Royal Free NHS FT, Sheffield Teaching Hospitals NHS FT, South London and Maudesley NHS FT, West Hertfordshire Hospitals NHS Trust, Yeovil District Hospital NHS FT. Outside of England, the Pears #iwill Fund, Pears Foundation has also been supporting the development of young volunteers at Cardiff and Vale Health Board and Edinburgh and Lothian Health Foundation.

Some of the key documents you may wish to reference in building your business case are:

- **New Economics Foundation (2008): Five Ways to Wellbeing**, an accessible account of how reciprocity and giving back to others promote wellbeing for all ages
- **The King's Fund (2013) Volunteering in Health and Care** found that support provided by volunteers and peer mentors is of particular value to those who rely most heavily on services
- **PHE and NHSE (2015) A guide to Community Centred Approaches to Health and Wellbeing**, which shows that experimental and cohort studies show participation in volunteering is strongly associated with better health, lower mortality, better functioning, life satisfaction and decrease in depression; and that research indicates that community capacity building and volunteering bring a positive return on investment.
- **Southampton Statistical Sciences Research Institute & TSRC (2016) Association of volunteering with mental wellbeing** found positive associations with volunteering across the life course.
- **NCVO (2018) Impactful Volunteering: understanding the impact of volunteering on volunteers**, a research briefing with concise summaries of national and international evidence, along with comprehensive references.

BENEFITS:

1. FOR YOUNG PEOPLE

- Volunteering offers the opportunity to influence health and care policy and practise and to be part of a 'bottom-up' approach to community and patient care experience
- Volunteering helps enhance young people's skills and career prospects
- Volunteering opens up the variety of career opportunities within health and care, enhances CVs and also enables medical students to gain mandatory experience prior to applying to training
- Volunteering enables young people to develop new networks which could help their future career
- Volunteering aids personal development, helping to raise aspirations and promote personal resilience
- Volunteering enables young people to feel part of their community, more included and with a stake in wider society
- Volunteers gain a better understanding of the factors influencing health and wellbeing, empowering them to make informed lifestyle and health choices.

2. FOR PATIENTS/USERS/CARERS/ COMMUNITIES

- Patients' wellbeing is greatly enhanced by the contribution of volunteers, through building the capacity of paid staff to put the patient first and focus on patient care
- Through a wide range of activities, local young people can make a powerful contribution to health and social care, bringing in their enthusiasm, fresh outlook and approaches
- The efforts of volunteers from diverse backgrounds help to improve patient experience and extend the reach of health services into diverse communities
- Engaging young people with vulnerable groups including mental health patients, disabled people and older adults increases understanding of these groups, leading to enhanced community cohesion
- Volunteers in the community are well-placed to identify practical solutions that enable people to stay healthy or recover from ill health
- Volunteers play an important role in improving people's experience of care, building stronger relationships between services and communities, supporting integrated care, and potentially improving public health and reducing health inequalities.

3. FOR PROVIDERS

- Young volunteers can support meaningful service improvement by improving communication between service users and services, especially but not only young service users
- By being able to provide flexible support, and under less intense time constraints, young volunteers are well placed to work across boundaries and consider the multiple needs a person might have
- Young volunteers can play a particularly important role in taking health "upstream", preventing ill health through, for example, peer education
- Volunteer engagement sends positive messages out about the organisation and some of the aims you want to achieve. It improves the way the organisation is viewed externally through positive engagement and gathering feedback
- Young volunteers bring important messages into the organisations and enable you to meet quality standards and targets around these set by Department of Health and Social Care and CQC in patient and public engagement
- Young volunteers help create a strong future workforce – opening up careers in health and care to a diverse range of people who may not have considered this path. Opportunities can be linked to apprenticeships/employment opportunities later down the line where appropriate
- Youth voice can build trust in your organisation across all age groups through by demonstrating meaningful engagement and change
- Diverse young volunteers can help you to engage effectively with a diverse community across all age groups.

DEVELOPING THE BUSINESS CASE:

Young volunteers can help ensure that services are joined-up from a patient perspective, and that quality standards are met and appropriately reviewed.

Volunteer support can be particularly valuable to people who need and access services in a range of health and care contexts, and who may have multiple care and support needs. Volunteers can provide the bridge linking these services, ensuring that care is integrated for the beneficiary. As The King's Fund report **Volunteering in Health and Care** observes:

"Volunteers can play an important role in bringing together services delivered by different providers, co-ordinating their activities around the patient or service user and supporting continuity of care. Again, this is of particular value for those with multiple long-term conditions and complex combinations of mental and physical health needs. By being able to work flexibly and under less intense time constraints, volunteers are well placed to work across boundaries and consider the multiple needs a person might have."

For example Barts NHS Trust has been working with young volunteers to offer support to young patients and their families transitioning from child to adult services. Volunteers introduce them to the adult unit, and spend time helping them feel comfortable and confident in the new environment and with their new team.

Within health and social care, providers are required to adhere to quality checks on a regular basis:

- The 'You're Welcome' Quality Standards aim to significantly improve health services for young people. The criteria set are based on the principle that 'all young people are entitled to receive appropriate health care wherever they access it'

www.youngpeopleshealth.org.uk/yourewelcome/

- NHS England's 15 Steps Challenge encourages CCGs, Foundation Trusts and NHS Trusts to understand how their service looks through the eyes of patients, including children and young people. What are the first impressions of its look and feel? Barts NHS Trust has been supporting young volunteers to undertake walk-throughs and give their feedback.

www.england.nhs.uk/publication/the-fifteen-steps-challenge-quality-from-a-patients-perspective-a-children-and-young-peoples-toolkit/

- CQC Essential Standards ask how you have engaged with your patients and service users, which include young people.

It is crucial, therefore, that services find appropriate ways to engage with their patients – and in the case of engagement with young people, this can be achieved through involving them in social action within healthcare settings in roles which could include Forums, Healthwatch, Mystery Shopper programmes, and user-led health initiatives (such as Health Buddies).

CASE STUDY: CYA (CAMHS YOUTH ADVISORS) SURREY CCG

CYA is a network of over 200 young people with different experiences of accessing mental health services in Surrey, who have a say in what goes on in services, and take part in a variety of projects. Its main aim is to get more users involved with the decisions within the service. Its activities have included:

- Holding 'clinic make overs' to re-vamp all CAMHS clinics
- Helping create the look and feel of CAMHS leaflets and other publicity
- Presenting to schools and colleges to raise awareness and reduce stigma around mental health, by sharing young people's experiences and providing information
- Training Police and GP's in a young person's perspective
- Helping to train mental health ambassadors within schools (the RAVE project)
- Sitting on many interview panels though 'Recruit Crew' to interview and score candidates applying for a job in CAMHS.

CASE STUDY: NHS YOUTH FORUM

The NHS Youth Forum was established in 2013 and is run by the British Youth Council. It is made up of children and young people (14-25) from all over the country, who have a passion for improving health services. The Forum gives a voice to young people to express their thoughts on the health issues that matter most to them. Its core aims are to:

- Ensure that young people's voices are present in the national programmes of work in NHS England
- Be a "critical friend", exploring aspects of health that do or don't work well for young people and suggesting improvements to health services for young people
- Encourage other young people to get actively involved in their own healthcare.

The Forum identifies its own priorities, while also being strategically linked with NHS decision making through its partnership arrangement with Public Health England the Department of Health. It takes a systems approach and has a direct impact on the health services that young people use.

Campaigns have included educating young people about their rights in healthcare, improving mental health and transition services, adjusting standards for GP practices to be youth friendly, getting young people involved at a local level with CCGs and PPGs as well as an array of other projects. The Forum has created and reviewed numerous guides and different kinds of information material, including guides on how to set up a youth forum.

DRIVING APPROPRIATE SAVINGS:

Several studies have been undertaken in order to quantify the value of volunteering in the health and care sector. It is important to bear in mind that the findings should be considered alongside the wider social and personal outcomes described in **Section 1**, rather than in isolation and as the only reason to commission or invest in a volunteering service.

In 2008, the Institute for Volunteering Research calculated return on investment across a sample of NHS organisations using the Volunteer Investment and Value Audit Toolkit. They proposed that:

- In hospital trusts, the value of volunteering was on average £700K per annum
- In mental health trusts, it was £500K per annum
- In primary care trusts, this amounted to £250K per annum.

In addition, they found that for every £1 invested in a volunteering programme, there was an average return of up to £6.10. This return was shared between the patients, volunteers, organisation and the wider community (Teasdale, 2008).

