

CDW C02 ELEMENT 3 – CONDUCT MONITORING**PNG National Standard for Community Development Workers (CDWs). Portfolio assessment instrument.****PERFORMANCE CRITERIA TO BE ASSESSED IN THIS ELEMENT**

- 3.1 Support and encourage effective participation and inclusion during the activities
- 3.2 Encourage key people to take the lead during the activities
- 3.3 Communicate effectively and respectfully during the activities
- 3.4 Work in a way that is appropriate to local culture during the activities
- 3.5 Explain the purpose of this step in a project cycle and why it is important that everyone in the group participates
- 3.6 Work with the group to review the project plan including the project objective, activities, and expected project outcomes
- 3.7 Work with the group to check progress against the activity schedule
- 3.8 Assist the group to investigate any problems or issues
- 3.9 Assist the group to decide on solutions and actions to improve implementation and how to put them into practice
- 3.10 Confirm what the next steps following the visit will be and who will be responsible for making them happen
- 3.11 Discuss how or if the visit has been useful, and ways it could be improved
- 3.12 Thank the group, without rushing, and explain again the purpose of the visit

THE DUTIES OF A CDW WORKPLACE ASSESSOR**DUTY 1: PLAN THE ASSESSMENT**

- Step 1.1 Coordinate with the candidate and their line manager to plan the assessment
- Step 1.2 Contact NATTB to let them know a CDW workplace assessment is going to take place

DUTY 2: PRE-ASSESSMENT BRIEFING

- Step 2.1 Explain the National Standard for CDWs and what will be assessed
- Step 2.2 Present your NATTB assessor certificate and NATTB workplace assessor code of conduct
- Step 2.3 Discuss roles and responsibilities
- Step 2.4 Discuss how evidence will be gathered
- Step 2.5 Discuss expectations and possible outcomes of the assessment
- Step 2.6 Explain the importance of doing the assessment properly
- Step 2.7 Read the assessment instructions together and sign the assessment declarations

DUTY 3: CONDUCT THE ASSESSMENT

- Step 3.1 Assess the performance criteria in an Element
- Step 3.2 Assess the candidate without influencing their performance
- Step 3.3 Complete the Element outcome page
- Step 3.4 Follow the CDW workplace assessor code of conduct

DUTY 4: REPORT THE ASSESSMENT

- Step 4.1 Discuss the assessment result with the candidate and their line manager
- Step 4.2 Ask the candidate and their line manager to complete the Element outcome page
- Step 4.4 Place the completed assessment instrument and attachments in the candidate's portfolio
- Step 4.5 Assist the candidate to send a copy of their portfolio to NATTB when a CDW Level is completed
- Step 4.6 Liaise with NATTB to ensure the candidate receives their results and any accreditation

DECLARATIONS

Please note it is an offence to make a false declaration on an official Government document.

By signing, I declare that the candidate is not my family or *wantok*.

By signing, I declare that I have no conflict of interest.

By signing, I promise to follow the CDW Workplace Assessor code of conduct.

Signature of CDW Workplace Assessor: _____

CDW Workplace Assessor's full name, phone number, and email (if any):

By signing, I declare that the CDW Workplace Assessor is not my family or *wantok*.

By signing, I promise that I will not try to influence the CDW Workplace Assessor.

By signing, I promise to immediately report breaches of the CDW Workplace Assessor code of conduct to my line manager

By signing, I consent to assessment by the workplace assessor.

Signature of candidate: _____

Candidate's full name, phone number, email, and current CDW level (if any):

By signing, I declare that the workplace assessor is not the candidate's family or *wantok*.

By signing, I declare that there is no pressure for the candidate to be found 'competent'.

By signing, I promise to stop the assessment or discount the assessment if the CDW Workplace Assessor code of conduct is breached.

By signing, I promise to support the candidate whatever the assessment outcome.

Signature of candidate's Line Manager: _____

Line Manager's full name, position, phone number, email:

