

**CDW C08 ELEMENT 3 – CONDUCT FIELD EVALUATION OF ACTIVITY OUTCOMES**  
**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 stakeholders to review the project plan including the project objective, activities, and expected project outcomes
- 3.7 Work with stakeholders to identify what the actual project outcomes were
- 3.8 Work with stakeholders to evaluate the impact of the actual project outcomes, including how well the project objective was achieved
- 3.9 Work with stakeholders to investigate the impact of the project
- 3.10 Work with stakeholders to identify lessons learned and what will be done to sustain the impact of the project
- 3.11 Confirm what the next steps following the visit will be and who will be responsible for making them happen
- 3.12 Discuss how or if the visit has been useful, and ways it could be improved
- 3.13 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 C08 ELEMENT 3 – CONDUCT FIELD EVALUATION OF ACTIVITY OUTCOMES

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 <i>a. Why should Community Development Workers support and encourage people living with a disability to participate effectively in community activities?</i> <i>b. How will it help the evaluation if both men and women are able to participate effectively?</i> <i>c. If you are working in a community where women do not normally participate, what are two things you can do so that women feel more comfortable to get involved?</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 why Community Development Workers should support and encourage people living with a disability to participate effectively in community activities</i> <input type="checkbox"/> <i>b. Can explain how it will help the evaluation if both men and women are able to participate effectively</i> <input type="checkbox"/> <i>c. Knows two things they can do to help women feel more comfortable to get involved if they are working in a community where women do not normally participate</i> <div style="border: 1px solid black; padding: 5px; text-align: center;">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 questions: <i>a. Why is it important to encourage key people to take the lead when you help a group to evaluate their project?</i> <i>b. Explain how you have encouraged key people to take the lead in the past when conducting evaluation.</i> <i>c. Look at PICTURE 1. When you encourage key people to take the lead, it is important not just to encourage male key people. What does the saying tell you about who else you should try and encourage to take the lead?</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. Knows why it is important to encourage key people to take the lead when they help a group to evaluate their project</i> <input type="checkbox"/> <i>b. Can explain how they have encouraged key people to take the lead in the past when conducting evaluation?</i> <input type="checkbox"/> <i>c. Can explain what the saying says about who else they should try and encourage to take the lead?</i> <div style="border: 1px solid black; padding: 5px; text-align: center;">Can the candidate perform <b>PERFORMANCE CRITERIA 3.2</b>? <input type="checkbox"/></div>	

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>3.3 - COMMUNICATE EFFECTIVELY AND RESPECTFULLY 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. Look at MULTIPLE CHOICE 1. What is your answer?</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. Has answered MULTIPLE CHOICE 1 correctly</i> <div>Can the candidate perform <b>PERFORMANCE CRITERIA 3.3</b>? <input type="checkbox"/></div>	
<b>3.4 - WORK IN A WAY THAT IS APPROPRIATE TO LOCAL CULTURE 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 are three pieces of advice you would give to a male Community Development Worker who is single (not married) so they work in a way that is appropriate to local culture?</i> <i>b. A Community Development Worker's job is to help the group or community to evaluate their own project themselves. But sometimes a technical expert (for example, a water-supply expert or a health expert) is also needed to help evaluate a project. What could happen if the group or community don't know what the technical expert is doing or what the technical expert found out?</i>	Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> <b>CAN WORK IN WAY THAT IS APPROPRIATE TO LOCAL CULTURE DURING THE ACTIVITIES</b> <input type="checkbox"/> <i>a. Knows three pieces of advice to give to a male Community Development Worker who is single (not married) so they work in a way that is appropriate to local culture</i> <input type="checkbox"/> <i>b. Knows what could happen if the group or community don't know what the technical expert is doing or what they found out</i> <div>Can the candidate perform <b>PERFORMANCE CRITERIA 3.4</b>? <input type="checkbox"/></div>	
<b>3.5 - EXPLAIN THE PURPOSE OF THIS STEP IN A PROJECT CYCLE AND WHY IT IS IMPORTANT THAT EVERYONE IN THE GROUP PARTICIPATES</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. How would you explain the purpose of evaluation in simple English or Tok Pisin?</i> <i>b. How long after a project has been completed should you wait before conducting evaluation?</i>	Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> <b>CAN EXPLAIN THE PURPOSE OF THIS STEP IN A PROJECT CYCLE AND WHY IT IS IMPORTANT THAT EVERYONE IN THE GROUP PARTICIPATES</b> <input type="checkbox"/> <i>a. Can explain the purpose of evaluation in simple English or Tok Pisin</i> <input type="checkbox"/> <i>b. Knows how long after a project has been completed you should wait before conducting evaluation</i> <div>Can the candidate perform <b>PERFORMANCE CRITERIA 3.5</b>? <input type="checkbox"/></div>	