The New Economics Foundation undertook research with the British Red Cross to assess the financial returns on their volunteer led preventative services. The research found that there was a typical saving which was 3.5 times greater than the investment into the services provided (British Red Cross, 2012).

Volunteers can make a contribution to positive clinical outcomes for patients that may have a financial impact long term. For example, the mental health service user engaged in volunteering may be less likely to access services; a patient supported by a dining companion volunteer may as a result have an improved nutritional status and leave hospital a day earlier; a patient supported by an expert patient programme run by volunteers may access their GP less.

FOR YOUNG PEOPLE AND THE COMMUNITY:

Young people who are able to engage with health and social care systems through volunteering and social action are more likely to feel they have a voice in their community and understand the positive impact of informed health and lifestyle choices on their immediate and long-term health and wellbeing.

The Young People's Health Partnership reports in 2017's '10 Reasons for Investing in Young People's Health' that poor adult health can have its roots in adolescence:

- 75% of mental illness in adult life starts before the age of 24
- 90% of lifetime smoking and 80% of lifetime alcohol or cannabis habits are initiated by age 20 in the UK
- Many sexual risk behaviours are initiated during adolescence

Involving young volunteers ensures that the voice of young patients is heard, and that their changing health and care needs are met in appropriate ways. Well organised volunteering schemes represent their patient populations – which enables effective engagement with those who most need the service.

4. HOW TO CREATE ATTRACTIVE AND SUCCESSFUL YOUTH VOLUNTEERING ROLES

In this section we consider what roles would be suitable for young volunteers and provide examples of where these have been established.

VOLUNTEERING MATTERS

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KEY PRACTICES:

- **BE ENGAGED WITH COMMUNITY PARTNERS**
  Develop good links with other providers working with young people, schools, colleges, universities, youth service providers and charities
- **USE SPEEDY RECRUITMENT**
  Set up simple recruitment processes that are completed as quickly as possible keeping the young person engaged throughout the process, so that their interest is maintained
- **MATCH AND LISTEN**
  The focus should be on matching skills and passions with opportunities, with options to move role at a later point if desired, rather than trying to match volunteers with limited set slots. This is particularly important with regards to the availability of time of young people – many young people have other commitments such as education or work and may only be able to volunteer for shorter hours or shorter periods of time (i.e. over the summer)
- **INDUCT AND HAVE CLEAR TRAINING**
  It is important to have a clear structure to your youth volunteering programme in order to ensure quality and safety. This will involve developing an effective induction and training programme
- **KEEP TALKING AND LISTENING**
  Support is usually provided by staff, older more experienced volunteers, and often includes peer support
- **SAY THANK YOU**
  There are a number of existing programmes of rewards and recognition for young people locally and nationally that you can link in with, for example vinspired, Duke of Edinburgh Awards, Scout Awards, and the Diana Award (a national accolade for 16-19 year olds taking part in youth social action). If you are running a youth social action project, remember to highlight its impact during 'Share Your Pledge Day' and the #iwill week.

KEY PRINCIPLES:

Through its partners and supporters, the #iwill campaign has developed the following principles of great youth social action:

BE CHALLENGING

Make opportunities stretching and engaging as well as exciting and enjoyable

BE YOUTH LED

Enable young people to inform the opportunities, develop their own, or have a role to play in reviewing and future developments

BE SOCIALLY IMPACTFUL

Ensure roles create positive social change that is of benefit to the wider community as well as to the young people themselves

BE PROGRESSIVE

Consider how young people can progress from this role to other opportunities or activities

BE EMBEDDED

Consider how the role will support young volunteers developing a habit for life

BE REFLECTIVE

Ensure the role enables young people to reflect on their social action and recognise their achievements

AGE:

Volunteering at a young age helps set up people as lifelong volunteers. Young people who first get involved in service to others when they are under the age of 10 are two and a half times more likely to have formed a habit of social action than if they started aged 16-18 years (Jubilee Centre for Character and Virtues, A Habit of Service, 2017). Social action opportunities can be made meaningful and appropriate for young people of all ages – including primary age children.

Creating social action opportunities for a younger age range can introduce young people to important health and wellbeing messages early on, encourage the young people to start thinking about the types of careers and opportunities in health and care, and help them develop positive understanding of, and relationship with, local health and care services; all whilst making a positive difference for their community.

Health and care organisations should think positively and creatively about the ways in which children and young people could be taking part in health and care related social action. This can include social action in a variety of settings e.g. in school, in the community, online, or with health and care providers.

It is essential that a considered judgement is taken on the age-appropriateness of opportunities a young person can participate in – both for them and those they may be interacting with, including people receiving care. It is important to also consider life experience and maturity when engaging young people in health and social care settings, and to consult with the young people on what is appropriate for them. Once risks are clearly considered a judgement can be made on whether the opportunity is appropriate for young people or not, and what controls and mitigations may need to be put in place.

CASE STUDY: VOLUNTEERING MATTERS, POSITIVE FUTURES

Volunteering Matters Positive Futures is a youth-focused programme which encourages and supports young people in London and elsewhere undertake social action. Participants are as young as 13. Projects have included befriending vulnerable elderly residents, including in hospice settings. Young people report increased confidence and understanding of their communities and health systems as a result.

"THE ACTIVITY WAS A GAMES AFTERNOON AT ST JOSEPH'S HOSPICE ON THE DAY WARD. WE WERE ABLE TO HAVE 1:1 INTERACTIONS WITH PATIENTS AND IN DOING SO, WE LEARNT SO MUCH ABOUT THEM PERSONALLY. THE PATIENTS, STAFF AND OTHER VOLUNTEERS WERE SO ENCOURAGING AND HELPED US WITH RUNNING OUR EVENT. WE WERE ABLE TO GET A TASTE OF WHAT IT WOULD BE LIKE TO WORK DIRECTLY WITH PEOPLE IN THE COMMUNITY. MANY OF US WANT TO BE NURSES, THERAPISTS, SOCIAL WORKERS AND TEACHERS."

CASE STUDY: BARTS HEALTH TRUST

The Youth Empowerment Squad (YES) is the youth forum of the Barts Health Trust. It is made up of a group of young people who have extensive experience and knowledge of healthcare and is open to young children and young people aged 11-25. Their mission is to get all Barts Health young people sharing their views of their care, sharing good practice and making and influencing decisions.

YES has been involved in numerous projects, including organising a half day for professionals and young people to discuss transitioning, advice to clinicians on making materials more young person friendly, helping with the design of adolescent rooms across the trust and sitting on staff interview panels.

YES was also instrumental in recently changing the trust's volunteering policy, lowering its age range from 17 and above to 16 and above.

CASE STUDY: VICTORIA ACADEMY, BARROW-IN-FURNESS

The area struggles with high levels of obesity and has one of the worst mortality rates in the UK. Public Health interventions that the CCG had tried weren't working, and so an innovative approach to health and wellbeing seemed to be a positive alternative to try.

Working in collaboration, the school and CCG developed a project that would involve six local schools, including two in the most deprived wards, whose year 5 students (aged 9-10) would become 'mini-researchers' into public health and prevention approaches for their communities.

The project kicked off with 300 students visiting a local college for an introductory day, where they learned about key public health issues, such as diet, exercise, smoking and resilience. After the initial event, four students from each school acted as representatives for their schools, attending workshops and connecting their peers to the central work of the project.

The project then honed in on one key issue affecting the health of the locality – diet. Each school's mini-researchers developed their own idea to address not only the diets of the children but of their entire families, extending the positive reach of the project to parents' wellbeing too. The ideas that came out of the project varied a great deal from school to school, offering varied learning and insights to the CCG.

The benefits of this work have been wide-ranging, from introducing new schools in the area to the benefits of social action, to empowering students to solve real problems and make a difference. Victoria Academy Head Caroline Vernon has observed students becoming more organised learners as a result of taking part in the project, as well as improving their ability to make informed choices about their health and wellbeing.

ENSURING SUITABLE OPPORTUNITIES:

In order to engage young people in volunteering, it is crucial to ensure that the roles you have to offer are appealing to them, as well as beneficial to you, your users and your organisation. The appeal of the opportunity should take into account the benefits to the young person of volunteering (as outlined in **Section 3**), including experiences of being in a work environment, skills development, and networking/ social opportunities.

In addition, appeal relates to how your roles use the skills and interests of young people. In some cases, this may be identical to adult roles in your programme, but it is important to recognise that young people can bring diverse skills and interests which could be to the benefit of you and your users/patients.