ASSESSMENT FOR CDW C02 ELEMENT 3 – CONDUCT MONITORING

Portfolio evidence to be collected for this assessment ASK THE CANDIDATE TO ANSWER THE QUESTIONS ANYTIME	Guidelines for assessing the evidence (to be used by the assessor). Use a 'Y' for yes or 'N' for no.	Does the NATTB officer agree with the assessment? If not explain why.
3.1 - SUPPORT AND ENCOURAGE EFFECTIVE PARTICIPATION AND INCLUSION DURING THE ACTIVITIES 1) Assessor's written observations of what the candidate did to perform this performance criterion <i>a. Why should you support and encourage youth to participate effectively in community meeting?</i> <i>b. How can elderly people help a group to monitor their project?</i> <i>c. What are two ways to support and encourage elderly people to participate effectively in a community discussion?</i>	Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> TRIED TO SUPPORT AND ENCOURAGE EFFECTIVE PARTICIPATION DURING THE ACTIVITIES <input type="checkbox"/> TRIED TO SUPPORT AND ENCOURAGE EFFECTIVE INCLUSION DURING THE ACTIVITIES <input type="checkbox"/> <i>a. Knows why they should support and encourage youth to participate effectively in a community meeting</i> <input type="checkbox"/> <i>b. Knows how elderly people can help a group to monitor their project?</i> <input type="checkbox"/> <i>c. Knows two ways to support and encourage elderly people to participate effectively in a community discussion</i> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Can the candidate perform PERFORMANCE CRITERIA 3.1? <input type="checkbox"/> </div>	
3.2 - ENCOURAGE KEY PEOPLE TO TAKE THE LEAD DURING THE ACTIVITIES 1) Assessor's written observations of what the candidate did to perform this performance criterion 2) Candidate's written answers to the following question: <i>a. How did you encourage key people to take the lead during the monitoring visit?</i>	Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> CAN ENCOURAGE KEY PEOPLE TO TAKE THE LEAD DURING THE ACTIVITIES <input type="checkbox"/> <i>a. Can explain how they encouraged key people to take the lead during the monitoring visit</i> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Can the candidate perform PERFORMANCE CRITERIA 3.2? <input type="checkbox"/> </div>	
3.3 - COMMUNICATE EFFECTIVELY AND RESPECTFULLY DURING THE ACTIVITIES 1) Assessor's written observations of what the candidate did to perform this performance criterion 2) Candidate's written answers to the following question: <i>a. Look at PICTURE 1. Does this show an example of effective communication? Why or why not?</i>	Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> CAN COMMUNICATE EFFECTIVELY AND RESPECTFULLY DURING THE ACTIVITIES <input type="checkbox"/> <i>a. Knows whether PICTURE 1 shows an example of effective communication, and can explain why or why not</i> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> Can the candidate perform PERFORMANCE CRITERIA 3.3? <input type="checkbox"/> </div>	

Portfolio evidence to be collected for this assessment ASK THE CANDIDATE TO ANSWER THE QUESTIONS ANYTIME	Guidelines for assessing the evidence (to be used by the assessor). Use a 'Y' for yes or 'N' for no.	Does the NATTB officer agree with the assessment? If not explain why.
<p>3.4 - WORK IN A WAY THAT IS APPROPRIATE TO LOCAL CULTURE DURING THE ACTIVITIES</p> <p>1) Assessor's written observations of what the candidate did to perform this performance criterion</p> <p>2) Candidate's written answers to the following questions:</p> <p>a. <i>Being a good Community Development Worker is about learning from experience. Explain a lesson that you have learned in the past to improve the way you work in a way that is appropriate to local culture?</i></p> <p>b. <i>A Community Development Worker's job is to help the group or community to monitor their project themselves. But sometimes a technical expert (for example, a water-supply expert or a health expert) is also needed to help monitor a project. If the group or community don't know what the technical expert is doing, or what they found out, it can cause suspicion. What can a Community Development Worker do to reduce suspicion if a technical expert is helping to monitor a project?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN WORK IN WAY THAT IS APPROPRIATE TO LOCAL CULTURE DURING THE ACTIVITIES</p> <p><input type="checkbox"/> a. Can explain a lesson that they have learned in the past to improve the way they work in a way that is appropriate to local culture</p> <p><input type="checkbox"/> b. Knows what a Community Development Worker can do to reduce suspicion if a technical expert is helping to monitor a project</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Can the candidate perform PERFORMANCE CRITERIA 3.4? <input type="checkbox"/></p> </div>	
<p>3.5 - EXPLAIN THE PURPOSE OF THIS STEP IN A PROJECT CYCLE AND WHY IT IS IMPORTANT THAT EVERYONE IN THE GROUP PARTICIPATES</p> <p>1) Assessor's written observations of what the candidate did to perform this performance criterion</p> <p>2) Candidate's written answers to the following questions:</p> <p>a. <i>How would you explain the purpose of monitoring in simple English or Tok Pisin?</i></p> <p>b. <i>A Community Development Worker can give advice and guidance, but it is important that the group or community monitor their own project themselves. Why?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN EXPLAIN THE PURPOSE OF THIS STEP OF A PROJECT CYCLE</p> <p><input type="checkbox"/> CAN EXPLAIN WHY IT IS IMPORTANT THAT EVERYONE IN THE GROUP PARTICIPATES</p> <p><input type="checkbox"/> a. Can explain the purpose of monitoring in simple English or Tok Pisin</p> <p><input type="checkbox"/> b. Can explain why it is important that the group or community should monitor their own project themselves?</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Can the candidate perform PERFORMANCE CRITERIA 3.5? <input type="checkbox"/></p> </div>	

