

About this resource

This resource is for trainers and assessors of the unit *CHCVOL001 Be an effective volunteer*, Release 1. It complements the corresponding *Aspire Learner guide*.

The *Assessment support pack* provides you with ideas and guidance on encouraging and supporting students through the training and assessment process using Aspire resources. It is designed to help you optimise the student's experience and record details of their competency.

This resource is comprised of several folders with the following editable documents to assist trainers and assessors.

Folders	Documents
Introduction	Introduction
Formative assessment	Formative assessment guide
Summative assessment	Final assessment marking guide Student assessment Third-party report
Supporting documents*	Sample documents and templates
Mapping	Contains formative and summative mapping
PowerPoint	PowerPoint slides for training purposes

*The supporting documents folder is inside the summative assessment folder.

Key features

- The *Assessment support pack* complements the *Aspire Learner guide*.
- It includes weblinks to the relevant unit of competency and other support resources.
- Provides guidelines for trainers and assessors on their responsibilities for formative and summative assessment to meet VET requirements.

Formative assessment

- Includes activity questions with a marking guide.
- Discussion topics provide trainers with a guide to engage with students about the learning content.
- Clearly maps the learning content to the unit of competency requirements in a customisable Excel spreadsheet.

Final assessment

- Includes detailed instructions to assessors on each assessment task.
- Includes a marking guide for each final assessment task.
- Clearly maps the final assessments to the unit of competency requirements.
- Mapping is provided in an Excel spreadsheet that allows you to customise and adjust as necessary.

Formative assessment overview

This resource complements the corresponding *Aspire Learner guide*. Formative assessment helps students to consolidate their learning and trainers to determine how students are progressing.

How to use formative assessment

Formative assessment tasks can be used by students in a variety of settings. Trainers can adapt these resources in a variety of ways, such as for small groups, verbal questioning, online forums or individual tasks. Trainers may choose to add to, change or substitute the questions provided by Aspire. This should be done according to the experience of students and the specific learning situation.

Practice tasks and learning checkpoints

Aspire learner guides include practice tasks and learning checkpoints with questions about the learning content. These formative learning tasks are mapped to the unit of competency and include a range of question styles to suit most students. They allow the student to review their understanding of the content.

The question styles and content are designed to complement the final assessment questions. This provides students with an opportunity to practise before completing the final assessment. Students can access online versions of the practice tasks via links in the eBook, which provide immediate solutions and suggested responses.

The *Formative assessment guide* provides questions, along with solutions or suggested responses. It also provides discussion topics with suggested responses.

Solutions should serve as a reliable guide to the information a trainer would expect to see in a student's response. The nature and variety of the questions means that, in some cases, there will be numerous correct responses, and the solutions provided cannot cater for all contexts and all possible outcomes.

The answers provided by the student will vary due to a number of factors, including:

- the student's personal and work-related experiences
- the situations and strategies presented by the trainer
- the student's or trainer's interpretation of the activity
- the type of organisation, work practices, processes and systems encountered by the student.

Talk with others

Discussion questions allow the student to reflect more widely on what they have learnt and their personal experiences. These allow students to share their ideas with others and apply their learning to a broader context.

Suggested responses to discussion topics are provided in the *Formative assessment guide*.

Final assessment overview

Assessment approach

Assessment is about collecting evidence and making decisions as to whether or not a student has achieved competency in the unit. Assessment confirms that the student can perform to the expected workplace standard, as outlined in the unit of competency.

All assessment tasks should be undertaken in conjunction with the RTO's training and assessment strategy, policies and procedures.

Contextualisation

Final assessment tasks provided to students may need to be contextualised. Assessors may need to:

- re-map the tasks into the mapping documentation provided to ensure its integrity
- forward contextualised resources to the RTO's assessment manager for approval
- ensure that the performance and knowledge evidence can be demonstrated in the workplace
- review the solutions provided so they match the assessment tasks.

Following the assessment rules

All of the RTO's assessment processes, including instructions to students on what evidence to provide, must adhere to the following:

- principles of assessment
- dimensions of competency
- rules of evidence.

Plagiarism, cheating and collusion

Students should be provided with information about these misconduct items before they attempt any assessment.

Assessors should refer to their RTO's policies and procedures regarding training and assessment for information on what to do under these circumstances. Usually there will be a process including a report with reasons and circumstances surrounding the misconduct claim.

Reasonable adjustment

It is important that assessors take meaningful and transparent steps to consult, consider and implement reasonable adjustments for candidates with disabilities or other individual needs. Reasonable adjustments can be made to the learning environment, training delivery, learning resources and/or assessment tasks to accommodate the student's particular needs.