Young volunteers may have useful IT and social media skills. They might therefore wish to provide IT support for older/disabled adults. Their skills and interests may relate more to patients' and residents' wellbeing. They might therefore wish to be involved in wellbeing sessions, including; art therapy; reading to dementia patients or sharing life experiences and stories through memory book work.

Young people, as students, often have skills that are a direct and good fit with patients' or residents' needs. For example, trainee hair and beauty specialists can provide free hairdressing, beauty and relaxation treatments in wards or care homes. This benefits the patients as they receive social contact, comfort, and an opportunity to 'pamper' themselves and feel 'normal' whilst in hospital. The young people benefit by gaining invaluable experience applying their learning.

EXAMPLES OF ATTRACTIVE AND SUCCESSFUL YOUTH VOLUNTEERING ROLES:

ACTIVITIES	EXAMPLES
Befriending/ Buddies	Meal time buddies/ Dementia Companions
Carers Support	Care support groups
Social Activities/ Entertainment	Hospital radio/Quizzes/ Knit and Natter
Wellbeing	Using existing skills i.e. Hairdressers
Communications/ Feedback	Guides/Completing surveys
Maintaining Independence/ Retention of Skills	Support to live in own home, support to access community, support to learn/retain skills
Health Messages and Influencing Public Policy	Developing health messages pertinent to peer group
Organisational Level Roles	Membership of boards/ advisory groups; establishing Youth Forum
Peer to Peer Support	Informal support onwards or in community based on experiences
Leadership of Others	Engaging younger volunteers through leadership of older peers

SETTINGS AND TYPES OF OPPORTUNITIES:

SETTING	EXAMPLE
Care	Residential, supported living, sheltered housing, individual's homes
Acute Care	Hospital settings, on wards and within other appropriate roles
Community	Social inclusion and volunteering support, activities within the community and social action activities
Primary Care	GP surgeries; delivering health messages; as Health Champions or members of committees such as HealthWatch
Education	As peer Health Trainers or supporting younger volunteers to engage in social action activities within a safe environment but directly benefiting those with health and care needs in some way

CASE STUDY: NHS NORTHUMBRIA HEALTHCARE NHS FOUNDATION TRUST

The Trust has recruited 15 young people (16-18 years of age) to spend time with older people in their own homes to help combat loneliness (the first time the trust has facilitated young people volunteering in the community).

The scheme is designed to improve the health and wellbeing of vulnerable older people in the county and support young people in developing knowledge and improving skills through social action that will benefit them throughout their lives. Recruitment has been through schools from the Alnwick and Amble areas, with plans to recruit more young volunteers from across Northumberland and North Tyneside. By 2020, the trust hopes to have taken on 200 volunteers.

The project has been developed to improve the lives of the estimated up to 12,000 people in Northumberland who feel lonely often, or always, with this figures expected to rise significantly in the future. It is being run in conjunction with the Trust's district nurses and social care support teams.

CASE STUDY:
BIRMINGHAM WOMEN AND CHILDREN'S NHS FOUNDATION TRUST

Birmingham Women and Children's NHS Foundation Trust is approaching volunteering with young people and children as a way of supporting its long term commitment to becoming an inclusive employer of choice. The Trust has opened up its volunteering programme to children aged 10 to 16 attending in a supervised group. At least 50% of participants are from Birmingham's most deprived areas, to ensure that opportunities are being offered to children and young people who may never have considered a career in healthcare, or even volunteering itself.

Among the first challenges were establishing a steering group, creating a set of guidelines for working with under-18s, getting clinical staff to devise projects and collaborating with the HR Department to ensure safe but workable procedures for DBS and OH clearances. A close partnership with Fundraising colleagues was also established at the outset in order to embed fundraising and sustainability over time.

Two unusual challenges were creating ways to track progress towards the project's ultimate goal (inclusive employment) and deciding which impacts to monitor and evaluate in the short and medium term. To address the latter, links have been made with colleagues from another Trust within the Regional Network to encourage live lesson-sharing and reflection.

The Junior Volunteering programme formally launched during NHS70 week. Over two days, colleagues from six clinical areas and three core departments led ten projects introducing 66 young people - 80% from very deprived areas - to healthcare careers and setting them a challenge specific to their area. 69% of those young people would now consider working in a hospital. Going forward, the trust plans to run two Junior Volunteering projects a month, including evening and weekend projects.

A major learning point has been that paperwork needs to be as simple and user-friendly as possible. Volunteer managers are therefore working with the Trust's Young Person's Advisory Group to rewrite web pages, application forms, documentation and permission forms in language that young people, parents and schools/groups find accessible.

CASE STUDY:
HEALTHWATCH LEEDS - YOUTHWATCH

Some local Healthwatches have set up youth projects or made them integral to how they work. Leeds set up Youthwatch because it was serious about young people having a voice and wanted them to have a place where they could feel comfortable to contribute. With 23% of the population in Leeds under the age of 19, and given that Leeds is a Child Friendly City, it was seen as vital to listen to young people about their physical and emotional health.

Volunteers aged 14-25 get involved in all aspects of Healthwatch's work, including visiting services, supporting projects, community outreach, writing blogs, making films, event planning, and data analysis. Where young people do not have the skills or confidence to get involved immediately, Youthwatch provides training and support. For example, Youthwatch worked in partnership with Fixers UK and a local learning disability organisation Paperworks to produce a short video to show how people with learning disabilities can feel if things aren't properly explained to them by health professionals.

For many young people, Youthwatch has been able to provide an important first reference, which they receive after volunteering with us for over 30 hours. Some of Youthwatch's young volunteers have gone on to careers in health and care, such as the graduate training programme for adult social care, nursing degrees, dental hygienists, care assistants and research and policy work.

EMBEDDING YOUTH VOICE AND LEADERSHIP:

Meaningfully including youth voice in decision-making structures is vital to ensuring that organisations, services and programmes work for everybody, for now and in the future. Empowering young people into leadership roles, and supporting them to have a meaningful say is not only a good social action opportunity for the young people involved, it also ensures services are developed with their views and needs at the centre.

Consider positions for young people on Boards or Advisory Groups in your organisation, or creating youth specific Steering Groups. Well constructed, well supported youth leadership positions can help to bring fresh and unheard perspectives to long-established practice, and grow trust between young people and health and social care services, ensuring they are relevant and accessible. They can enable young people to take active roles in the quality assessment of the care provided, supporting both NHS and CQC standards.

IDEAS	EXAMPLES
Recruit youth ambassadors or advisers	CYA (CAMHS Youth Advisers), Surrey CCG
Recruit young trustees/ governors onto your board/ council	British Youth Council have only young Trustees on their Board Manchester University NHS Foundation Trust have a young governor on their council
Create a youth advisory panel or shadow board	Young voices are woven into the fabric of decision-making through the Spirit of 2012 Youth Advisory Panel
Invite a young person onto your commissioning and procurement panel	Co-op Foundation have 15 young people on a board who have a say in how the business is run and how they allocate funding
Involve young people in decision-making more broadly	NHS Youth Forum

PEER TO PEER SUPPORT:

Being supported by your peer group is widely accepted as an effective engagement tool, as it is informal and enables a relationship to be developed based on mutual respect and trust. Developing roles within health and care for young people (who have experienced health and care needs in many cases) to offer support and guidance to other young service users ensures that the beneficiary feels able to discuss openly any concerns, and has a non-medical support within their care who can offer more informal emotional and experience-based guidance. It also embeds social action into the life of the young person.

CASE STUDY: MIND MATTERS, VOLUNTEERING MATTERS

Created with and inspired by young people with lived experience, Mind Matters tackles mental health and wellbeing issues for young people aged 14 – 25 living across Torfaen in south Wales through volunteer- and peer-led workshops.

Working with CAMHS (Child and Adolescent Mental Health Services), Primary Mental Health and Public Health Wales, the Mind Matters project trains young volunteers to deliver peer-led workshops on mental health in youth settings across the area.

Mind Matters works with the Mental Health Team to support information around mental health and positive wellbeing to use as content material for workshops. Once a workshop is established they then work closely with schools, colleges and youth clubs, who give time and space to engage young people in these settings. Mind Matters is also overseen by a Youth Panel consisting of 8 young volunteers.

In the past year 975 young people aged between 14-25 have been beneficiaries of peer led workshops. 90% stated an increased knowledge around mental health issues in young people, 98% highlighted that they felt confident to talk to their peers about mental health concerns and 99% stated they liked having information from their peers, it ‘felt more real’ and ‘comfortable’.

CASE STUDY:
ST JOHN'S AMBULANCE UNIVERSITY FIRST AID SOCIETIES

St John Ambulance, the nation's leading first aid charity, offers a range of volunteering opportunities for students and young people. Opportunities include being part of a team that saves lives and teaching first aid to the next generation of lifesavers.

