

CDW C05 ELEMENT 3 ASSIST GROUP TO DEVELOP THE PROJECT PLAN
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 of the project cycle and why it is important that everyone in the group participates
- 3.6 Work with the group to identify the project objective, activities, and expected project outcomes
- 3.7 Work with the group to identify ways to sustain the impact of the project
- 3.8 Work with the group to identify what can be done to manage risks
- 3.9 Work with the group to develop an activity schedule and budget
- 3.10 Work with the group to review and confirm the project plan and discuss how the project will be managed
- 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 C05 ELEMENT 3 – ASSIST GROUP TO DEVELOP THE PROJECT PLAN

| 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 2) Candidate's written answers to the following questions: <i>a. Involving everyone from the group to develop a plan builds ownership of the plan. What happens if there is not enough ownership of the plan by everyone in the group?</i> <i>b. Why should you encourage the group to involve youth when they develop the plan?</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 what happens if there is not enough ownership of the plan by everyone in the group</i> <input type="checkbox"/> <i>b. Knows why they should encourage the group to involve youth when they develop the plan</i> <div>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. What is one way that key people can take the lead when you assist their group to develop a plan?</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. Knows one way that key people can take the lead when they assist their group to develop a plan</i> <div>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. If some participants do not speak your language what can you do when you assist them to develop a plan</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 what you can do if some participants do not speak your language when you assist them to develop a plan</i> <div>Can the candidate perform PERFORMANCE CRITERIA 3.3? <input type="checkbox"/></div> | |
| 3.4 - WORK IN A WAY THAT IS APPROPRIATE TO LOCAL CULTURE 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. Give an example of something a male Community Development Worker could do that <u>is not</u> appropriate to local culture when assisting a group to develop a plan</i> | Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> CAN WORK IN WAY THAT IS APPROPRIATE TO LOCAL CULTURE DURING THE ACTIVITIES <input type="checkbox"/> <i>a. Can give an example of something a male Community Development Worker could do that <u>is not</u> appropriate to local culture when assisting a group to develop a plan</i> <div>Can the candidate perform PERFORMANCE CRITERIA 3.4? <input type="checkbox"/></div> | |

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|--|---|---|
| 3.5 - EXPLAIN THE PURPOSE OF THIS STEP OF THE PROJECT CYCLE AND WHY IT IS IMPORTANT THAT EVERYONE IN THE GROUP PARTICIPATES 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. Explain the purpose of planning in simple English or Tok Pisin?</i> <i>b. What can happen if a group doesn't follow a plan when implementing a community activity?</i> | Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> CAN EXPLAIN THE PURPOSE OF THIS STEP OF A PROJECT CYCLE <input type="checkbox"/> CAN EXPLAIN WHY IT IS IMPORTANT THAT EVERYONE IN THE GROUP PARTICIPATES <input type="checkbox"/> <i>a. Can explain the purpose of planning in simple English or Tok Pisin?</i> <input type="checkbox"/> <i>b. Knows what can happen if a group doesn't follow a plan when implementing a community activity</i> <div>Can the candidate perform PERFORMANCE CRITERIA 3.5? <input type="checkbox"/></div> | |
| 3.6 – WORK WITH THE GROUP TO IDENTIFY 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 questions: <i>a. What is a project objective?</i> <i>b. Look at MULTIPLE CHOICE 1. What is your answer?</i> <i>c. In a good project plan the activities (if completed successfully) should achieve the project objective, and the project objective (if achieved) should deliver the expected project outcomes (the expected benefits). Is this true?</i> | Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> CAN WORK WITH THE GROUP TO IDENTIFY THE PROJECT OBJECTIVE, ACTIVITIES, AND EXPECTED PROJECT OUTCOMES <input type="checkbox"/> <i>a. Can explain what a project objective is</i> <input type="checkbox"/> <i>b. Can identify the correct answer for MULTIPLE CHOICE 1</i> <input type="checkbox"/> <i>c. Knows if it is true that in a good project plan the activities (if completed successfully) should achieve the project objective, and the project objective (if achieved) should deliver the expected project outcomes (the expected benefits).</i> <div>Can the candidate perform PERFORMANCE CRITERIA 3.6? <input type="checkbox"/></div> | |
| 3.7 - WORK WITH THE GROUP TO IDENTIFY WAYS TO SUSTAIN THE IMPACT OF THE PROJECT 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 help a group to think about ways to sustain the impact of their project?</i> <i>b. Look at CASE STUDY 1. It is important to help the group think about how to sustain the impact of their project after it is finished so that the benefits remain. This is called sustainability. What could Kaugras Maunten Community School do <u>after the project is finished</u> to encourage boys and girls to continue to attend school regularly?</i> | Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> CAN WORK WITH THE GROUP TO IDENTIFY WAYS TO SUSTAIN THE IMPACT OF THE PROJECT <input type="checkbox"/> <i>a. Knows why it is important to help a group to think about ways to sustain the impact of their project</i> <input type="checkbox"/> <i>d. Knows one thing that Kaugras Maunten Community School could do <u>after the project is finished</u> to encourage boys and girls to continue to attend school regularly</i> <div>Can the candidate perform PERFORMANCE CRITERIA 3.7? <input type="checkbox"/></div> | |

