

**CDW CORE UNIT ELEMENT 2 - CONDUCT COMMUNITY ENTRY****PNG National Standard for Community Development Workers (CDWs). Portfolio assessment instrument.****PERFORMANCE CRITERIA TO BE ASSESSED IN THIS ELEMENT**

- 2.1 Confirm who the key people are, and work with them to make arrangements for the visit
- 2.2 Discuss roles, expectations, and the purpose of the visit with key people
- 2.3 Discuss with the key people why and how to support and encourage participation and inclusion during the activities
- 2.4 Communicate effectively and respectfully with key people
- 2.5 Show respect for local culture and be sensitive to gender roles
- 2.6 Reassess whether the work plan and materials for the activities are going to be suitable and make necessary changes
- 2.7 Follow workplace health and safety practices and other workplace policies while conducting field activities

**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: \_\_\_\_\_ Date: \_\_\_\_\_

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: \_\_\_\_\_ Date: \_\_\_\_\_

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: \_\_\_\_\_ Date: \_\_\_\_\_

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

| ASSESSMENT FOR CDW CORE UNIT ELEMENT 2 - CONDUCT COMMUNITY ENTRY   |  |   |
|--|--|---|
| Portfolio evidence to be collected for this assessment<br>ASK THE CANDIDATE TO ANSWER THE QUESTIONS <b>AFTER</b> THEY PERFORM THE ELEMENT  | Guidelines for assessing the evidence (to be used by the assessor).<br>Use a 'Y' for yes or 'N' for no.  | Does the NATTB officer agree with the assessment? If not explain why. |
| <p><b>2.1 - CONFIRM WHO THE KEY PEOPLE ARE, AND WORK WITH THEM TO MAKE ARRANGEMENTS FOR THE VISIT</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criteria</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p><i>a. How did you confirm who the key people are?</i></p> <p><i>b. What arrangements did you make with key people?</i></p> <p><i>c. Why is it important to work with both men and women key people when you make arrangements?</i></p>   | <p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CONFIRMED WHO THE KEY PEOPLE ARE TO WORK WITH</b></p> <p><input type="checkbox"/> <b>WORKED WITH KEY PEOPLE TO MAKE ARRANGEMENTS</b></p> <p><input type="checkbox"/> <b>MADE ALL NECESSARY ARRANGEMENTS</b></p> <p><input type="checkbox"/> <i>a. Can explain how they confirmed who the key people are</i></p> <p><input type="checkbox"/> <i>b. Can describe the arrangements they made with key people</i></p> <p><input type="checkbox"/> <i>c. Knows why it is important to work with both men and women key people when they make arrangements</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 2.1</b>? <input type="checkbox"/></p> </div>   |   |
| <p><b>2.2 - DISCUSS ROLES, EXPECTATIONS, AND THE PURPOSE OF THE VISIT WITH KEY PEOPLE</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criteria</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p><i>a. What can happen if the expectations of people in the group or community are too high?</i></p> <p><i>b. What can you do to lower the expectations of people in the group or community?</i></p> <p><i>c. Look at PICTURE 1. What does this saying tell you about the role of a Community Development Worker?</i></p> <p><i>d. What are some roles that key people should play during the visit of a Community Development Worker?</i></p> <p><i>e. Look at MULTIPLE CHOICE 1. What is your answer?</i></p> | <p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>DISCUSSED ROLES WITH THE KEY PEOPLE</b></p> <p><input type="checkbox"/> <b>DISCUSSED EXPECTATIONS WITH THE KEY PEOPLE</b></p> <p><input type="checkbox"/> <b>DISCUSSED THE PURPOSE OF THE VISIT WITH THE KEY PEOPLE</b></p> <p><input type="checkbox"/> <i>a. Understands what can happen if the expectations of people in the group or community are too high</i></p> <p><input type="checkbox"/> <i>b. Knows what they can do to lower the expectations of people in the group or community</i></p> <p><input type="checkbox"/> <i>c. Understands what the saying in PICTURE 1 tell you about the role of a Community Development Worker</i></p> <p><input type="checkbox"/> <i>d. Understands some of the roles that key people should play during the visit of a Community Development Worker</i></p> <p><input type="checkbox"/> <i>e. Has answered MULTIPLE CHOICE 1 correctly</i></p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 2.2</b>? <input type="checkbox"/></p> </div> |   |