St John Ambulance runs a student volunteering programme for higher education students. The programme is run through student union societies - often first aid societies affiliated with St John Ambulance.

St John Ambulance recruits the members of these societies as volunteers to take on a number of frontline, functional or support roles. Most are recruited as 'first aiders' who go on to provide first aid support at public events, with a smaller number being involved in youth leadership within St John Ambulance's youth programmes.

Student volunteers are aged 18 plus and go through a full recruitment and selection process, meeting all necessary regulations and requirements, including the Care Quality Commission (CQC).

The running of the society is funded by students and through their student union. St John Ambulance funds volunteer costs associated with service delivery for St John Ambulance.

CAUTION – JOB SUBSTITUTION:

It is important when considering volunteer roles that a distinction is made from paid staff roles, to ensure that there is no risk of job substitution or unrealistic expectations.

A range of possible scenarios could constitute job substitution. Not all are clear-cut, so require open debate and accountable decision-making:

- An organisation decides to cut jobs and recruit volunteers to fill the gaps – this is clearly direct replacement if a paid role is replaced with a voluntary one, and would likely receive objections from staff and possibly potential volunteers
- A commissioner cuts funding and decides to withdraw a service and members of the community decide to take on the running of it instead – this is clearly a decision by a community to voluntarily carry out a previously paid for role, but could include changes as to what that role is and how it is carried out
- A commissioner withdraws or reduces funding for a service, or a new provider is appointed with the belief that it could be provided by volunteers or the community – it can be difficult in this situation to see where the staff roles could have been substituted, as this could involve a completely new service design and delivery model
- In all cases, it is important to review the service, the appropriateness of volunteer roles and resources required to support these, as well as the financial situation.

NAVSM and the TUC have both produced constructive guidance designed to prevent job substitution. Key messages include:

- Consult with trade unions, staff and the community on key principles for volunteer involvement
- Create a volunteering policy, defining the procedure for creating new roles and solving problems
- Agree roles and responsibilities of volunteers
- Create opportunities for staff and volunteers to better understand each others' roles.

https://www.navsm.org/VOLUNTEERING%20vs%20JOBS%20SUBSTITUTION%202014-1.pdf

https://www.navsm.org/VE%20&%20TUC%20CHARTER.pdf

5. MANAGING YOUR PROGRAMME AND VOLUNTEERS

In this section we provide you with information on how to get started, measuring you impact from the start, good practice in volunteer management, key considerations when involving young volunteers, and management of risk.

GETTING STARTED:

A quick start guide to establishing your programme is as follows, with additional information contained in subsequent sections. It is good practice to involve and engage young people at all stages when establishing your programme - this ensures the programme works for, and is attractive for them and for the organisation.

Develop a Volunteer Involvement Policy	Draw up and secure broad agreement on your rationale for involving your volunteers in your organisation. The statement should include what you expect from the volunteers and what you will give them in return. This is your Volunteer Policy. Develop it as inclusively as possible, including through dialogue with young people if possible.
Develop clear volunteer roles	Ensure that you have clear roles for young volunteers within your organisation - it is good practice to develop these with young people. Consider how these complement staff roles and ensure that they do not directly replace paid roles. Consider the needs and talents of young people. Remember the #iwill Key Principles.
Develop a Project Plan	Ensure that your project plan is realistic and coherent. Invest time in making sure that it is linked positively to other organisational and national plans, strategies and priorities.
Determine your Outcomes and subsequent Monitoring and Evaluation processes	Consider how you will monitor the outcomes you wish to achieve. Think about outcomes for your volunteers, your beneficiaries, and the organisation. Try and be as specific as possible. Outcomes will need to be relevant to your funding models.
Develop a Recruitment Strategy, Plan and Process	Ensure that you have a recruitment strategy linked to policies and processes that are suitably robust to ensure the safety of young people volunteering with you. Your recruitment planning should be linked clearly to your overall objectives. For example, you may wish to involve young volunteers with lived experience of particular health conditions for quality purposes, or you may wish to bring in the voice of minority communities with a view to future employment. While much promotion and publicity can be conducted without a direct financial cost, resources – including time – will need to be set aside to make it successful. Think about the media that young people are likely to access. From the outset, ensure that volunteer supervision and support are built into the project, along with suitable reward and recognition.

Develop or adopt appropriate Policies	Consider your organisation's existing policies and procedures. Many may already be suitable for supporting young volunteers. You may need to adjust some of them. If you are lowering age-criteria within existing policies, ensure that you are doing so in a considered and risk appropriate way.
Ensure adequate and appropriate staffing to support volunteers	If you already have a volunteering programme, there may already be a high level of understanding and support for volunteering in general amongst staff. However, they will need to be prepared to support younger volunteers and understand any additional considerations and risk assessments which this entails. Prepare them and the organisation (including at Board/Trustee level) to take young volunteers. Staff will need training and guidance in how to support volunteers as this can require a different skill set than that of supporting staff.
Identify Funding	Start from what you want to achieve, but consider early on how it will be resourced.

GENERAL GUIDES:

NHS England (2017) 'Recruiting and Managing Volunteers in NHS Providers: a Practical Guide.

www.england.nhs.uk/wp-content/uploads/2017/10/recruiting-managing-volunteers-nhs-providers-practical-guide.pdf

NAVSM provides a range of resources for its members, including a handbook with detailed guidance and templates.

NCVO provides a range of practical support on volunteering. This includes good guidance on volunteer management, roles, policies and procedures. Many of these resources are open access. Some, however, are restricted to NCVO members:

www.ncvo.org.uk/practical-support/volunteering

MEASURING AND DEMONSTRATING IMPACT:

Monitoring and evaluation is not something you should simply consider and undertake at the end of your project or at the end of its funding cycle. It is crucial that thinking about monitoring and evaluation is integral to your project design and planning from the outset. Monitoring impact is important so that you can understand and improve:

- Patient or resident experience and outcomes
- The experience of health or social care volunteers working with volunteers
- The experience of your young volunteers (satisfaction, wellbeing, skills)
- The impact of your project on the wider health or social care setting within which it operates
- The evidence you can offer to funders to attract sustainable investment.

Young people want to be able to see the difference they are making, and ensuring that you are monitoring the impact of their volunteering will enable you to communicate this to them. It is an #Iwill principle of good quality youth social action that young people should be able to see how their contribution is socially impactful.

In carrying out your own programme monitoring, it is important to be comfortable with the terminology used:

MONITORING

This is the process of collecting information on the work which is taking place so that you can review your policies, procedures and activities regularly.

EVALUATION

This is the analysis of the information you have gathered through monitoring, to enable you to see how well your programme has worked and if you need to change anything.

INPUT

Resources that you need to put in to achieve the changes/programme i.e. staff, volunteers, money.

OUTPUT

Outputs are the things your project does. Many of these can be counted - the numbers of activities provided, the number of leaflets produced

OUTCOME

These are the things your project achieves. Some of these outcomes may also be quantifiable, although often this will be through subjective reports or self-reports e.g. increased skills, confidence, self-esteem.

IMPACT

Change resulting from your activity or programme – this includes unintended effects, negative as well as positive, long term and short term.

ACTIVITIES

The things you do with the inputs – the services offered i.e. training.

INDICATORS

These are the means by which we can measure outcomes and impact. They determine what success would look like and how we will therefore measure it, and can be quantitative and qualitative.

MONITORING AND EVALUATION CHECKLIST:

IDENTIFY HOW YOU WILL MONITOR YOUR OUTCOMES AND YOUR OUTPUTS

Once you are clear what your outcomes are, and what activities you need to carry out, you should identify how you will know that a change has been made following your intervention.

A good way of doing this is to complete an Outcomes Indicators table.

Consider each outcome and how you will know that it has been achieved – for example, improved mental health could be seen to be achieved through access to social contact and activities and regular participation. You can then consider the methods best suited for you to collect your data on outcomes, and how you will subsequently report it.

Registration – in order to be able to ascertain how many volunteers are active, when they are engaging, and for how long, a basic registration system works well. You should support this with a spreadsheet or bespoke database on which to log the sessions.

Databases – some programmes use Access or bespoke databases to enable them to log the volunteer matches, outcomes, and progressions. They then draw down on this information to produce reports around specific themes.

