

STAR Group Guide 2010-11

Part Four



4.10 Useful documents

Here are some useful template and example documents that you might need to help with your volunteering.

Contents

- Partnership agreement template
- Sample partnership agreement
- Example role description
- Example project evaluation questionnaire
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Partnership Agreement



This partnership agreement is between

Description of project:

Lead contact:	Lead contact:
Name:	Name:
Address:	Address:
Contact number:	Contact number:
E-mail:	E-mail:
We will meet:	

Responsibilities
will:
will:

To be reviewed on: 1st July 2011

Agreed by:

Sample Partnership Agreement



This partnership agreement is between AN Project and STAR Barcelona

Description of project: AN Project and STAR Barcelona will jointly run a social group for refugee women. The group will run from 2-4pm every Wednesday in term time. Refreshments will be provided and a programme of activities will be decided with the participants at the start of each term e.g. cookery, visits to local attractions, English conversation practice.

Lead contact: AN Project	Lead contact: STAR Barcelona
Name:	Name:
Address:	Address:
Contact number:	Contact number:
E-mail:	E-mail:
We will meet: once a month	

Responsibilities
STAR will:
<p>e.g.</p> <ul style="list-style-type: none"> ★ Be in regular contact with AN Project ★ Provide sufficient volunteers each week ★ Plan activities each week ★ Buy refreshments ★ Tidy up room after session ★ Organise end of year trip ★ Maintain contact with STAR National
AN project will:
<p>e.g.</p> <ul style="list-style-type: none"> ★ Be in regular contact with STAR Barcelona ★ Provide induction training for volunteers ★ Provide a venue for the activity ★ Pay for refreshments ★ Provide travel expenses for volunteers ★ Provide funding for activities ★ Maintain contact with STAR National

To be reviewed on: 1st July 2011

Agreed by:	
AN Project	STAR Barcelona

Example Role Description

Educational Mentor STAR Academy



Volunteer Role: Educational mentor

Supported by: A. Teacher and STAR Volunteer Coordinator

Where: STAR Academy

Time: 1 hour per week in school term time

What will you do?

Provide regular one to one educational support to young people from refugee backgrounds on school premises. Mentors will be matched with one student depending on their skills and interests and will support them with homework, coursework or specific gaps in understanding. No experience of mentoring or tutoring is necessary!

Commitment required

It is essential that mentors are able to meet with a student for 1 hour per week. This would take place directly after school and on school premises. This is after 3.15pm Monday to Wednesday and 2.35pm on Thursdays. In May and June this could be reduced to 1 session per fortnight.

Training

All volunteers will receive introductory training and child protection training.

Expenses

Travel expenses can be provided

You will:

- Be reliable
- Be non judgemental
- Enjoy working with young people
- Have some understanding of refugee issues
- Be willing to share your experience of Higher Education
- Be encouraging and supportive

Example project evaluation questionnaire

STAR group:

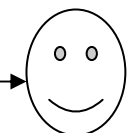
Project name:

1. Why do you come to the project?

2. What do you like about the project?

3. Is there anything you would like to change about the project? Give details...

4. Put a mark on the scale below to show how you feel about the project



Thank-you!

Risk Assessment Guidelines

Risk assessment means taking a systematic approach to looking at what could cause harm to people. By assessing risk you know where potential problems and dangers lie, and can therefore take measures to prevent harm.

Terminology

Hazard: something with the potential to cause injury or damage i.e., something that could be dangerous

Risk: the probability of the hazard causing harm, combined with the degree of seriousness of the consequences. In other words, how likely, and how bad?

The Health and Safety Executive recommend a 5 step approach to risk assessment.

1. Look for the hazards
2. Decide who might be harmed, and how
3. For each hazard, evaluate the chance, big or small, of harm actually being done and decide whether existing precautions are adequate or more should be done.
4. Record the significant findings of your risk assessment, e.g. the main risks and the measures you have taken to deal with them.
5. Review your assessment from time to time, and revise if necessary

So how do you carry out a risk assessment?

The first step is to isolate an activity, and identify who and what would be involved. This means creating a list of hazards. It helps to involve people actually engaged in the activity. At this point don't think about how serious or trivial the hazard is, just list everything you think could potentially go wrong. This could include things like;

- people injuring themselves during a cookery activity
- children getting lost on an outing
- equipment getting damaged

Then comes assessing the actual risk. Rank each risk low, medium or high according to how likely it is to happen and how serious the consequences would be if it did (see the risk assessment form). Then use the table below to combine the likelihood and the seriousness of the risk to decide what the overall level of risk involved is.

Seriousness Likelihood	Low (Slightly harmful)	Medium (Harmful)	High (Extremely harmful)
Low (Highly unlikely/unlikely)	LOW RISK (Trivial)	LOW RISK (Acceptable)	MEDIUM RISK (Moderate)
Medium (Likely/possible)	LOW RISK (Acceptable)	MEDIUM RISK (Moderate)	HIGH RISK (Substantial)
High (More likely/near certain)	MEDIUM RISK (Moderate)	HIGH RISK (Substantial)	HIGH RISK (Intolerable)

Taking measures to minimise risks

The entire risk assessment exercise is pointless if you do not take actions based upon it.

For each risk identify a measure or measures that will either eliminate the risk or reduce it to acceptable levels.

There are many ways of doing this. They largely boil down to three broad categories however:

- Provide the right kind of information or training to volunteers (or staff, or participants, depending on the situation).
- Change the way you do the activity to avoid the hazard or lower the risk (that is, take physical measures - use safety equipment, increase supervision etc),
- Stop the activity. If it's too dangerous even with training and changing the way it is done then don't do it!

Lastly, if it is an ongoing activity regularly review the risk assessment, and how the activity is being carried out on the ground! Things change, people bend rules or get complacent.

Risk assessment record sheet

Activity/Task being assessed: _____

Date assessment made: _____

Person conducting Assessment: _____

Task	Hazards	How likely is it to happen?	How serious could it be?	Level of risk	What action(s) will be taken?

Person/s conducting Assessment

Signature:

Name:

Date:

Risk assessment approved by STAR group chair

Signature:

Name:

Date:



PHOTOGRAPHY PERMISSION FORM

As part of our communications activity, STAR occasionally uses photography for publicity purposes. We would like your permission to photograph/film you/your relative for possible inclusion in our publications, website and other publicity material. The image(s) will remain the property of STAR and will be used for the designated purpose of promoting STAR's aims in relation to improving the lives of refugees in the UK. You/your relative's contact details will remain strictly confidential.

Name:.....

Address:.....

.....

Contact number:

E-mail address:.....

If the participant is under 16 years old, please give date of birth of individual and name and contact details for parent/guardian:

Date of birth:

Name of parent/guardian:.....

Contact number:

I permit STAR (Student Action for Volunteers) to use photographs of me/my relative in STAR publications and publicity material.

Signed: Date:

(must be signed by parent/guardian if individual is under 16 years old)