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|--|---|---|
| 3.8 - WORK WITH THE GROUP TO IDENTIFY WHAT CAN BE DONE TO MANAGE RISKS 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 is a project "risk"?</i> <i>b. Imagine you are helping a school to develop a plan for a new garden area for a teacher. What is one possible risk? What could the school do to manage this risk?</i> | Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> CAN WORK WITH THE GROUP TO IDENTIFY WHAT CAN BE DONE TO MANAGE RISKS <input type="checkbox"/> <i>a. Knows what a project "risk" is</i> <input type="checkbox"/> <i>b. Can identify one possible risk that the school should think about when they develop a new garden area for a teacher, and can identify what the school could do to manage this risk</i> <div>Can the candidate perform PERFORMANCE CRITERIA 3.8? <input type="checkbox"/></div> | |
| 3.9 - WORK WITH THE GROUP TO DEVELOP AN ACTIVITY SCHEDULE AND BUDGET 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. What is one thing you like about the activity plan and budget developed by Kaugras Maunten Community School? Explain why you like it?</i> <i>b. Look at CASE STUDY 1. What is one suggestion you would make to help Kaugras Maunten Community School to improve their activity plan and budget?</i> | Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> CAN WORK WITH THE GROUP TO DEVELOP AN ACTIVITY SCHEDULE <input type="checkbox"/> CAN WORK WITH THE GROUP TO DEVELOP A BUDGET <input type="checkbox"/> <i>a. Can identify one thing they like about the activity plan and budget development by Kaugras Maunten Community School and can explain why they like it.</i> <input type="checkbox"/> <i>b. Can identify a good suggestion they would make to help Kaugras Maunten Community School improve their activity plan and budget</i> <div>Can the candidate perform PERFORMANCE CRITERIA 3.9? <input type="checkbox"/></div> | |
| 3.10 - WORK WITH THE GROUP TO REVIEW AND CONFIRM THE PROJECT PLAN AND DISCUSS HOW THE PROJECT WILL BE MANAGED 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 it is important to discuss how the project will be managed?</i> <i>b. Look at PHOTO 1. This is a photo of a Community Development Worker working with the group to review and confirm the project plan. Does it look like the Community Development Worker is doing a good job? Why or why not?</i> | Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> CAN WORK WITH THE GROUP TO REVIEW AND CONFIRM THE PROJECT PLAN <input type="checkbox"/> CAN WORK WITH THE GROUP TO DISCUSS HOW THE PROJECT WILL BE MANAGED <input type="checkbox"/> <i>a. Knows why it is important to discuss how the project will be managed</i> <input type="checkbox"/> <i>b. Can justify their answer about whether it looks like the Community Development Worker in the photo is doing a good job or not</i> <div>Can the candidate perform PERFORMANCE CRITERIA 3.10? <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. |
|---|--|---|
| 3.11 - 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 question: <i>a. What is normally the next step in a project cycle after the group develops a project plan?</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 is normally the next step in a project cycle after the group develops a project plan</i> <div>Can the candidate perform PERFORMANCE CRITERIA 3.11? <input type="checkbox"/></div> | |
| 3.12 - 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. What are some good questions that a Community Development Worker can ask to find out how or if the visit has been useful for everyone?</i> | Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> CAN DISCUSS HOW OR IF THE VISIT HAS BEEN USEFUL, AND WAYS IT COULD BE IMPROVED <input type="checkbox"/> <i>a. Knows some good questions that a Community Development Worker can ask to find out how or if the visit has been useful for everyone</i> <div>Can the candidate perform PERFORMANCE CRITERIA 3.12? <input type="checkbox"/></div> | |
| 3.13 - THANK THE GROUP, WITHOUT RUSHING, AND EXPLAIN AGAIN THE PURPOSE OF THE VISIT 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 thank everyone without rushing?</i> | Does the portfolio evidence demonstrate that the candidate...? <input type="checkbox"/> CAN THANK THE GROUP WITHOUT RUSHING <input type="checkbox"/> CAN EXPLAIN AGAIN THE PURPOSE OF THE VISIT <input type="checkbox"/> <i>a. Knows why it is important to thank everyone without rushing</i> <div>Can the candidate perform PERFORMANCE CRITERIA 3.13? <input type="checkbox"/></div> | |