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 - WORK WITH STAKEHOLDERS TO REVIEW THE PROJECT PLAN INCLUDING THE PROJECT OBJECTIVE, ACTIVITIES, AND EXPECTED PROJECT OUTCOMES</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. Who are the stakeholders of a project?</i></p> <p><i>b. Why do you need to review the project plan first, especially the project objective and expected project outcomes, before beginning the evaluation?</i></p> <p><i>c. Look at CASE STUDY 1. A good project objective should state clearly what the main change will be to the lives of the people the project is trying to help. Is the following a good project objective for Stanley and Janet's project?</i> "OUR FAMILY WILL HAVE MORE INCOME TO MEET THE FAMILY'S NEEDS"</p> <p><i>d. Look at CASE STUDY 1. What are three expected project outcomes?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN WORK WITH STAKEHOLDERS TO REVIEW THE PROJECT PLAN INCLUDING THE PROJECT OBJECTIVE, ACTIVITIES, AND EXPECTED PROJECT OUTCOMES</b></p> <p><input type="checkbox"/> <i>a. Knows who the stakeholders of a project are</i></p> <p><input type="checkbox"/> <i>b. Can explain why you need to review the project plan first, especially the project objective and expected project outcomes, before beginning the evaluation</i></p> <p><input type="checkbox"/> <i>c. Knows whether the project objective "OUR FAMILY WILL HAVE MORE INCOME TO MEET THE FAMILY'S NEEDS" is a good one</i></p> <p><input type="checkbox"/> <i>d. Can identify three expected project outcomes</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 3.6</b>? <input type="checkbox"/></p> </div>	
<p><b>3.7 - WORK WITH STAKEHOLDERS TO IDENTIFY WHAT THE ACTUAL PROJECT OUTCOMES WERE</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 is the difference between expected and unexpected project outcomes?</i></p> <p><i>b. Look at CASE STUDY 1. What were two expected project outcomes that Stanley and Janet identified as actual project outcomes?</i></p> <p><i>c. Look at CASE STUDY 1. What were the two unexpected project outcomes that Stanley and Janet identified?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN WORK WITH STAKEHOLDERS TO IDENTIFY WHAT THE ACTUAL PROJECT OUTCOMES WERE</b></p> <p><input type="checkbox"/> <i>a. Knows what the difference is between expected and unexpected project outcomes</i></p> <p><input type="checkbox"/> <i>b. Knows the two expected project outcomes that Stanley and Janet identified as actual project outcomes</i></p> <p><input type="checkbox"/> <i>c. Knows the two unexpected project outcomes that Stanley and Janet identified</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 3.7</b>? <input type="checkbox"/></p> </div>	

