





**CHCVOL201A Be an effective volunteer**

**Descriptor** This unit describes the understanding, knowledge and

skills required to be a volunteer

**Employability Skills** This unit contains Employability Skills

**Application** This unit may be applied in the orientation process for

volunteers to an organisation

**ELEMENT PERFORMANCE CRITERIA**

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.

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

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*

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**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

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**REQUIRED SKILLS AND KNOWLEDGE**

*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 occupational

health and safety (OHS) guidelines

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**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

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**RANGE STATEMENT**

*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:

- OHS

- 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

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**RANGE STATEMENT**

*Appropriate persons volunteers*

*may relate to:*

• Supervisors

• Paid and unpaid colleagues

• Trainer

• Clients/customers

• General public

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**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*

*demonstrate this unit of*

*competency:*

• The individual being assessed must provide

evidence of specified essential knowledge as well as

skills

• 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

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