| Portfolio evidence to be collected for this assessment<br>ASK THE CANDIDATE TO ANSWER THE QUESTIONS <b>AFTER</b> THEY PERFORM THE ELEMENT   | Guidelines for assessing the evidence (to be used by the assessor).<br>Use a 'Y' for yes or 'N' for no.  | Does the NATTB officer agree with the assessment? If not explain why. |
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| <p><b>2.3 – DISCUSS WITH THE KEY PEOPLE WHY AND HOW TO ENCOURAGE PARTICIPATION AND INCLUSION DURING THE ACTIVITIES</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criteria</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p>a. Look at PICTURE 2. This saying is sometimes called a law of community development. What are two groups of people that are often left behind or excluded in PNG that we all need to try and include so that development is spread fairly (inclusion)?</p> <p>b. Development activities are more successful if everyone in a group or community participates, not just the leaders and the key people. Why?</p> <p>c. Look at PICTURE 3. It shows three reasons why including people who are normally left behind or excluded is important for PNG (inclusion). Choose one of these three reasons and explain why you think it is important for PNGs development?</p> | <p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>DISCUSSED WITH THE KEY PEOPLE WHY AND HOW TO ENCOURAGE PEOPLE TO PARTICIPATE DURING THE ACTIVITIES (NOT JUST LEADERS AND KEY PEOPLE)</b></p> <p><input type="checkbox"/> <b>DISCUSSED WITH THE KEY PEOPLE WHY AND HOW TO ENCOURAGE PEOPLE FROM GROUPS WHO ARE NORMALLY LEFT BEHIND TO EXCLUDED TO BE INCLUDED DURING THE ACTIVITIES</b></p> <p><input type="checkbox"/> a. Knows two groups of people that are often left behind or excluded in PNG that we need to try and include so that development is spread fairly (inclusion)</p> <p><input type="checkbox"/> b. Knows why development activities are more successful if everyone in a group or community participates, not just the leaders and the key people</p> <p><input type="checkbox"/> c. Has a good explanation for why the reason they chose is important for PNGs development</p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 2.3</b>? <input type="checkbox"/></p> |   |
| <p><b>2.4 - COMMUNICATE EFFECTIVELY AND RESPECTFULLY WITH KEY PEOPLE</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criteria</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p>a. ‘Effective communication should be two-way’. What does this mean?</p> <p>b. What are three pieces of advice you would give to another Community Development Worker to help them communicate effectively and respectfully with key people?</p>   | <p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>ENCOURAGED KEY PEOPLE TO GIVE THEIR POINT OF VIEW</b></p> <p><input type="checkbox"/> <b>COMMUNICATED IN A WAY THAT CAN BE UNDERSTOOD</b></p> <p><input type="checkbox"/> <b>COMMUNICATED IN A WAY THAT WAS RESPECTFULLY</b></p> <p><input type="checkbox"/> a. Knows what ‘effective communication should be two-way’ means</p> <p><input type="checkbox"/> b. Can identify three good pieces of advice to give to another Community Development Worker to help them communicate effectively and respectfully with key people</p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 2.4</b>? <input type="checkbox"/></p>   |   |

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|---|---|---|
| <p><b>2.5 - SHOW RESPECT FOR LOCAL CULTURE AND BE SENSITIVE TO GENDER ROLES</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criteria</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p><i>a. What does ‘gender’ mean?</i></p> <p><i>b. Read CASE STUDY 1. What should Linda wear during her visit so that she is sensitive to local gender roles?</i></p> <p><i>c. Read CASE STUDY 1. What are two things that Linda did that did not show respect for local culture?</i></p> <p><i>d. Read CASE STUDY 1. How would you have explained why women should attend the planning discussion in a way that shows respect to the village big man?</i></p> | <p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>SHOWED RESPECT FOR LOCAL CULTURE</b></p> <p><input type="checkbox"/> <b>WAS SENSITIVE TO LOCAL GENDER ROLES</b></p> <p><input type="checkbox"/> <i>a. Knows what ‘gender’ means</i></p> <p><input type="checkbox"/> <i>b. Can identify what Linda should wear during her visit so that she is sensitive to local gender roles</i></p> <p><input type="checkbox"/> <i>c. Can identify two things that Linda did that did not show respect for local culture</i></p> <p><input type="checkbox"/> <i>d. Can give an explanation for why it is important that women attend the planning discussion in a way that shows respect to the village big man</i></p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 2.5</b>? <input type="checkbox"/></p> |   |
| <p><b>2.6 - REASSESS WHETHER THE WORK PLAN AND MATERIALS FOR THE ACTIVITIES ARE GOING TO BE SUITABLE AND MAKE NECESSARY CHANGES</b></p> <p>1) Assessor’s notes on candidate’s answers to the following:</p> <p><i>a. Did you make any changes to your work plan after arriving in the community? Why or why not? If you made changes, what were they?</i></p> <p><i>b. Did you make any changes to the materials you planned to use for the activities after arriving in the community? Why or why not? If you made any changes, what were they?</i></p> <p><i>c. Why do you need to reassess if the work plan is going to be suitable after arriving in a community?</i></p>   | <p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <i>a. Reassessed whether the work plan was going to be suitable and made any necessary changes after arriving in the community</i></p> <p><input type="checkbox"/> <i>b. Reassessed whether the materials for the activities were going to be suitable and made any necessary changes after arriving in the community</i></p> <p><input type="checkbox"/> <i>c. Understands why you need to reassess if the work plan is going to be suitable after arriving in a community</i></p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 2.6</b>? <input type="checkbox"/></p>  |   |