PHOTO 1



MULTIPLE CHOICE 1

Which of the following are normally included in a project plan?

- a) Activity schedule and budget
- b) Project objective
- c) Risk management
- d) Sustainability (how to sustain the impact of the project)
- e) Expected project outcomes
- f) All of the above

CASE STUDY 1

Rebecca is a Community Development Worker. She is a representative on the Ward 23 Ward Development Committee. She helped the local school (*Kaugras Maunten* Community School) to analyse their development situation and identify priorities (step 1 of the project cycle). The school community decided that one of their priority needs was for more boys and girls to attend school regularly. Rebecca then helped *Kaugras Maunten* Community School to develop a plan so that more boys and girls attend school regularly. The activity plan and budget for the project is shown below.

| 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) | K20 | K180 | BOM Secretary | March |
| | White board and markers <i>stap pinis</i> | Ko | | | |
| Contact District | Send formal letter to District inviting the Inspector | Ko | K155 | BOM Chairperson | March |
| | PMV for BOM Chairperson to District and return to give formal letter and make arrangements | K20 | | | |
| | Flex for BOM Chairperson to follow up with calls | K5 | | | |
| 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>) | Ko | K155 | Pastor David and Mary | March |
| District School Inspector arrives | PMV for BOM Chairperson to District | K10 | K55 | BOM Chairperson | April 21 st |
| | PMV for BOM Chairperson and District Inspector | K20 | | | |
| | <i>Liklik kaikai long rot</i> | K10 | | | |
| | Welcome party for District Inspector with BOM. Garden food donated. Buy 2 chickens. | K60 | | | |
| | District Inspector sleeps at Roberts house 2 nights (<i>bikpela tenkyu!!</i>) | Ko | | | |
| First awareness (<i>long kaugras kona</i>) | BOM Secretary and his wife and the District Inspector lead the awareness. <i>Ol bai volandia</i> (<i>bikpela tenkyu!!</i>) | Ko | K55 | BOM Secretary | April 22 nd |
| Second awareness (<i>long wara tait</i>) | BOM Secretary and his wife and the District Inspector lead the awareness. | Ko | K55 | BOM Secretary | April 22 nd |
| Third awareness (<i>long maunten mori</i>) | BOM Secretary and his wife and the District Inspector lead the awareness. | Ko | K55 | 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) | Ko K10 | K45 | BOM Chairperson | April |
| District Inspector departs | PMV for BOM Chairperson and District Inspector | K20 | K5 | BOM Chairperson | April 23 rd |
| | PMV for Chairperson to return | K10 | | | |
| | <i>Liklik kaikai long rot</i> | K10 | | | |
| Follow-up awareness one month after at each site | Pastor David and Mary (<i>bikpela tenkyu!!</i>) | Ko | K5 | Pastor David and Mary | Last week of May |
| TOTAL COST OF THE PROJECT | | K195 | | | |
| Contingency | | K5 | Ko | | |
| TOTAL = | | K200 | | | |

ASSESSMENT OUTCOME PAGE FOR CDW C05 ELEMENT 3 - ASSIST GROUP TO DEVELOP THE PROJECT PLAN

As the **CDW Workplace Assessor**, is there sufficient evidence to show that the candidate performed the performance criteria for CDW C05 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 C05 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 C05 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 C05 Element 3

Competent

Not yet
competent

NATTB officers name, date, and signature _____