

**CDW C06 ELEMENT 3 CONDUCT THE TRAINING****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 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 Demonstrate understanding of how people learn (principles of adult learning) when conducting training
- 3.6 Discuss how the training topics are relevant to the needs of the community
- 3.7 Share the training information using effective techniques
- 3.8 Respond to any misunderstanding or confusion when conducting training
- 3.9 Confirm what the next steps following the visit will be and who will be responsible for making them happen
- 3.10 Discuss how or if the visit has been useful, and ways it could be improved
- 3.11 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 C06 ELEMENT 3 – CONDUCT THE TRAINING

Portfolio evidence to be collected for this assessment ASK THE CANDIDATE TO ANSWER THE QUESTIONS <b>ANYTIME</b>	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.
<b>3.1 - SUPPORT AND ENCOURAGE EFFECTIVE PARTICIPATION AND INCLUSION DURING THE ACTIVITIES</b> 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. What does effective participation mean?</i> <i>b. How does it help if everyone in a group or community participates in the training together?</i> <i>c. What does 'inclusive development' mean?</i>	Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> <b>TRIED TO SUPPORT AND ENCOURAGE EFFECTIVE PARTICIPATION DURING THE ACTIVITIES</b> <input type="checkbox"/> <b>TRIED TO SUPPORT AND ENCOURAGE EFFECTIVE INCLUSION DURING THE ACTIVITIES</b> <input type="checkbox"/> <i>a. Knows what effective participation means</i> <input type="checkbox"/> <i>b. Knows how it helps if everyone in a group or community participates in the training together</i> <input type="checkbox"/> <i>c. Knows what 'inclusive development' means</i> <div style="border: 1px solid black; padding: 5px; text-align: right;">Can the candidate perform <b>PERFORMANCE CRITERIA 3.1?</b> <input type="checkbox"/></div>	
<b>3.2 - ENCOURAGE KEY PEOPLE TO TAKE THE LEAD DURING THE ACTIVITIES</b> 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 training?</i>	Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> <b>CAN ENCOURAGE KEY PEOPLE TO TAKE THE LEAD DURING THE ACTIVITIES</b> <input type="checkbox"/> <i>a. Can explain how they encouraged key people to take the lead during the training?</i> <div style="border: 1px solid black; padding: 5px; text-align: right;">Can the candidate perform <b>PERFORMANCE CRITERIA 3.2?</b> <input type="checkbox"/></div>	
<b>3.3 - COMMUNICATE EFFECTIVELY AND RESPECTFULLY DURING THE ACTIVITIES</b> 3) Assessor's written observations of what the candidate did to perform this performance criterion 4) Candidate's written answers to the following questions: <i>b. Look at PICTURE 1. This shows a Community Development Worker conducting training about ducks. What is one thing wrong with his communication?</i> <i>c. When is the best time to find out if you will need a translator to help you communicate effectively?</i> <i>d. Communication can also be non-verbal (not using words). What are two examples of poor non-verbal communication?</i>	Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> <b>CAN COMMUNICATE EFFECTIVELY AND RESPECTFULLY DURING THE ACTIVITIES</b> <input type="checkbox"/> <i>a. Knows one thing wrong with the communication of the Community Development Worker in PICTURE 1</i> <input type="checkbox"/> <i>b. Knows when the best time is to find out if they will need a translator to help them communicate effectively</i> <input type="checkbox"/> <i>c. Knows two examples of poor non-verbal communication</i> <div style="border: 1px solid black; padding: 5px; text-align: right;">Can the candidate perform <b>PERFORMANCE CRITERIA 3.3?</b> <input type="checkbox"/></div>	

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<p><b>3.4 - WORK IN A WAY THAT IS APPROPRIATE TO LOCAL CULTURE DURING THE ACTIVITIES</b></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>Read CASE STUDY 1. What are two things Ken did to try and work in a way that was appropriate to local culture?</i></p> <p>b. <i>Give an example of something a Community Development Worker could do during training that <u>is not</u> appropriate to local culture?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN WORK IN WAY THAT IS APPROPRIATE TO LOCAL CULTURE DURING THE ACTIVITIES</b></p> <p><input type="checkbox"/> a. Knows two things that Ken did to try and work in a way that was appropriate to local culture</p> <p><input type="checkbox"/> b. Can provide a suitable example of something a Community Development Worker could do during training that <u>is not</u> appropriate to local culture?</p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 3.4</b>? <input type="checkbox"/></p>	
<p><b>3.5 - DEMONSTRATE UNDERSTANDING OF HOW PEOPLE LEARN (PRINCIPLES OF ADULT LEARNING) WHEN CONDUCTING TRAINING</b></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>Look at TABLE 1. What does the table teach you about how you should conduct training?</i></p> <p>b. <i>'Learning by doing' is an important principle of adult learning. What does 'learning by doing' mean?</i></p> <p>c. <i>Look at MULTIPLE CHOICE 1. What is your answer?</i></p> <p>d. <i>Read CASE STUDY 1. What is one thing Ken could have done so that the participants learned better how to put on a condom?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN DEMONSTRATE UNDERSTANDING OF HOW PEOPLE LEARN WHEN CONDUCTING TRAINING</b></p> <p><input type="checkbox"/> a. Can explain correctly what TABLE 1 teaches you about how you should conduct training</p> <p><input type="checkbox"/> b. Understands what 'learning by doing' means</p> <p><input type="checkbox"/> c. Has answered MULTIPLE CHOICE 1 correctly</p> <p><input type="checkbox"/> d. Knows one thing Ken could have done so that the participants learned better how to put on a condom</p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 3.5</b>? <input type="checkbox"/></p>	