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 - WORK WITH STAKEHOLDERS TO EVALUATE THE IMPACT OF THE ACTUAL PROJECT OUTCOMES, INCLUDING HOW WELL THE PROJECT OBJECTIVE WAS ACHIEVED</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 CASE STUDY 1. What actual project outcome did Janet rate as having the biggest impact?</i></p> <p>b. <i>Why is it a good idea to ask women and men to evaluate the impact of the actual project outcomes separately?</i></p> <p>c. <i>Look at CASE STUDY 1. Marilyn used the 'faces' rating scale to help Stanley and Janet rate how well the project objective had been achieved. Is this a good method to use for people who find it hard to read and write? Why or why not?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN WORK WITH STAKEHOLDERS TO EVALUATE THE IMPACT OF THE ACTUAL PROJECT OUTCOMES, INCLUDING HOW WELL THE PROJECT OBJECTIVE WAS ACHIEVED</b></p> <p><input type="checkbox"/> a. Knows which actual project outcome Janet rated as having the biggest impact</p> <p><input type="checkbox"/> b. Knows why it is a good idea to ask women and men to evaluate the impact of the actual project outcomes separately</p> <p><input type="checkbox"/> c. Can explain whether the 'faces' method is a good method to use for people who find it hard to read and write</p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 3.8</b>? <input type="checkbox"/></p>	
<p><b>3.9 - WORK WITH STAKEHOLDERS TO INVESTIGATE THE IMPACT OF THE PROJECT</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>Some tools or methods commonly used by Community Development Workers to help a group to investigate the impact of their project include the following: Interviews, focus groups, village walks, ranking, significant change story. Choose TWO of these tools or methods and explain how you could use them both to investigate the impact of a Primary School project to improve student health and hygiene.</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN WORK WITH THE STAKEHOLDERS TO INVESTIGATE THE IMPACT OF THE PROJECT</b></p> <p><input type="checkbox"/> a. Knows how you could use TWO of the tools or methods listed to investigate the impact of a Primary School project to improve student health and hygiene</p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 3.9</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.
<b>3.10 - WORK WITH STAKEHOLDERS TO IDENTIFY LESSONS LEARNED AND WHAT WILL BE DONE TO SUSTAIN THE IMPACT OF THE PROJECT</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. Look at MULTIPLE CHOICE 2. What is your answer?</i> <i>b. Why would an outside organisation that is helping to fund a project want to learn lessons from the evaluation?</i> <i>c. Look at CASE STUDY 1. If you were helping Stanley and Janet to evaluate their project, what is one thing you could suggest they can do to sustain the impact of their project?</i>	Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> <b>CAN WORK WITH STAKEHOLDERS TO IDENTIFY LESSONS LEARNED</b> <input type="checkbox"/> <b>CAN WORK WITH STAKEHOLDERS TO IDENTIFY WHAT WILL BE DONE TO SUSTAIN THE IMPACT OF THE PROJECT</b> <input type="checkbox"/> <i>a. Has answered MULTIPLE CHOICE 2 correctly.</i> <input type="checkbox"/> <i>b. Knows why an outside organisation that is helping to fund a project would want to learn lessons from the evaluation</i> <input type="checkbox"/> <i>c. Has one good suggestion for what Stanley and Janet could do to sustain the impact of their project</i> <div>Can the candidate perform <b>PERFORMANCE CRITERIA 3.10</b>? <input type="checkbox"/></div>	
<b>3.11 - CONFIRM WHAT THE NEXT STEPS FOLLOWING THE VISIT WILL BE AND WILL BE RESPONSIBLE FOR MAKING THEM HAPPEN</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. Some Community Development Workers help everyone to come up with a plan to put their lessons learned into practice. Is this a good idea?</i> <i>b. What is normally the next step in a project cycle after evaluation (if the group want to do another project)?</i>	Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> <b>CAN CONFIRM WHAT THE NEXT STEPS FOLLOWING THE VISIT WILL BE</b> <input type="checkbox"/> <b>CAN CONFIRM WHO WILL BE RESPONSIBLE FOR MAKING THEM HAPPEN</b> <input type="checkbox"/> <i>a. Knows if it is a good idea to help everyone come up with a plan for how to put their lessons learned into practice</i> <input type="checkbox"/> <i>b. Knows what is normally the next step in a project cycle after evaluation (if the group want to do another project)</i> <div>Can the candidate perform <b>PERFORMANCE CRITERIA 3.11</b>? <input type="checkbox"/></div>	
<b>3.12 - DISCUSS HOW OR IF THE VISIT HAS BEEN USEFUL, AND WAYS IT COULD BE IMPROVED</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 does it help a Community Development Worker to find out if the way they helped everyone to conduct evaluation was useful for them?</i>	Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> <b>CAN DISCUSS HOW OR IF THE VISIT HAS BEEN USEFUL, AND WAYS IT COULD BE IMPROVED</b> <input type="checkbox"/> <i>a. Knows how it helps a Community Development Worker to find out if the way they helped everyone to conduct evaluation was useful for them</i> <div>Can the candidate perform <b>PERFORMANCE CRITERIA 3.12</b>? <input type="checkbox"/></div>	

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>3.13 - THANK THE GROUP, WITHOUT RUSHING, AND EXPLAIN AGAIN THE PURPOSE OF THE VISIT</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. Why is it important to explain again at the end why the evaluation has taken place?</i>	Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> <b>CAN THANK THE GROUP WITHOUT RUSHING</b> <input type="checkbox"/> <b>CAN EXPLAIN AGAIN THE PURPOSE OF THE VISIT</b> <input type="checkbox"/> <i>a. Knows why it is important to explain again at the end why the evaluation has taken place</i> <div>Can the candidate perform <b>PERFORMANCE CRITERIA 3.13</b>? <input type="checkbox"/></div>	

## PICTURE 1

# The kumul needs two wings to fly

## MULTIPLE CHOICE 1

Which one of the following is **NOT** effective communication?