| Portfolio evidence to be collected for this assessment<br>ASK THE CANDIDATE TO ANSWER THE QUESTIONS <b>AFTER</b> THEY PERFORM THE ELEMENT   | Guidelines for assessing the evidence (to be used by the assessor).<br>Use a 'Y' for yes or 'N' for no.  | Does the NATTB officer agree with the assessment? If not explain why. |
|---|--|---|
| <p><b>2.7 - FOLLOW WORKPLACE HEALTH AND SAFETY PRACTICES AND OTHER WORKPLACE POLICIES WHILE CONDUCTING FIELD ACTIVITIES</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criteria</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p><i>a. What workplace health and safety practices do you need to follow when you are conducting field activities?</i></p> <p><i>b. What other workplace policies do you need to follow while conducting field activities?</i></p> <p><i>c. How did you try and stay safe and healthy during the field visit?</i></p> | <p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <i>a.</i> Knows the workplace health and safety practices that they need to follow when conducting field activities</p> <p><input type="checkbox"/> <i>b.</i> Knows what other workplace policies they need to follow when conducting field activities</p> <p><input type="checkbox"/> <i>c.</i> Tried to stay safe and healthy during the field visit</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin-top: 10px;">                     Can the candidate perform <b>PERFORMANCE CRITERIA 2.7?</b> <input type="checkbox"/> </div> |   |

**MULTIPLE CHOICE 1**

Which one of the following is the best description of the role of a Community Development Worker?

- a) Someone who tells people how to develop their community
- b) Someone who does what the community tells them to do
- c) Someone who gets people into groups
- d) Someone who works with people to help them develop their community
- e) Someone who helps communities get funds

**PICTURE 1**

**Give a man a fish he feeds his family for a day  
Teach a man to fish he feeds his family for a lifetime**

**PICTURE 2**

**THE PEOPLE IN A COMMUNITY  
WHO ARE NORMALLY LEFT BEHIND OR EXCLUDED  
SHOULD BE THE ONES WHO BENEFIT MOST  
FROM COMMUNITY DEVELOPMENT  
AT THE VERY LEAST  
WHATEVER YOU DO WITH A COMMUNITY  
SHOULD NEVER EVER MAKE THOSE PEOPLE  
WHO ARE NORMALLY LEFT BEHIND OR EXCLUDED  
MORE LEFT BEHIND OR EXCLUDED**

**PICTURE 3**

**1** It matters because it's not fair. *Tarangu. Wari. Tok bilong Jisas.* Have a heart. *Mi sori long ol.* Spiritual development. Everyone has the human right to have the same choices and options no matter who they are. Equality. *Em wan.*

**2** *Na tu,* it matters because *bel hat na bagarap bilong ol lain we yumi yet save misimaut o abrus bai kam bek long yumi long fran. Em bai olsem.* People who are left behind can turn to crime and drugs. They can get disease and sickness which spreads. *Hangre tu save mekim.* They can become dependent on other people and the Government. *Yumi ol lain long fran bai yumi yet kisim baqarap.*

**3** *Na tri,* it matters because we miss out on what they could contribute if they had the same choices and opportunities. We miss out on their point of view, and we miss out on what they could do if they were able. There could be great doctors and leaders and musicians and pastors and business owners who are stepping back – we need to help them step forward.

**CASE STUDY 1**

Linda is a Community Development Worker. Linda was asked by her organisation to travel to the remote community of Gea to help the community develop a plan for a community water-supply. This is the first time Linda has been to Gea. She was invited to come by the Catholic Church.

Linda grew up in Port Moresby and does not speak the local language. She is a modern woman who always wears jeans and is used to being treated equally with men. In Gea the gender roles are traditional, and men continue to have a more dominant role in decision-making. In Gea women always wear dresses.

During community entry and organising activities Linda met with the village big man. Linda said that it was important that women attend the planning discussions. The village big man said that he didn't think it was necessary for women to attend as the men knew what to do. Linda got cross and said that if women were more involved in planning, then maybe Gea would be a better place. When Linda said this the village big man got angry and told Linda to leave Gea.

**ASSESSMENT OUTCOME PAGE FOR CDW CORE UNIT ELEMENT 2 - CONDUCT COMMUNITY ENTRY**

As the **CDW Workplace Assessor**, is there sufficient evidence to show that the candidate performed the performance criteria for CDW Core Unit Element 2? 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 Core Unit Element 2 |                   |
|-------------------------|-------------------|
| 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 Core Unit Element 2? 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 Core Unit Element 2 |                   |
|-------------------------|-------------------|
| Competent               | Not yet competent |

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