Portfolio evidence to be collected for this assessment ASK THE CANDIDATE TO ANSWER THE QUESTIONS <b>ANYTIME</b>	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><b>3.6 - DISCUSS HOW THE TRAINING TOPICS ARE RELEVANT TO THE NEEDS OF THE COMMUNITY</b></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 does discussing how the training topics are relevant to the needs of the group help people learn?</i></p> <p>b. <i>Read CASE STUDY 1. What is one way that Ken helped the participants to think about how the training topics were relevant to them?</i></p> <p>c. <i>The best way to make sure that training is relevant to the needs of the group is for the group or community to have identified the need for the training during a 'training-needs assessment'. What is a 'training-needs assessment'?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN DISCUSS HOW THE TRAINING TOPICS ARE RELEVANT TO THE NEEDS OF THE COMMUNITY</b></p> <p><input type="checkbox"/> a. Knows how discussing how the training topics are relevant to the needs of the group will help people learn</p> <p><input type="checkbox"/> b. Knows one way that Ken helped the participants to think about how the training topics were relevant to them</p> <p><input type="checkbox"/> c. Knows what a 'training-needs assessment' is</p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 3.6</b>? <input type="checkbox"/></p>	
<p><b>3.7 – SHARE THE TRAINING INFORMATION USING EFFECTIVE TECHNIQUES</b></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>a. <i>The following techniques can be used to help conduct training: Brainstorm; presentation; role play; energiser; icebreaker; group work; posters; demonstration; revision; quiz; introduction; pairs; handouts; practical demonstration; field trip; action plan ('put it into practice' plan). Choose three of the techniques and explain how you have used them to conduct training.</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN SHARE THE TRAINING INFORMATION USING EFFECTIVE TECHNIQUES</b></p> <p><input type="checkbox"/> a. Can explain how they have used three of the techniques to conduct training</p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 3.7</b>? <input type="checkbox"/></p>	

Portfolio evidence to be collected for this assessment ASK THE CANDIDATE TO ANSWER THE QUESTIONS <b>ANYTIME</b>	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><b>3.8 - RESPOND TO ANY MISUNDERSTANDING OR CONFUSION WHEN CONDUCTING TRAINING</b></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><i>a. What are two good ways to find out if participants are confused or misunderstand?</i></p> <p><i>b. What are two signs that show that some people might not understand?</i></p> <p><i>c. How should you respond properly to someone who is confused or misunderstands?</i></p> <p><i>d. Read CASE STUDY 1. Ken tried to find out if there was any misunderstanding or confusion by asking if there were any questions. Did this method work well? What could Ken have done instead?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN RESPOND TO ANY MISUNDERSTANDING OR CONFUSION WHEN CONDUCTING TRAINING</b></p> <p><input type="checkbox"/> <i>a. Can identify two good ways to find out if participants are confused or misunderstand</i></p> <p><input type="checkbox"/> <i>b. Can identify two signs that some people might not understand</i></p> <p><input type="checkbox"/> <i>c. Knows how to respond properly to someone who is confused or misunderstands</i></p> <p><input type="checkbox"/> <i>d. Knows whether the method that Ken used to try and find out if there was any misunderstanding or confusion worked well, and can suggest what Ken could have done instead</i></p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 3.8</b>? <input type="checkbox"/></p>	
<p><b>3.9 - CONFIRM WHAT THE NEXT STEPS FOLLOWING THE VISIT WILL BE AND WHO WILL BE RESPONSIBLE FOR MAKING THEM HAPPEN</b></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><i>a. Why is it important for all of the participants to be involved in identifying what the next steps will be?</i></p> <p><i>b. What could happen if you don't confirm who will be responsible for making the next steps happen?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN CONFIRM WHAT THE NEXT STEPS FOLLOWING THE VISIT WILL BE</b></p> <p><input type="checkbox"/> <b>CAN CONFIRM WHO WILL BE RESPONSIBLE FOR MAKING THEM HAPPEN</b></p> <p><input type="checkbox"/> <i>a. Knows why it is important for all of the participants to be involved in identifying what the next steps will be</i></p> <p><input type="checkbox"/> <i>b. Knows what could happen if you don't confirm who will be responsible for making the next steps happen</i></p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 3.9</b>? <input type="checkbox"/></p>	
<p><b>3.10 - DISCUSS HOW OR IF THE VISIT HAS BEEN USEFUL, AND WAYS IT COULD BE IMPROVED</b></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><i>a. How does it help a Community Development Worker to find out how well the participants have learned the skills and knowledge?</i></p> <p><i>b. How does it help participants to find out what other participants thought about the training?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN DISCUSS HOW OR IF THE VISIT HAS BEEN USEFUL, AND WAYS IT COULD BE IMPROVED</b></p> <p><input type="checkbox"/> <i>a. Can explain how it helps a Community Development Worker to find out how well the participants have learned the skills and knowledge</i></p> <p><input type="checkbox"/> <i>b. Can explain how it helps participants if they find out what other participants thought about the training</i></p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 3.10</b>? <input type="checkbox"/></p>	