Inspiring Impact has produced a range of resources for the not for profit sector to support better impact measurement:

www.inspiringimpact.org/resource-hub/

IDENTIFY OUTCOMES

It is clear that you will need to consider what outcomes your programme will have. You should ensure that you consider outcomes for:

- The volunteers
- Patients/users of your service and carers
- The wider community

Outcomes for volunteers are often forgotten, but are just as important as those of the user of the service and the wider community in order to ensure that you can continue to attract new volunteers, and retain those you already have. Young volunteers have been clear that they consider volunteering as a route into employment or further training, a networking opportunity, and a way to meet new people (alongside being able to make a difference) – so you should ensure that you consider these within your outcomes.

For users of your service, their carers, the wider community and funders, you may wish to link your outcomes to health and social care outcomes, such as the NHS England and Public Health England Frameworks and the Adult Social Care Outcomes Framework.

Helpforce conducts and collects research which is shared, along with a range of tools on measuring outcomes on the impact of health volunteering, with its Learning Network and with the public through its website:

www.helpforce.community

Shared outcomes across these include:

- Improving quality of life
- Enhancing people's experiences of care
- Increasing employment opportunities for individuals with mental health conditions and learning disabilities.

Linking your programme to health and social care outcomes will enable you to ensure that you can demonstrate its wider impact and potentially link it to funding streams within health and social care.

LINK OUTCOMES TO INPUTS AND OUTPUTS: THEORIES OF CHANGE

Once you are clear what outcomes you are seeking to achieve, you should consider how you will do this through activities to be delivered and resources. A Theory of Change is a powerful way of thinking through, testing and demonstrating how your programme's activities and resources come together to achieve the types of change you envisage.

New Philanthropy Capital has produced helpful guidance. In their report Theory of change; The beginning of making a difference (2013), it states that a theory of change 'shows a charity's path from needs to activities to outcomes to impact. It describes the change you want to make and the steps involved in making that change happen.'

A theory of change tends to take the form of a diagram, showing the casual links between steps. You should start by identifying your end goal, and then determining the intermediate outcomes which will get you there. Establish any links between these outcomes, and detail the activities which will be required to achieve them – including any inputs (resources). Link each activity to its respective outcomes.

Theories of Change help you to identify if your outcomes are clear, what activities you do not need to carry out, and whether there are gaps which could be filled by partnerships. They can also help you to identify where and how young volunteers can help you to achieve your outcomes.

COMMUNICATE YOUR IMPACT

As well as it being important to measure the difference you are making, it is equally crucial to communicate it to all stakeholders and the wider community. Young volunteers will want to be able to see the difference that they are making through their volunteering and social action.

You should consider who you want to communicate your impact to and the best method of doing this. Ideas include:

- Reports to Funders – generally they will provide you with a predefined format
- Celebration Events for volunteers and users of your service – these present a good opportunity to showcase the differences you have made
- Press Releases – you may wish to publicise your programme more widely, and a local/regional or national press release covering key facts, outcomes and statistics, and linking them to topical items is a good way of doing this. Please ensure that, if you are being specific about any volunteers or users of your service, you receive their permission first. This is especially important for young volunteers
- Case Studies – you may wish to send out to potential funders, volunteers, or users of your service case studies. Again, ensure that you have all necessary permissions before doing this
- Social Media – you could use social media to communicate with your volunteers, the wider community, and users of your service key successes. This could be a role for your young volunteers.

There is a wide range of work underway looking at how we can measure the impact of youth volunteering on the volunteer, the beneficiary, carer, community and the organisation. Consider involving young people in your evidence collection - explain your Theory of Change to them, your purpose and background to the project.

What methods are well placed for young people to participate in? Establishing good links with local and national volunteer involving organisations, as well as professional and sector support bodies such as NAVSM, and the Association of Volunteer Managers will help you to keep in touch with current debate and new ideas.

RECRUITING AND SUPPORTING YOUNG VOLUNTEERS:

The principles of good volunteer management are identical to the principles of good management generally. You must have a recruitment and selection process that takes into account all relevant health and safety considerations alongside the needs of the beneficiaries and the aspirations, knowledge and ability of the young volunteer.

- Ensure roles and expectations are clear on both sides of the relationship
- Provide ongoing training, support and supervision
- Ensure time to review

Do not be afraid to say no to applicants or to suggest a role that might better suit an applicant. The match between the young person and the project needs to be a good one. Although a lot can and should be done to support skills development, and to respond to the volunteer's own ideas and aspirations, support cannot transform a mismatch into a good match.

Consider diversity within your volunteering. Identify from the beginning accessible opportunities and how you would offer support to volunteers with additional needs, such as physical or learning disabilities, and from diverse ethnic backgrounds who may require flexibility within their roles or special considerations. Guidance produced by the National Development Team for Inclusion (NDTi) and #iwill in 2014 set out the evidence for what works and how to apply the right lessons.

www.ndti.org.uk/uploads/files/iwill_NDTi.pdf

VOLUNTEER INVOLVEMENT POLICY

The first step to engaging volunteers in your organisations should be to ensure that you have a robust Volunteer Involvement Policy. This clearly sets out your rationale for involving volunteers in the work of your agency and outlines what you expect from them and what you will give in return.

A good Volunteer Involvement Policy should cover the following:

- Why you involve volunteers (including young volunteers) in your organisation (their role, importance, statement of commitment to them, enhancing services)
- What you commit to offer your volunteers (expenses, training and skills development, support, good quality volunteer management)
- What you expect of volunteers (time commitments, skills sharing, adhering to the values and objectives of your organisation)
- How you will develop end-to-end process for your volunteering project (role development; risk assessment/health and safety; recruitment; induction and training; support and supervision; termination of a role; complaints procedure; exit interviews; reward and recognition)
- What special considerations you are addressing in terms of young people (including safeguarding).

PROJECT PLAN

Your project plan should consider how you will recruit the young volunteers. You should clearly outline roles, with expectations, which can be published for applicants. Consider the appropriateness of roles for young volunteers and what will be attractive to them as well as best use their skills. Ensure that you are taking into consideration whether individuals will be supporting vulnerable adults or other young people, and if so ensure that you have the appropriate policies and risk assessments in place for this. Check on the level of of DBS required, remembering that it is not legal to obtain DBS checks on under 16s.

RECRUITMENT PLAN AND PROCESS (INCLUDING SELECTION AND RISK ASSESSMENT)

It is important to have a clear plan for how you will recruit volunteers and the processes you need to go through with them before they can be matched to opportunities. This ensures the safety of the volunteers and beneficiaries, and allows you to ensure that you have the right volunteers in the right roles.

This process should include:

- **Promotion plan for recruitment** – once you are ready to engage with young volunteers, it is important that you find ways to attract them to what you have to offer. This can be achieved through a variety of means, and will depend on the resources you have available to you
- **Marketing via in-house social media** - developing attractive website content and functionality (to which you could link your paperwork for the recruitment and monitoring processes), leaflets and campaigns
- **Marketing through third party organisations** - (local Volunteer Centres and online through DoIt.org.)
- **Marketing through direct contact** – develop strong links with local schools, colleges and universities to recruit young people on a regular basis via presentations and visits, and through attendance at events related to volunteering or fresher and careers fairs
- **Marketing and development through partnership** – form good relationships with volunteer involving organisations which could help support you to recruit and select your volunteers
- **Application Forms** – this should include a request for references (good practice is two) and a DBS check should the individual be volunteering closely with vulnerable people and unsupervised. Check DBS guidance on which roles require checking, as it as important to not ask for more information than you need as it is to ensure your beneficiaries are safe. It is illegal to complete checks when it is not appropriate for the role. DBS checks cannot be requested for under-16s. You should also seek parental permissions for the involvement of young people aged under 16 at this stage.
- **Interview/Assessment** – this could be one to one or group, depending on the activity for which they are applying
- **Training** – create opportunities for young people to meet staff from various parts of your organization, to increase their awareness and improve the project's visibility and buy-in within the organization. Create regular check-ins as you progress through training to ensure each individual has understood key information.
- **Assessment process** – looking at all of the above elements and determining the suitability of the applicant to the role and vice versa (this could include a risk assessment of the applicant, looking at information received through the recruitment process i.e. references, DBS, training, interview and giving due consideration to their age and the roles available)
- **Matching** – to the young person's skills, interest and maturity levels
- **Induction Pack** – including induction checklist, expectations, communications systems and any reward events, guidance on orientation, role description and any risk assessments, details of their supervisor, Volunteer Agreement, Vulnerable Person's Policy (both documents to be signed by volunteer)
- **Personal Progression Plan** – clearly outlining volunteers' objectives and how they might feasibly achieve them – this enables you to support them within their role around their motivations, which will support better retention.

