

A group of children are playing a piggyback game in a schoolyard. They are running across a grassy field, with some carrying others on their backs. In the background, there is a school building with a corrugated metal roof and some trees under a cloudy sky. The scene is lively and energetic.

Certificate in International Volunteering

Co-creating and co-designing course content and
assessment with students

Background

- Established as extra-curricular offer in 2011/12
- Aims to safeguard NTU Students
- Incorporates extensive learning and reflection elements
- Up to four weeks in-country experience
- Five partner charities in five different countries



Objectives

- To review existing provision in line with real student experience
- To develop and agree new elements to plug any learning and development gaps identified from student voice
- To formalise and better align learning outcomes and module aims
- Explore opportunity for student/staff collaboration





Activity:

1. What skills would you like to see your students returning from an International Volunteering experience more confident in?
2. What kind of training/learning needs do you think our students might need in order to be effective International Volunteers?

Module Content

- Travel Logistics
- Personal Development
- Legal and Ethical Fundraising
 - Public Speaking
- UN Global Goals for Sustainable Development
- Cultural Awareness and Sensitivity in an International Context
 - Health and Wellbeing
 - Facilitated Debrief
- Employability and Leadership



Student Voice in Assessment

Context:

- Pass/Fail Assessment
- Level 5
- 20 credits
- Additional credits which will appear on academic transcript as 'Level 5 Certificate in International Volunteering'.
- Already provide reflective playing cards and blank journals as part of their 'departure kit'.





EastAfrican
playgrounds

1. In relation to the skills and qualities you already identified, how would you use a submission like this to assess a student?

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