- a) Use *tok piksa* and *tok bokis* to help people understand
- b) Use a language that everyone understands (use a translator if necessary)
- c) Talk to everyone like you know everything and they know nothing
- d) Use two-way communication. Take turns to talk. Give time for people to respond
- e) Use butcher paper and other materials if you think they will help you communicate
- f) Don't use big words that are too complicated. Don't use difficult English.

## MULTIPLE CHOICE 2

Which of the following would be good lessons for the group or community to learn from the evaluation?

- a) It was great that men and women made decisions together. It really helped the project to be successful.
- b) Getting the whole group involved in each step of the project cycle really made a difference. Everyone really supported the project.
- c) Following the steps of a project cycle isn't hard. We can do it again ourselves.
- d) The project managers put everyone out in the open. They didn't hide anything. This really made a big difference.
- e) All of the above

**CASE STUDY 1**






Stanley and Janet are married with two children. They decided they needed more income for their family's needs. They said they needed more income so they could pay their school fees on time, so they had enough money to pay for medicine, and so they could build a better house. To get more income for their family's needs, they came up with a plan to (1) rehabilitate their cocoa block and (2) manage their money better so they didn't waste it.

To rehabilitate their cocoa block they did the following: (1) Clear the old cocoa trees so that no stumps remain; (2) Prepare the ground properly; (3) Purchase 45 new variety cocoa seedlings; (4) Replant the cocoa block with 45 cocoa seedlings planted 4 metres apart.






To manage their money better they did the following: (1) Complete 'husband and wife money management training' together, run by the District; (2) Complete 'business management training' together, run by World Vision; (3) Do an annual plan together for how to use income properly and follow it.

Stanley and his family completed their project. Stanley's sister, Marilyn, is a Community Development Worker. She is helping Stanley and Janet to evaluate their project. Marilyn asked Stanley and Janet if they thought they now had more income for their family's needs. They both said "yes". Marilyn also asked if the project had achieved the expected project outcomes. Stanley and Janet said that they were now able to pay the school fees on time for both of their children, and they also had more money for medicine, but they did not yet have enough money to build a better house. Marilyn also asked if there were any other project outcomes that they had not expected, good or bad. Janet said that she and Stanley now had a better relationship because they made decisions together. Stanley said that they now had to spend a lot of time helping other families to rehabilitate their cocoa blocks.

Merilyn then asked Stanley and Janet to identify the impact of the actual project outcomes. To do this, she asked Stanley and Janet to rate how strong the impact was of the four actual project outcomes using the 'full bar' rating scale (below).

	 <i>Liklik stret</i>	 <i>Liklik</i>	 <i>Hap hap</i>	 <i>Bikpela</i>	 <i>Bikpela stret</i>
Janet and Stanley said we can now pay our school fees on time				✓ (Janet)	✓ (Stanley)
Janet and Stanley said we now have more money for medicine			✓ (Stanley)	✓ (Janet)	
Janet said that she and Stanley now had a better relationship because they made decisions together		✓ (Stanley)			✓ (Janet)
Stanley said they now had to spend a lot of time helping other families to rehabilitate their cocoa blocks		✓ (Janet)		✓ (Stanley)	

She also asked them to identify how well the project objective was achieved using the 'faces' rating scale (below).

	 <i>Liklik stret</i>	 <i>Liklik</i>	 <i>Hap hap</i>	 <i>Inapim</i>	 <i>Inapim stret</i>
Project objective: "OUR FAMILY WILL HAVE MORE INCOME TO MEET THE FAMILY'S NEEDS"				✓ (Janet) ✓ (Stanley)	



**ASSESSMENT OUTCOME PAGE FOR CDW C08 ELEMENT 3 - CONDUCT FIELD EVALUATION OF ACTIVITY OUTCOMES**

As the **CDW Workplace Assessor**, is there sufficient evidence to show that the candidate performed the performance criteria for CDW C08 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 C08 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 C08 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 C08 Element 3

Competent

Not yet  
competent

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