CONNECTING WITH A SCHOOL OR COLLEGE

- Use mutual connections; does one of their pupils already volunteer with you? Do your outreach or work experience teams have existing connections?
- If you are connected to one school, you can ask if they are part of a schools network. School network bulletins and conferences are a great way to spread the word about your opportunities for young people.
- Ask your local authority education team, they may run forums for local headteachers/ principals.
- If you don't know anyone in secondary schools and colleges, the careers lead is often a good place to start. In primary schools, it will most likely be the headteacher.

CONNECTING WITH YOUNG PEOPLE AT SCHOOL/COLLEGE

- Invite them to co-create roles/activity with you
- With a young person/volunteer do an assembly, a presentation to a class or in extra-curricular time, or suggest a slot in a PHSE lesson. This could be on a health topic, tying in volunteering.
- Show them they can make a visible change and make a product e.g. resources, posters, a video, running an event for the community.
- Use these resources and games, and hold a Big Lunch!
- Invite them on a visit to your organisation or relevant event.
- Work with teachers to embed activity in the curriculum (think creatively, and outside science subjects).
- Create a 'champion' role for pupils (who may be an existing volunteer), you could have one champion in each year group, to inspire their peers on how and why they should get involved.
- Make sure your opportunity and recruitment process is as clear, flexible and as accessible as possible - consider options outside school hours, in holidays, and online.
- Request a feature in a school newsletter, make parents aware of the opportunity available to their students
- Connect opportunity to apprenticeship/ employment opportunities later down the line, where appropriate/possible.

LEGISLATION

Organisations should ensure that they have taken appropriate steps to meet their legal obligation to ensure a young person's safety and promote their well-being. Children are classed as a 'vulnerable' group so any organisation that takes on young volunteers must be careful to protect them. Legally a child is defined as someone who is under 18 years old. Steps include:

- Having relevant safeguarding policies and procedures in place – child protection policy statement, confidentiality/whistleblowing policy, codes of conduct (outlining good practice when working with children), parental consents for all children under 16, photo consents, complaints procedure
- Having the right level of appropriately trained and safe / suitable adult staff or volunteers to work with young people and ensuring that both they and the young people themselves are adequately supervised – young people should not be left unattended and should be supervised by two or more adults
- Ensuring that you have safe and suitable roles for under 18s – you will need to carry out a risk assessment to decide whether placing a young person in a volunteer role would put them or the people they are supporting/volunteering alongside at risk
- Undertaking a full risk assessment of all volunteer roles, activities, and settings – identifying potential hazards, dangers and vulnerabilities linked to particular volunteering roles and activities for young people and taking action to avoid or mitigate these
- If you are supporting volunteers under 16 years of age, you should ensure that you make this clear with your insurance agency as cover does not always automatically include under 16s.
- You must obtain parental/guardian consent for volunteers under 16, ensuring that the parent/ guardian has sufficient information about the role, organisation, and support structure to be able to give informed consent. Indeed it is good practice to send a letter to the parents for under 18 year olds.

Local authorities have overarching responsibility for safeguarding and promoting the welfare of all children and young people in their area. They have a number of statutory functions, and provide training and advice to stakeholder organisations. Contact them for information and links to training for both staff and volunteers.

The NSPCC also has a statutory role in safeguarding, and can be approached for advice and support about particular or generic concerns.

VOLUNTEERING HOURS

There legal guidance on volunteering hours for children and young people mirrors employment law. It is best practice to follow this for your volunteering or social action project.

- Young people still in education: volunteering cannot be a reason for school absence (although it can be curriculum embedded)
- Young people under 18: activities should take place between 7am and 7pm. For volunteering over 4 hours, an hour break should be given. A young person should have a 2 week break each year from any volunteering activities
- Young people aged 15 and under: can volunteer for 2 hours per day on a school day and 12 hours per week in school term-times: 5 hours per day on a non-school day (2 hours on a Sunday) and 25 hours a week in academic holidays
- Young people aged 15 and over: can volunteer for 2 hours per day on a school day or 12 hours per week during school term-time. They can volunteer 8 hours per day on a non-school day (2 hours on Sundays) and 35 hours per week during academic holidays
- Young people aged 16-17 years old: no restriction on volunteering hours as long as they remain in part time training or education until the legal minimum age requirement.

The Department of Work and Pensions states that no-one under 14 can either work or volunteer for a profit-making organisation. Your local council can advise on how profit-making is defined.

The Department of Education provides guidance on the scope of regulated activity for children, including what would be classed as supervised and unsupervised activity.

APPROPRIATE ROLES

You should consider the roles young volunteers will be carrying out in relation to their maturity, including their emotional maturity. Are they likely to encounter psychologically or emotionally demanding situations, for example, within palliative care, on cancer wards, or on intensive care wards? Emotional support would be required in these roles, and you should consider whether you can provide it. If not, you should match young volunteers to alternative roles.

INSURANCE

Ensure that you have insurance cover for volunteers – both for their age range and for the roles they will carry out. You may need to register the roles with your legal department for NHS Litigation Authority cover or insurers before the programme can begin. Check what your volunteers are covered for, and ensure that you communicate this to the volunteers also.

Any volunteers and staff who are in a supervisory role in relation to volunteers under 18 will require DBS checks as they will be in regular contact with a 'vulnerable individual' (i.e. a child).

NCVO has advice on DBS procedures and safeguarding on their Safeguarding section of KnowHow Non Profit:

https://knowhownonprofit.org/organisation/operations/safeguarding

NHS Employers can provide guidance on DBS checks:

www.nhsemployers.org

RISK ASSESSMENTS AND RISK MANAGEMENT

It is critical to risk assess all of your activities and your volunteers to ensure the safety of your volunteers and your beneficiaries.

The Health and Safety Executive has useful information on risk

www.hse.gov.uk/risk/

The Cabinet Office has a Can Do Guide which details how to manage risk and keep participants in voluntary events safe.

www.gov.uk/government/publications/can-do-guide-for-organisers-of-voluntary-events/the-can-do-guide-to-organising-and-running-voluntary-and-community-events#part-3-how-do-i-keep-organisers-volunteers-and-participants-safe

Safeguarding is just one element of the risk management process, and a DBS cannot stand on its own – you need a robust procedure in place which must be followed (see Recruiting Young Volunteers Section for advice on this). It is important to be brave enough to say 'no' to individuals who may be put at risk, or put others at risk.

All volunteer activities should be risk assessed, with a clear review plan to follow (generally to be reviewed either annually or when a change is known to have occurred). Risk assessments should follow the process of:

- Identify the possible risk (i.e. Slips and Trips)
- Identify who the risk is potentially to (i.e. users of the service; volunteers; the public)
- Identify measures you will put in place to reduce each risk (i.e. ensure that there is a check of the area for all potential slip and trip hazards at the beginning of each session)
- Identify who will be responsible for ensuring these measures are carried out/put in place and when by
- Identify the risk posed by and to any volunteers or recipients of volunteer support who are under 18 (this should include noting for whom parental permission is required, supervision arrangements, and suitability of roles and settings).

You should ensure that all parties who have any responsibility for reducing risk are party to the assessments and have copies, and that they are sufficiently trained/equipped to carry their roles within this out.

In order to ensure that you are aware of the activities of your volunteers, record the sessions and activity which they have been asked to do and ask them to register or report back to an appropriate supervisor for each of these. This may include ensuring that the staff managing them are logging them in on their 'sessions' where this is applicable – both for recording and safety purposes.

Safety and risk assessment are continuous processes and should be repeated/reviewed on an ongoing basis during the lifetime of the programme and each individual volunteer. The best way to ensure adherence to this is to establish a checklist for your volunteers that you can complete throughout the recruitment and induction stages, and to then review during support sessions. Alongside this, setting regular review dates for all policies and procedures, including risk assessments, from the beginning will enable you to ensure that they are up to date and take into consideration any changes in national and local governance and in local project or individual circumstances.

DATA PROTECTION AND INFORMATION GOVERNANCE

Data protection legislation dictates that you should only be asking for what you need, and only keep it (securely) for as long as you need it. You should not ask your volunteers for information that is unnecessary in their roles (for example, their NHS number). It is reasonable to ask young people for their age, as this is important for safeguarding reasons and in terms of understanding the impact of your project in relation to its aims. However, it is not necessary to require a date of birth. Ensure that you have a data protection policy which all staff responsible for volunteers are aware of.