Portfolio evidence to be collected for this assessment ASK THE CANDIDATE TO ANSWER THE QUESTIONS ANYTIME	Guidelines for assessing the evidence (to be used by the assessor). Use a 'Y' for yes or 'N' for no.	Does the NATTB officer agree with the assessment? If not explain why.
3.6 - WORK WITH THE GROUP TO REVIEW THE PROJECT PLAN INCLUDING THE PROJECT OBJECTIVE, ACTIVITIES, AND EXPECTED PROJECT OUTCOMES 1) Assessor's written observations of what the candidate did to perform this performance criterion 2) Candidate's written answers to the following question: <i>a. Why do you need to review the project plan with everyone first before helping them to check on progress?</i>	Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> CAN WORK WITH THE GROUP TO REVIEW THE PROJECT PLAN INCLUDING THE PROJECT OBJECTIVE, ACTIVITIES, AND EXPECTED PROJECT OUTCOMES <input type="checkbox"/> <i>a. Can explain why you need to review the project plan with everyone first before helping them to check on progress?</i> <div>Can the candidate perform PERFORMANCE CRITERIA 3.6? <input type="checkbox"/></div>	
3.7 - WORK WITH THE GROUP TO CHECK PROGRESS AGAINST THE ACTIVITY SCHEDULE 1) Assessor's written observations of what the candidate did to perform this performance criterion 2) Candidate's written answers to the following questions: <i>a. Look at CASE STUDY 1. Imagine you arrive to help Kaugras Maunten Community School to monitor their project in the first week of May. According to the plan which activities should have been completed by the start of May?</i> <i>b. Look at CASE STUDY 2. Has Activity 1.2 been fully completed or partly completed or not completed? Explain your answer.</i>	Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> CAN WORK WITH THE GROUP TO CHECK PROGRESS AGAINST THE ACTIVITY SCHEDULE <input type="checkbox"/> <i>a. Knows what activities should have been completed by the start of May according to the plan</i> <input type="checkbox"/> <i>b. Knows whether Activity 1.2 has been fully completed or partly completed or not completed, and can explain their answer</i> <div>Can the candidate perform PERFORMANCE CRITERIA 3.7? <input type="checkbox"/></div>	
3.8 - ASSIST THE GROUP TO INVESTIGATE ANY PROBLEMS OR ISSUES 1) Assessor's written observations of what the candidate did to perform this performance criterion 2) Candidate's written answers to the following questions: <i>a. Look at CASE STUDY 2. Look at the comments the key people from Hasarai made about Activity 1.2. What are two problems or issues that would be good to find-out more about to help the group to improve implementation?</i> <i>b. Look at CASE STUDY 2. In the previous question, you identified two problems or issues that would be good to find-out more about. If you were Marilyn, who could you talk with to investigate these two problems or issues?</i>	Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> CAN ASSIST THE GROUP TO IDENTIFY ANY PROBLEMS OR ISSUES AND DECIDE ON SOLUTIONS AND ACTIONS TO IMPROVE IMPLEMENTATION <input type="checkbox"/> <i>a. Knows two problems or issues that would be good to find-out more about to help the group to improve implementation</i> <input type="checkbox"/> <i>b. Knows who Marilyn could talk with to investigate the two problems or issues they identified in the previous question</i> <input type="checkbox"/> <i>c. Can give an example of advice or guidance they have given to a group to help them improve implementation of a project</i> <div>Can the candidate perform PERFORMANCE CRITERIA 3.8? <input type="checkbox"/></div>	