Where students have disabilities, time should be spent with them learning about what modifications could be made to assessment to make it more accessible for their individual needs. For example, the student may be offered to complete a verbal interview with their assessor instead of a written assessment.

Other resources by Aspire

The following Aspire resources are also available to support delivery of this unit.

Resource	General overview
Learner guide	<ul style="list-style-type: none">• Presented in plain English.• Uses current industry practice, workplace examples and links to industry documents.• Engages students and promotes learning through images, videos and diagrams.• Provides workplace examples and topic summaries to sum up the content and consolidate learning.• Formative assessment questions are provided, allowing the student to review and improve their understanding of the content. These help to prepare students for their summative assessment.
eBook	<ul style="list-style-type: none">• Incorporates all features of the learning content in an interactive learner guide.• Includes links to video content and activities.• Allows students to complete online activities with immediate feedback.

Formative assessment guide

CHCVOL001 Be an effective volunteer

Release 1

This resource is for assessors. It complements the corresponding Aspire *Learner guide* for this unit.

Aspire provides questions in its learner guides. Questions are divided into practice tasks, which appear throughout the learning content, and learning checkpoints, which appear at the end of each topic.

This *Formative assessment guide* replicates these questions, and provides solutions and suggested responses.

Student assessment

CHCVOL001 **Be an effective volunteer**



Final assessment

This final assessment is for the unit *CHCVOL001 Be an effective volunteer*, Release 1.

An assessor will review the work you complete and determine if you have satisfied the assessment requirements for this unit.

Are you ready for assessment?

Complete the following self-assessment checklist to confirm that you feel ready to successfully undertake a final assessment.

Element	Performance criteria
1. Prepare for volunteer work	<input type="checkbox"/> 1.1 Identify the rights and responsibilities of the organisation and apply to work
	<input type="checkbox"/> 1.2 Identify the rights and responsibilities of the volunteer and apply to work
	<input type="checkbox"/> 1.3 Identify relevant policies and procedures and apply to work
	<input type="checkbox"/> 1.4 Identify the organisation's structure, lines of communication and authority and boundaries of work roles that apply to own work
	<input type="checkbox"/> 1.5 Participate in required background checks in accordance with organisation and legislative requirements
2. Work as a volunteer	<input type="checkbox"/> 2.1 Manage and organise own time and work tasks
	<input type="checkbox"/> 2.2 Work as part of a team to meet organisation needs
	<input type="checkbox"/> 2.3 Maintain appropriate communication networks, processes and relationships between paid and unpaid staff in relation to volunteer work
	<input type="checkbox"/> 2.4 Identify and access available support structures as required
	<input type="checkbox"/> 2.5 Respond to problems and contingencies related to the workplace in accordance with role
3. Check and complete work in consultation with supervisor	<input type="checkbox"/> 3.1 Seek and receive feedback on own performance
	<input type="checkbox"/> 3.2 Request advice, assistance, clarification and further information as required
	<input type="checkbox"/> 3.3 Report any issues and/or unresolved problems to supervisor
	<input type="checkbox"/> 3.4 Complete relevant reports or workplace documentation as required

If there are any areas you have not covered or do not feel confident about, discuss with your assessor or workplace supervisor before beginning the assessment.

Assessment task 1: Questions

By correctly completing the questions you will demonstrate that you have the required skills and knowledge to be an effective volunteer.

This is an open-book task – you can use a learner guide, the internet, and other books and resources to assist you if required.

Respond to all questions in the spaces provided. You must answer all questions correctly for this task to be completed satisfactorily. Ask your assessor to clarify any aspect you are unsure about in this assessment task.

Evidence

You must submit the completed assessment cover sheet and your answers to your assessor, either by handing in written responses, or by sending in typed responses via email or online submission. Your assessor will tell you how to submit your responses to this task. Ensure you keep a copy of your submitted work.

When and where will this assessment take place?

Your assessor will advise you where the assessment will take place. The task may be done in the classroom or at home. Alternatively, it may be undertaken in your workplace in consultation with your employer.

Your assessor will also tell you when your work should be submitted by. You can record this in the assessment plan. Your assessor may give you a time limit to complete the task and a word count for each question.

What if the assessment is not suitable?

If you are unable to respond to the questions in writing, your assessor may be able to provide you with an alternative method, such as asking you verbal questions. Discuss this with your assessor.

What if answers are not satisfactory?

If any of your responses are unsatisfactory, your assessor will give you feedback. You may need to redo some or all of the questions – your assessor will explain the details for your reassessment. In most cases you will be allowed a maximum of three attempts.

If you are not happy with your assessment result, you have the right to lodge an appeal. Ask your assessor or contact your RTO for more information.