Portfolio evidence to be collected for this assessment ASK THE CANDIDATE TO ANSWER THE QUESTIONS <b>ANYTIME</b>	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><b>3.11 - THANK THE GROUP, WITHOUT RUSHING, AND EXPLAIN AGAIN THE PURPOSE OF THE VISIT</b></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 why the training has taken place?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN THANK THE GROUP WITHOUT RUSHING</b></p> <p><input type="checkbox"/> <b>CAN EXPLAIN AGAIN THE PURPOSE OF THE VISIT</b></p> <p><input type="checkbox"/> <i>a. Knows why it is important to explain again at the end why the training has taken place</i></p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 3.11</b>? <input type="checkbox"/></p>	

PICTURE 1

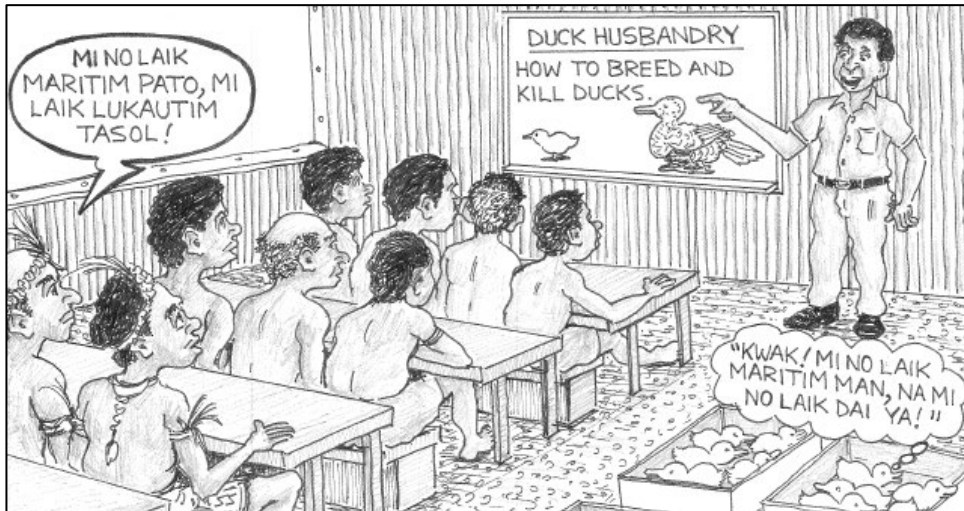


TABLE 1

	After 3 hours	After 3 days
TELL ONLY	70%	10%
SHOW ONLY	72%	20%
SHOW & TELL	85%	65%

MULTIPLE CHOICE 1

**When you conduct training which one of the following will help people to learn?**

- a) Making sure the participants feel comfortable
- b) Starting the training by summarising the information you are going to explain
- c) Ending the training by summarising the information that you have explained
- d) Do an activity where the participants put what they have learned into practice
- e) All of the above

### CASE STUDY 1

Ken is a Community Development Worker working for a mine. Ken has travelled to Kerewa, a village near the mine, to conduct training about HIV & AIDS. During community entry Ken asked the key people if he should conduct the training with men and women together, or in separate groups. The key people said that men and women should be together.

Ken began the training by giving the participants statistics about the number of infections of people near the mine. He then asked the participants to tell stories about their own experience of HIV & AIDS. All participants had stories to tell about friends or family who had been infected or who had died. Ken then showed a video which told the story of a family destroyed by AIDS. Ken then conducted a brainstorm activity. He asked participants to brainstorm what they already knew about HIV & AIDS. Ken then gave a detailed history of HIV & AIDS and how it infects people. He then explained the Government's policy of A, B, C (Abstain, Be Faithful, or always use a Condom). Ken asked the women and men if it was okay if he could use a model *diwai-kok* to show how to put on a condom and they said it was okay. Ken used a *diwai-kok* to demonstrate how to put on a condom properly. To find out if there were misunderstandings or confusion Ken asked if there were any questions. The men had a few questions, which Ken answered, but the women remained silent. At the end of the training Ken gave out pamphlets on how to prevent HIV & AIDS.

## ASSESSMENT OUTCOME PAGE FOR CDW C06 ELEMENT 3 – CONDUCT THE TRAINING

As the **CDW Workplace Assessor**, is there sufficient evidence to show that the candidate performed the performance criteria for CDW C06 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 C06 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 C06 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 C06 Element 3

Competent

Not yet  
competent

NATTB officers name, date, and signature \_\_\_\_\_