Portfolio evidence to be collected for this assessment ASK THE CANDIDATE TO ANSWER THE QUESTIONS ANYTIME	Guidelines for assessing the evidence (to be used by the assessor). Use a 'Y' for yes or 'N' for no.	Does the NATTB officer agree with the assessment? If not explain why.
3.9 - ASSIST THE GROUP TO DECIDE ON SOLUTIONS AND ACTIONS TO IMPROVE IMPLEMENTATION AND HOW TO PUT THEM INTO PRACTICE 1) Assessor's written observations of what the candidate did to perform this performance criterion 2) Candidate's written answers to the following questions: <i>a. Give an example of advice or guidance you have given to a group to help them improve implementation of a project?</i> <i>b. Why is it important for everyone in the group to agree together (wanbel) about what action to take to fix a problem and how to put it into practice?</i>	Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> CAN ASSIST THE GROUP TO DECIDE ON SOLUTIONS AND ACTIONS TO IMPROVE IMPLEMENTATION <input type="checkbox"/> CAN ASSIST THE GROUP TO DECIDE ON HOW TO PUT SOLUTIONS AND ACTIONS INTO PRACTICE <input type="checkbox"/> <i>a. Can give an example of advice or guidance they have given to a group to help them improve implementation of a project</i> <input type="checkbox"/> <i>b. Knows why it is important for everyone in the group to agree together (wanbel) about what action to take to fix a problem and how to put it into practice?</i> <div>Can the candidate perform PERFORMANCE CRITERIA 3.9? <input type="checkbox"/></div>	
3.10 - CONFIRM WHAT THE NEXT STEPS FOLLOWING THE VISIT WILL BE AND WHO WILL BE RESPONSIBLE FOR MAKING THEM HAPPEN 1) Assessor's written observations of what the candidate did to perform this performance criterion 2) Candidate's written answers to the following questions: <i>a. Look at CASE STUDY 2. What could be one solution or action for the group to take to improve implementation of Activity 1.2? What next steps should the group take if they put this solution or action into practice?</i>	Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> CAN CONFIRM WHAT THE NEXT STEPS FOLLOWING THE VISIT WILL BE <input type="checkbox"/> CAN CONFIRM WHO WILL BE RESPONSIBLE FOR MAKING THEM HAPPEN <input type="checkbox"/> <i>a. Knows what one solution or action the group could take to improve implementation of Activity 1.2, and what the next steps the group needs to take to put this solution or action into practice</i> <div>Can the candidate perform PERFORMANCE CRITERIA 3.10? <input type="checkbox"/></div>	
3.11 - DISCUSS HOW OR IF THE VISIT HAS BEEN USEFUL, AND WAYS IT COULD BE IMPROVED 1) Assessor's written observations of what the candidate did to perform this performance criterion 2) Candidate's written answers to the following question: <i>a. If a Community Development Worker works for an outside organisation, why would their organisation want to know if the monitoring visit was useful for the group?</i>	Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> CAN DISCUSS WITH THE GROUP HOW OR IF THE VISIT HAS BEEN USEFUL, AND WAYS IT COULD BE IMPROVED <input type="checkbox"/> <i>a. Knows why an outside organisation would want to know if the monitoring visit facilitated by their Community Development Worker had been useful for the group</i> <div>Can the candidate perform PERFORMANCE CRITERIA 3.11? <input type="checkbox"/></div>	

Portfolio evidence to be collected for this assessment ASK THE CANDIDATE TO ANSWER THE QUESTIONS ANYTIME	Guidelines for assessing the evidence (to be used by the assessor). Use a 'Y' for yes or 'N' for no.	Does the NATTB officer agree with the assessment? If not explain why.
<p>3.12 - THANK THE GROUP, WITHOUT RUSHING, AND EXPLAIN AGAIN THE PURPOSE OF THE VISIT</p> <p>1) Assessor's written observations of what the candidate did to perform this performance criterion</p> <p>2) Candidate's written answers to the following question:</p> <p><i>a. Why is it important to explain again at the end the purpose of the visit?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN THANK THE GROUP WITHOUT RUSHING</p> <p><input type="checkbox"/> CAN EXPLAIN AGAIN THE PURPOSE OF THE VISIT</p> <p><input type="checkbox"/> <i>a. Knows why it is important to explain again at the end the purpose of the visit</i></p> <p>Can the candidate perform PERFORMANCE CRITERIA 3.12? <input type="checkbox"/></p>	