Assessment task 2: Project

By correctly completing the project you will demonstrate that you have the required skills and knowledge to be an effective volunteer.

You need access to the project instructions to complete this task. As this is an open-book task, you may also access a learner guide, the internet and/or other resources.

Your assessor will explain the arrangements for this assessment, including when it is due and how the project will be conducted.

You must satisfactorily complete all sections of the project and submit these to your assessor. Ask your assessor to clarify any aspect you are unsure about in this assessment task. You may be asked to explain your responses if the assessor needs any clarification.

Evidence

You need to submit a completed assessment task cover sheet and evidence as outlined in the project instructions.

Submit your documents by handing in physical copies or by sending in electronic copies via email or online. Confirm with your assessor how to submit your documents. Always keep a copy of your submitted work.

If components of this assessment are undertaken in a workplace, a third-party report may need to be completed by a supervisor. Your assessor will discuss this with you and your employer, if relevant.

When and where will this assessment take place?

This project may be undertaken in a workplace, in a classroom or online. This should be done in consultation with your assessor and your employer, if relevant.

Your assessor will provide you with the due date, which can be recorded in the assessment plan. Your assessor may also specify the length of time allowed and the expected word count, if applicable.

What if the assessment is not suitable?

If you are unable to complete the project in the way described here, you may need to discuss an alternative method for completing it with your assessor.

What if responses are not satisfactory?

If any of the project is unsatisfactory, your assessor will give you feedback. You may need to redo some or all of the assessment task. Your assessor will explain the details for your reassessment. In most cases you will be allowed a maximum of three attempts.

If you are not happy with your assessment result, you have the right to lodge an appeal. Ask your assessor or contact your RTO for more information.

Project instructions

Write a report that outlines key information to prepare for your volunteer role. Ensure your report includes the following information.

Section 1: Identifying rights and responsibilities

1. Identify your rights and responsibilities as a volunteer and how these apply to your work.
2. Identify the rights and responsibilities of the organisation regarding volunteers.

Section 2: Identifying and completing workplace documentation

3. Identify the organisation's policies, procedures and structure, including lines of communication and authority as well as the boundaries of the volunteer role.
4. Participate in required background checks, such as a police check or reference check.
5. Completing reports or documentation, such as timesheets and work schedules, according to organisational requirements.

Evidence to submit:

- ☐ Report on volunteer role
- ☐ Background check
- ☐ Workplace documentation

Assessment task 3: Observation

By correctly completing the observation, you will demonstrate that you have the required skills and knowledge to be an effective volunteer.

Your assessor will explain the arrangements for this assessment, including when it will occur and how the observation will be conducted.

You need access to the *Student assessment* or learning management system to complete this task. You may also need access to a learner guide, the internet and/or other resources.

You must complete the observation task unassisted by the observer or other personnel.

You must satisfactorily complete all sections of this task. Your assessor will record their observations in a record sheet. Ask your assessor to clarify any aspect you are unsure about in this assessment task. You may be asked to explain some parts of the demonstration if the assessor needs any clarification.

Evidence

You need to submit a completed assessment task cover sheet and other evidence as outlined in the observation instructions.

Submit your documents by handing in physical copies or by sending in electronic copies via email or online. Confirm with your assessor how to submit your documents. Always keep a copy of your submitted work.

If components of this assessment are undertaken in a workplace, a third-party report may need to be completed by a supervisor. Your assessor will discuss this with you and your employer, if relevant.

When and where will this assessment take place?

This observation may be undertaken in a workplace or in simulated environment. This should be done in consultation with your assessor and your employer, if relevant.

Your assessor will tell you the due date for the observation. You can record the date in the assessment plan.

What if the assessment does not suit your needs?

If you are unable to complete the observation in the way described here, you may need to discuss an alternative method for completing it with your assessor.

What happens if the observation is not satisfactory?

If any of the observation is unsatisfactory, your assessor will give you feedback. You may need to redo some or all of the assessment task. Your assessor will explain the details for your reassessment. In most cases you will be allowed a maximum of three attempts.

Observation record sheet

Assessor to complete

Observation scenario

Describe the scenario the student will undertake to complete the project.

