Australian Government

Department of Education, Employment and Workplace Relations

CHCVOL201B Be an effective volunteer

Release: 1

INDUSTRY SKILLS COUNCILS

Creating Australia's Future

CHCVOL201B Be an effective volunteer

Modification History

CHC08 Version 3	CHC08 Version 4	Description
CHCVOL201A Be an effective volunteer	CHCVOL201B Be an effective volunteer	Unit updated in V4. ISC upgrade changes to remove references to old OHS legislation and replace with references to new WHS legislation. No change to competency outcome.

Unit Descriptor

Descriptor   This unit describes the understanding, knowledge and skills required to be a volunteer

Application of the Unit

Application   This unit may be applied in the orientation process for volunteers to an organisation

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills   This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Develop understanding of the volunteering sector	1.1 Develop understanding of the definition and *principles of volunteering*
	1.2 Explain the scope of the volunteering sector
	1.3 Develop understanding of what motivates people to volunteer their time and expertise
	1.4 Develop understanding of the *diversity* and difference of clients/customers
	1.5 Develop understanding of the importance of diversity and difference in volunteer work teams
2. Apply the rights and responsibilities of the organisation and the *volunteer*	2.1 Identify the rights and responsibilities of the *organisation* and apply to work
	2.2 Identify the rights and responsibilities of the volunteer and apply to work
	2.3 Discuss relevant policies and procedures and apply to work
	2.4 Explain the organisation structure, lines of communication and authority and boundaries of work roles

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ELEMENT	PERFORMANCE CRITERIA
3. Work as a volunteer	3.1 Demonstrate ability to manage one's own time and organise one's own work role
	3.2 Apply understanding of the basic principles required for working effectively in a team
	3.3 Apply basic understanding of the communication networks and processes and relationships between paid and unpaid staff in relation to volunteer work
	3.4 Apply basic understanding of support structures available and how and when to access these
	3.5 Work within relevant *legislation/policies and procedures*

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include knowledge of:

- Understanding of own work role and responsibilities
- Volunteering as a choice and as being based on reciprocity
- How personal values and attitudes may impact on work as a volunteer
- Job role and accountability
- The need for relevant background checks to be undertaken by the organisation
- The need for undertaking relevant/mandatory training
- Organisation expectations of volunteers
- Valuing self as a volunteer
- Personal motivations for volunteering
- Personal expectations to be gained from volunteer work
- Understanding of the volunteering sector including the nature of volunteer work and the importance of volunteer work to the community
- Understanding of organisation information including: various roles, rights and responsibilities and organisation processes policies and procedures
- Understanding of relevant legislative and procedural requirements, including

requirements relating to mandatory notification where relevant

Essential skills:

The candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Follow organisation policies and protocols
- Liaise and report appropriately to supervisor
- Adhere to own work role and responsibilities
- Comply with a range of relevant legislative and procedural requirements
- Demonstrate the application of interpersonal relationships of organisation social, ethical and operational standards and use of appropriate interpersonal styles and techniques
- Communicate in a clear and concise manner in both written and verbal modes
- Literacy skills to identify work requirements and process basic, relevant workplace documentation
- Respond to routine problems related to the workplace, working under supervision - appropriate to the job role
- Request advice, assistance, clarification and/or further information
- Seek and receive feedback
- Adhere to policies and procedures
- Work as part of a team with paid and unpaid staff
- Use information technology appropriate to specific tasks
- Follow instructions/directions
- Maintain confidentiality
- Relate to people in a way which appropriately acknowledges diversity
- Organise and manage one's own time
- Demonstrate safe and effective use of workplace technology in line with work health and safety (WHS) guidelines

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to	• The individual being assessed must provide evidence of specified essential knowledge as well as skills

demonstrate this unit of competency:	• It is recommended that assessment or information for assessment will be conducted or gathered over a period of time and cover the normal range of workplace situations and settings
	• This unit will be most appropriately assessed in the workplace and under the normal range of workplace conditions
	• Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work
	• All workers should develop their ability to work in a culturally diverse environment
	• In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people
	• Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
	• Resources required for assessment include access to:
	• appropriate workplace where assessment can take place
	• relevant organisation policy, protocols and procedures
	• equipment and resources normally used in the workplace

Method of assessment may include:	• Observation in the workplace • Written assignments/projects • Case study and scenario analysis • Questioning • Role play simulation

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Principles of volunteering may include:	• Philosophy of volunteering
	• Definition and principles of volunteering
	• Awareness of:
	   • Volunteer Australia's national standards for involving volunteers in not-for-profit organisations
	   • National Agenda on Volunteering: Beyond the International Year of Volunteers
	   • Australasian Association for Volunteer Administrators (AAVA)
	• Volunteer infrastructure includes peak bodies at state/national level, resource and referral centres, websites and National Volunteer Skills Centre

Diversity may relate to differences and may include:	• Languages • Educational background • Experience • Skills and knowledge • Gender • Race or cultural origin • Physical capability • Age • Socioeconomic status • Religious affiliation • Marital status • Sexual orientation • Personality styles • Learning styles • Working styles • Motivations for volunteering • Expectations of volunteer work • People new to volunteering
Organisation may include:	• Mission and vision statement • Strategic and business plans (particularly relating to the volunteer program) • Structure of the organisation including lines of communication, roles, responsibilities and authority • Aim of volunteer involvement in the organisation • Rights and corresponding responsibilities of the organisation to volunteers • Rights and corresponding responsibilities of volunteers to the organisation • Expectations of volunteers by the organisation • Expectations of the organisation/volunteer work by volunteers

Legislation/policies and procedures may relate to:	• Policies and procedures including:
	• WHS
	• equal opportunity, harassment and discrimination
	• privacy - personal, organisation and client
	• confidentiality - personal, organisation and client
	• insurance - coverage
	• risk management
	• out of pocket expenses/reimbursement of expenses
	• grievance and disciplinary
	• relationship/difference between paid and unpaid staff
	• use of motor vehicles
	• duty of care
	• orientation, education and training for volunteers
	• employment and recruitment procedures of volunteers
	• minimum/maximum time commitments of volunteer staff
	• pre-employment reference audits/checks (i.e. police etc)
	• volunteer involvement, appropriate roles and position descriptions
	• orientation program for volunteers
	• recognition of volunteer contribution to the organisation
	• support structures/mechanisms for volunteers
Volunteers may include:	• Unpaid workers who are in paid employment elsewhere - part-time or full-time
	• Unpaid workers who are not in paid employment
Appropriate persons volunteers may relate to:	• Supervisors
	• Paid and unpaid colleagues
	• Trainer
	• Clients/customers
	• General public

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Unit Sector(s)

Not Applicable