PICTURE 1



CASE STUDY 1

Kaugras Maunten Community School Activity plan and budget for the project "Awareness about the importance of sending boys and girls to school" The project objective is for more boys and girls to attend school regularly.				
Project funds		K200		
Activities	Resources	Balance	Who is responsible	When
Planning meeting	Tea and coffee and biscuits (Bob's trade store) White board and markers <i>stap pinis</i>	K20 K0	BOM Secretary	March
Contact District	Send formal letter to District inviting the Inspector PMV for BOM Chairperson to District and return to give formal letter and make arrangements Flex for BOM Chairperson to follow up with calls	K0 K20 K5	BOM Chairperson	March
Preparation and <i>tok save</i> at the three awareness sites	Pastor David and Mary do preparation and <i>tok save</i> (<i>bikpela tenkyu!!</i>)	K0	Pastor David and Mary	March
District School Inspector arrives	PMV for BOM Chairperson to District PMV for BOM Chairperson and District Inspector <i>Liklik kaikai long rot</i> Welcome party for District Inspector with BOM. Garden food donated. Buy 2 chickens. District Inspector sleeps at Roberts house 2 nights (<i>bikpela tenkyu!!</i>)	K10 K20 K10 K60 K0	BOM Chairperson	April 21 st
First awareness (<i>long kaugras kona</i>)	BOM Secretary and his wife and the District Inspector lead the awareness. <i>Ol bai volandia (bikpela tenkyu!!)</i>	K0	BOM Secretary	April 22 nd
Second awareness (<i>long wara tait</i>)	BOM Secretary and his wife and the District Inspector lead the awareness.	K0	BOM Secretary	April 22 nd
Third awareness (<i>long maunten mori</i>)	BOM Secretary and his wife and the District Inspector lead the awareness.	K0	BOM Secretary	April 23 rd
Formal thankyou letter to District for supporting	BOM to prepare letter and give to District Inspector Mary to type and print (Mary's secretary services)	K0 K10	BOM Chairperson	April
District Inspector departs	PMV for BOM Chairperson and District Inspector PMV for Chairperson to return <i>Liklik kaikai long rot</i>	K20 K10 K10	BOM Chairperson	April 23 rd
Follow-up awareness one month after at each site	Pastor David and Mary (<i>bikpela tenkyu!!</i>)	K0	Pastor David and Mary	Last week of May
TOTAL COST OF THE PROJECT		K195		
Contingency		K5	K0	
TOTAL =		K200		

CASE STUDY 2

Merilyn is helping Hasarai community to monitor their project on teenage drug abuse. Merilyn arrived three months after the project began to help them monitor their project. She started with a community meeting. Then Merilyn sat down with key people to help them check progress of the activities against the plan. One activity that should have been completed by the time of the visit was activity 1.2. Activity 1.2 is shown below, and beneath it are comments that key people from Hasarai made about the activity:

1.2 Training conducted for Hasarai teenagers on dangers of drug abuse (a harm minimisation approach) (2 x 3 days) by teenage peer educators. At least 40 participants in each training. Receipts need to be kept for training materials and a training report needs to be submitted by the peer educators

Comments that key people from Hasarai made about activity 1.2:

"We changed this activity slightly. Instead of putting male and female teenagers together, we decided that it would be better to split the teenagers up. The male peer educators trained the male teenagers and the female peer educators trained the female teenagers."

"Unfortunately, the 3-day training by the female peer educators was cancelled at the last minute because three of the female peer educators said they weren't confident to do it. Only the male peer educators went ahead and conducted their 3-day training for male teenagers. There were 23 participants. It was really good"

"The male peer educators submitted a training report. The materials for the training were all purchased as per the budget and the Hasarai Peace and Good Order committee has the receipts."

"A neighbouring village asked if the teenage peer educators could come and conduct training for their teenagers on the dangers of drug abuse."

ASSESSMENT OUTCOME PAGE FOR CDW C02 ELEMENT 3 - CONDUCT MONITORING

As the **CDW Workplace Assessor**, is there sufficient evidence to show that the candidate performed the performance criteria for CDW C02 Element 3? Circle competent or not yet competent. The candidate may be competent even if the candidate could not perform some performance criteria, however you will need to summarise your reasons below. Include any advice for the candidate.

CDW C02 Element 3

Competent

Not yet
competent

CDW Workplace Assessor's name, date, and signature _____

As the **candidate**, I declare that the CDW Workplace Assessor followed the CDW Workplace Assessor code of conduct. Be aware that a NATTB officer may contact you for more information. Please note it is an offence to make a false declaration on an official Government document.

Candidate's name, date, and signature _____

As the **candidate's line manager**, I declare that the CDW Workplace Assessor followed the CDW Workplace Assessor code of conduct. If the CDW Workplace Assessor did not follow the code of conduct, please also notify NATTB. Please note it is an offence to make a false declaration on an official Government document.

Line manager's name, position, date, and signature _____

As the **NATTB officer**, is there sufficient evidence in the candidate's portfolio to show that the candidate can perform the performance criteria for CDW C02 Element 3? Circle competent or not yet competent. If the CDW Workplace Assessor found the candidate to be competent but you did not, you will need to summarise your reasons below.

CDW C02 Element 3

Competent

Not yet
competent

NATTB officers name, date, and signature _____