Section 1: Working as a volunteer

During the observation, the student demonstrated the following:	Observation date:	
	S	U
1. Working effectively as part of a team to meet organisational needs Comments:	<input type="checkbox"/>	<input type="checkbox"/>
2. Managing and organising their time and work tasks Comments:	<input type="checkbox"/>	<input type="checkbox"/>
3. Maintaining appropriate communication networks, processes and relationships with paid and unpaid workers Comments:	<input type="checkbox"/>	<input type="checkbox"/>
4. Responding to problems and contingencies appropriate to your role Comments:	<input type="checkbox"/>	<input type="checkbox"/>
5. Identifying and accessing available support structures when required Comments:	<input type="checkbox"/>	<input type="checkbox"/>
Additional questions:* Student responses:		

Final assessment marking guide

CHCVOL001 Be an effective volunteer

Release 1

This resource is for assessors. It complements the corresponding Aspire *Learner guide* and *Student assessment* for this unit.

This *Final assessment marking guide* provides task instructions, along with suggested answers.

The assessment process must be conducted in accordance with the RTO's policies and procedures.

Project marking guide

The student is to write a report that outlines key information to prepare for their volunteer role.

Section 1: Identifying rights and responsibilities

The student's project shows evidence of the following:

1. Identifying their rights and responsibilities as a volunteer and how these apply to their work

This may include:

- Outlining the induction process for volunteers
- Identifying training opportunities and requirements for attending meetings
- Identifying required hours of volunteer work, arrival and leaving times
- Identifying legal and ethical requirements of the organisation, such as privacy, confidentiality, mandatory reporting, health and safety, and insurance
- Recording the purpose, mission and philosophy of the organisation
- Outlining the team's role and how it fits in with the organisational structure
- Explaining how to apply for reimbursement for out-of-pocket expenses

2. Identifying the rights and responsibilities of the organisation regarding volunteers

This may include:

- Explaining the organisation's rights, including:
 - expecting clear and open communication from volunteers
 - expecting loyalty and productive work from the volunteer
- Explaining the organisation's responsibilities, including:
 - clarifying the volunteer role, including the scope and expectations of the role
 - implementing effective management systems to support volunteer involvement
 - ensuring volunteer recruitment meets the needs of the organisation and volunteers
 - providing volunteers with induction and copies of relevant policies and procedures
 - ensuring the health, safety and wellbeing of volunteers is protected

Section 2: Identifying and completing workplace documentation

The student's project shows evidence of the following:

3. Identifying the organisation's policies, procedures and structure, including lines of communication and authority as well as the boundaries of the volunteer role

This may include:

- Outlining role and responsibilities outlined in the job description
- Identifying work tasks that are not part of the job description, training or practice experience

Third-party report

This third-party report is for the unit *CHCVOL001 Be an effective volunteer*, Release 1.

For the assessor

When to use another party to collect assessment evidence

A third-party report can be provided to workplace supervisors whose responsibility it is to monitor the student while they are in the workplace. The supervisors are usually the people observing and supervising the student when you are not present. They will monitor the consistency of the student's performance during work placement.

The report has a list of tasks the student is expected to complete in the workplace. The third-party will provide observations and feedback of the student's performance in various work tasks required for assessment of the unit.

By providing information and signing the document, the third-party is verifying that the student has demonstrated they have the required skills and knowledge to meet industry and workplace standards.

The third-party will not decide if the student is competent. It is your responsibility as the assessor to make that decision. The feedback provided by the third-party can be used as evidence you will be gathering to determine the student's final result.

To ensure consistency between what you and the third-party are expecting to observe in the student's performance, the third-party can be provided with a copy of a marking guide.

Third party to complete**Third-party checklist**

During the period of observation, I observed the student consistently and repeatedly demonstrating these skills to the required work standard.	Observation date/s:	
	O	N
1. Working effectively as part of a team to meet organisational needs Outline of the task: <ul style="list-style-type: none"> Working to complete a project and accomplish organisational objectives Providing input and ideas to help make decisions Sharing workloads with several team members Completing tasks according to skills, capacities and scope of role Obtaining feedback and improving on work practices Working to achieve the goals and objectives of the team Other (please describe): Comments:	<input type="checkbox"/>	<input type="checkbox"/>
2. Managing and organising their time and work tasks Outline of the task: <ul style="list-style-type: none"> Making a to-do list and prioritising tasks Categorising tasks in terms of urgency and level of importance Prioritising tasks that other tasks are dependent on Setting aside time for each task Using tools to help manage time and plan work, such as a schedule or calendar Other (please describe): Comments:	<input type="checkbox"/>	<input type="checkbox"/>
3. Maintaining appropriate communication networks, processes and relationships with paid and unpaid workers Outline of the task: <ul style="list-style-type: none"> Using appropriate methods of communication that align with organisational requirements and expectations Participating in team meetings and debriefing activities Attending scheduled meetings, including performance management activities Participating in social activities with team members Maintaining professional working relationships with paid staff and volunteers Other (please describe): Comments:	<input type="checkbox"/>	<input type="checkbox"/>