It is an NHS Standard to keep records of all applications, volunteers, matches, and it is good practice to do so within volunteering programmes across health and care. However, these records must be secure and accessible only to those who require it, i.e. immediate Volunteer Manager, Supervisor. They should not be for general use. You should also set a time limit on retaining personal information of volunteers. There is no stipulation on what that period should be. It should be decided on the basis of the minimum required in the circumstances of the project, the reasons the data was collected and must be in line with the consent with which it was given. Considerations may include funder requirements and also the needs of your volunteers (for example, they may require references).

It is advisable to consult the Information Commissioner's Office's guidance on data protection:

https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/.

TRAINING

Induction training should ideally form part of your recruitment and selection processes, as observing individuals within a learning and team working environment gives you an insight into how they inter-relate, provides you with a good indication of any gaps in their skills and knowledge, and gives them an opportunity to explore whether the role and environment is right for them. Initial training programmes, before volunteers are accepted and matched, will vary in content and length depending on the roles and environments, but should contain:

- Introduction to organisation and volunteer roles
- Expectations
- Confidentiality and Boundaries
- Protection of Vulnerable Adults and Children (as appropriate), including Disclosure
- Risk Assessments/Health and Safety
- Any specific elements necessary for the environment (ie. Dementia awareness, health specific training)
- Any elements specific to the role (i.e. telephone manner, enabling, memory mapping)
- First Aid.

Training should be considered an ongoing activity for volunteers, both because many young volunteers will be motivated by this and because it will ensure your volunteers are competent in their roles and up to date with any changes.

You may wish, or indeed need, to engage with external training providers to complement your offer – for example with regards to elements which may require professional input including First Aid, Safeguarding, condition specific training. Your local Volunteer Bureau should be able to advise you on training organisations and link you up.

SUPPORT AND SUPERVISION

Ongoing support should be provided to your volunteers. This could be directly by the Volunteer Manager for smaller programmes but for much larger ones (covering whole hospitals, for example), support roles can be given to staff who are responsible for the wards or areas of work within which the volunteer is contributing. A Volunteer Manager should ensure that all supervising staff are trained – whether formally or informally – to provide this support.

Managing volunteers requires a distinct set of skills from those used in managing staff. Volunteers are not employees and so have different motivations. The management approach needs to reflect this. An essential task of volunteer management is finding ways to unlock the potential of volunteers and to harness their enthusiasms and talents – volunteers are more successful within organisations when they identify with service users. Good volunteer managers understand this and seek to reconcile any conflicting aspirations.

Supervision sessions with volunteers should ideally be recorded and linked to aims and aspirations of each volunteer (which can be ascertained during the application process and recorded, including potentially as a Personal Progression Plan). This can be achieved through completing sign in sheets at each volunteering session and having templates for supervision sessions which link to the aims and objectives of the volunteer as well as their role and responsibilities. A clear support structure for 'out-of-hours' volunteering must also be implemented for weekends/evening volunteering.

STAFFING

Good quality volunteering programmes require resourcing – formal volunteering does not come for free. One of the main resources needed is a Volunteer Manager to co-ordinate the programme and volunteers, ensuring that you have appropriate support for your volunteers, including policies and procedures, and that you are adhering to legislation as well as general good practice in volunteer management. This is even more important when considering young volunteers, who will require specific support, risk assessment, and policies appropriate to their age.

The Helpforce Learning Network is a network for NHS Hospital Trust volunteer service managers, supporting volunteering nationally through peer-to-peer connections and shared learning. The network convenes quarterly events, conference calls and webinars around key themes in volunteer management, as raised by its members. This includes an online platform for 'co-learning', collating key sources to assist Trusts in best practice related to volunteering interventions, volunteer management and innovation in volunteer roles.

NAVSM have produced a document to explain the requirement for dedicated volunteer management. See also National Occupational Standards for details on volunteer managing roles.

As previously mentioned, managing volunteers requires a different set of skills to managing staff. In some cases, organisations may find it advantageous to partner with an external organisation dedicated to volunteering rather than employ their own Volunteer Managers. An intermediate organisation dedicated to volunteering, may possess skills not available to a service provider, be able to provide a more cost-effective service and offer links to volunteers undertaking similar work elsewhere.

When developing a job description for your volunteer manager, some key areas to highlight within their duties include:

- Responsibility for recruitment, support and supervision of volunteers, including promotional activity
- Responsibility for ensuring that all applicable legislation is adhered to, and that policies and procedures are in place to ensure the safety of volunteers, staff, users of the service, and the public (as appropriate)
- Responsibility for the safety of children and vulnerable adults both volunteering on the programme and in receipt of support from it
- Responsibility for ensuring that all Health and Safety requirements are met and risk assessments for all activities are carried out and regularly reviewed
- Responsibility for monitoring the programme and reporting both successes and challenges
- Responsibility for keeping accurate records of activities, volunteers, and users of the service in accordance with Data Protection Laws and individual organisational policies
- Developing fundraising plans and initiatives.

EXPENSES

Volunteers should not be out of pocket and it is best practice to have an expenses policy. This policy should consider the accessibility requirements of diverse groups of volunteers, including disabled people and those from diverse ethnic backgrounds – who may require non-standard forms of transport or support to participate.

Expenses should always be paid promptly – and you should clearly explain to your volunteers what they should do to enable this to happen, for example having deadlines for submission of expenses monthly aligned to reimbursement dates. Young volunteers may find it particularly challenging to continue to participate if they are not fully reimbursed, and in a timely fashion. They are likely to have limited or no independent income, be a student or be seeking employment.

When setting out an expenses policy, consider the legal framework for volunteers who are in receipt of state benefits (which may include young volunteers aged between 18 – 25). NCVO has information and guidance:

www.ncvo.org.uk/ncvo-volunteering/volunteering-and-benefits

RECOGNISING VOLUNTEER CONTRIBUTION:

In this section we consider the importance of recognising the contribution of your volunteers and the best ways to do this for young people.

MOTIVATION TO VOLUNTEER

There are many reasons why people volunteer, from gaining work experience to simply wanting to give back in some way and enjoying the feeling and sense of usefulness that this gives them.

Research shows that the main motivations for volunteering amongst young people are:

- Work Experience/Networks
- Social opportunities
- Building their CVs
- Helping them to choose a career path
- To be empowered within their community/life- volunteering offers them the opportunity to spot a challenge or problem and develop and co-ordinate solutions to it
- To have fun!

80% of volunteers at King's College Hospital Trust felt that their original motivations for volunteering had been met (70% of volunteers are under 30) and 51% of responses around motivation were linked to progressing within employment or education.

In general, children and young people's motivations will be different at different life stages. For young people aged 16+, volunteering offers them an opportunity to start to gain invaluable life experience, develop new networks, enhance their understanding of the world and diverse communities within it, and build up a portfolio of skills to use in their education, career, and personal lives. For those aged under 16, particularly 10 to 14-year-olds, they are more likely to be drawn to volunteering and motivated by the element of fun and diversity within the opportunity – a much more experiential outlook.

RECOGNITION SYSTEMS

With young volunteers, the following recognition systems have been found to be most effective:

- Certificates – showing hours of volunteering/ completion of training elements. There are a number of programmes of rewards and recognitions available locally and nationally for young people, such as Vinspired and Duke of Edinburgh, and you may find that a partnership working with agencies such as these will enable you to link into a recognition system suitable for the needs of your young volunteers
- Letters of achievement – stating clearly what they did, how long for, and the impact that has had on the beneficiaries and the organisation
- Communications – these include regular newsletters, social media, and emails highlighting successes (enabling volunteers to share their experiences) and communicating any new offers such as training and events
- Training – many young volunteers are looking to enhance their CVs and work experience, and as such being offered additional training opportunities which not only benefit the organisation but also increase their skills, is very attractive. This may include the volunteers being eligible to attend existing public lectures and programmes run by the organisation.
- Social events – these can be informal, such as dinners, bowling or cinema outings, and parties; or more formal, including regular support meetings where volunteers can share experiences and meet each other, and training sessions. These offers satisfy the motivations of volunteers looking to extend their social network and meet new people.

CASE STUDY: UNIVERSITY HOSPITAL SOUTHAMPTON: READY, STEADY GO

Young people (12 upwards) with long term health conditions provide peer support for other young people with the same conditions transitioning to adult services. They act as patient ambassadors to feedback on projects, improve patient experience and help in the parent support group. The programme is linked to the Duke of Edinburgh Award, which ensures that the young people who participate are recognized for their contribution.

CASE STUDY: KING'S COLLEGE HOSPITAL TRUST

King's College Hospital Trust awards certificates of 100, 250 and 500 hours, which they find young volunteers particularly value. They also offer training outside of the general needs of the volunteer role, which enhance the volunteer skills and experience as well as what they can offer the patients – such as hand massage and sign language.

CASE STUDY: ST JOHN'S AMBULANCE

St John's Ambulance offers their young members the opportunity to engage as Young Leaders when they reach 18 – and as such they build up leadership skills, awareness and experience of responsibility and new national networks.

RETENTION:

Having devoted time and resources to recruiting, training and supporting volunteers, it is crucial to consider how best to retain them. This is a challenge for all types of volunteer management, and is no less important in managing young volunteers. It is important to ensure that they remain motivated in a world where there are many exciting options open to them competing with yours:

- The key to volunteer retention is communication. Ensure that you are communicating at all times and being clear about expectations before they start, and when they are matched; give them clear information about training, induction, support arrangements and ensure they are supported. Link their motivations and required outcomes to their role and the potential for them to learn and develop within it – and ensure you are regularly checking with them on their progress within this. A personal development plan is a useful tool to do this with. Arrange a follow up with them shortly after they have been matched to check how they are getting on. Arrange ongoing communication – perhaps via a newsletter or mass communication tool to all volunteers. Provide feedback to show them that their role is valued
- If they require debriefs, ensure they get them – especially when supporting volunteers in traumatic environments such as palliative care, and intensive care units or wards
- Ensure that you have an expenses policy and that they get their expenses on time – no volunteer should be out of pocket.

6. FUNDRAISING

In this section we consider the costs of your programme, and how you might be able fundraise to meet these.

Before considering where you will source your funding, you need to carefully plan out exactly what you need it for. A breakdown of the typical areas of resource required for a robust volunteering programme within a health and social care setting based on existing programmes in hospitals, the community, and primary care, includes:

Management of Programme	Cost of a staff post (see typical Volunteer Manager job description).
Administration	Typically the cost of either an additional support post, or overheads associated with obtaining services in HR, Finance, office administration, data collection and recording, and impact measurement.
Volunteer Training and Induction	Costs associated with producing the materials, hiring venues, catering, and any additional staff costs required to support the training. Also, any external training costs, including costs of ongoing training on an annual basis for longer term volunteers.
Volunteer Expenses	Young volunteers should not be not out of pocket when supporting your programme so you must ensure that you factor volunteer expenses into your budget and project plan. These can include travel to and from the programme/match, subsistence costs associated with any matches which may involve meeting for drinks, lunch, outings, and phone and costs.
Resources	Consideration should be given is to whether yourequire volunteers to wear special clothing or uniforms to carry out their role, and budget accordingly.
Reward and Recognition/ Support Costs	Ongoing support is good volunteer management so you should ensure that you are covering the costs of delivering this – this includes a reward and recognition programme for your volunteers which could include trips out, certificates, badges, events, newsletters.
Recruitment Costs	Your recruitment process will require investment: in paperwork, literature/ promotion al materials and events, a website and potentially social media activities (for which you may need to buy in external support).
Impact Measurement	It may be necessary to buy in specialist support or conduct an external evaluation. You may also need to invest in setting up a specialist database to enable you to record your volunteers, their activities, and their progress.

Some youth volunteering programmes may not require additional funding where they are extensions of existing projects or ways of engaging young people in existing systems and processes.

Once you have established what, if any, your costs will be, there are a variety of potential funding options. It is recommended that you consider diverse funding streams rather than just one funder, to enable you to fund different aspects of the programme which are attractive to diverse funders and also to ensure that you have greater sustainability through a range of partners. Think creatively.

- NHS Charities – NHS Trusts will have charities, to which you can apply.
- Partnerships with the third sector – NHS Trusts will not be able to directly apply for some funding streams, including relevant Department of Health and Social Care funds, but can partner with third sector organisations in order to develop and deliver a youth volunteering programme. This has the additional benefit of engaging with a partner experienced in the delivery of youth volunteering and potentially already having policies and paperwork to bring to the programme. This type of partnership working also spreads the risk, workload, and increases the types of funding streams available to you
- The League of Hospital Friends – provide some small funding pots, and you are well advised to apply for aspects of your programme such as specific resources (uniforms, promotional materials)
- Commercial Companies – the private sector working within health and social care will be keen to increase their visibility and their social responsibility outputs. As such, many have small funding pots but others may be willing to sponsor specific aspects of a programme, including reward and recognition events
- Grants – Grant giving bodies such as the Big Lottery Fund are open to applications for youth volunteering programmes within health and care, particularly if they align to their social objectives

The **NHS Youth Forum** have come up with several questions that organisations can ask of themselves to encourage the development of flexible and inclusive volunteering opportunities to engage and support young people.

1. What are you doing to advertise and facilitate access to volunteer roles for young people?
2. How connected are you with your local youth groups and schools based in your community? They can be a great way to engage new volunteers.
3. Young people who have a disability, come from Black Asian Minority Ethnic backgrounds, are 'looked after' by the Local Authority or are from disadvantaged backgrounds are not as highly represented in youth volunteering roles. What are you doing about this?
4. Are your application and induction processes for volunteering roles young people friendly?
5. How are you opening up a range of roles for volunteers, specifically in non-clinical areas of the NHS?
6. How are you helping young volunteers grow and develop key skills for life?
7. What do you do to retain volunteers in the long term? e.g. how do you keep young people interested?
8. How do you celebrate the contribution of young volunteers?

#DEARNHS

7. ACKNOWLEDGEMENTS AND RESOURCES

We would like to thank all colleagues from Trusts, Foundations and organisations who have contributed to this Toolkit and provided invaluable case studies, content, and advice.

Association for Young People's Health (2017): '10 Reasons for Investing in Young People's Health: References'
www.youngpeopleshealth.org.uk/wp-content/uploads/2017/04/References-for-10-reasons-to-invest-April-2017.pdf

Attend: www.attend.org.uk

Cabinet Office: Organising a voluntary event: a 'Can Do' guide:
www.gov.uk/government/publications/can-do-guide-for-organisers-of-voluntary-events/the-can-do-guide-to-organising-and-running-voluntary-and-community-events

Data Protection Act 2018:
www.gov.uk/government/collections/data-protection-act-2018

DBS Guidance:
www.gov.uk/government/publications/dbs-identity-checking-guidelines

Duke of Edinburgh: www.dofe.org

Fixers – National youth social action charity, supporting young people to become 'Fixers' across a range of issues, including health and mental health:
www.fixers.org.uk/home/about.php

Funding Central (NCVO):
www.fundingcentral.org.uk/default.aspx

Goldstar (2008/9): A Guide to Impact Assessment Within Volunteer Involving Organisations:
http://schoolofeverything.com/files/resources/Impact_Assesment_Guide.pdf

Helpforce:
www.helpforce.community

Information Commissioner's Office: Data Protection (GDPR)
https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/

Inspiring Impact: www.inspiringimpact.org

Institute for Volunteering Research (NCVO) – reports, evaluations and guidance:
www.ivr.org.uk

#iwill: www.iwill.org.uk

Know How Non Profit (NCVO) impact and evaluation:
https://knowhownonprofit.org/organisation/impact

The National Association of Voluntary Services Managers:
www.navsm.org

National Occupation Standards (volunteer management):
www.ukstandards.org.uk/Pages/results.aspx?k=health%20assistant#k=volunteer

NCVO – How to find nearest Volunteer Centre:
www.ncvo.org.uk/ncvo-volunteering/find-a-volunteer-centre

NCVO – Volunteer Management:
www.ncvo.org.uk/practical-support/volunteering

NCVO and #iwill – Involving Young People in Social Action:
www.iwill.org.uk/wp-content/uploads/download-manager-files/1418058617wpdm_iwill_NCVO_A5digital.pdf

NCVO – volunteering in care homes; evidence and case studies from three year national project, including involving young volunteers:
www.ncvo.org.uk/ncvo-volunteering/volunteering-in-care-homes

NSPCC: Safeguarding Tool; checklists and resources - safeguarding
https://safeguardingtool.nspcc.org.uk/

Outcomes Star (impact evaluation tool; subscription service):
www.outcomesstar.org.uk

Royal Voluntary Service
www.royalvoluntaryservice.org.uk

St John's Ambulance: youth programmes:
www.sja.org.uk/sja/young-people.aspx

The Prince's Trust: www.princes-trust.org.uk

Vinspired: youth volunteering charity
www.vinspired.com

Government: Strategic Vision for Volunteering in Health and Social Care (2011)
www.gov.uk/government/publications/social-action-health-and-well-being-building-co-operative-communities-department-of-health-strategic-vision-for-volunteering

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