

**CDW C10 ELEMENT 3 – FACILITATE A SPECIALIST’S VISIT**

**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 Discuss with the group the purpose of the specialist’s visit, including what information needs to be collected, how it will be used, and how the group or community might benefit
- 3.6 Review with the group the plan for collecting the information and the methods and equipment that will be used
- 3.7 Confirm with the group that they consent to the visit going ahead, and if not discuss what should be done next
- 3.8 Discuss roles and expectations with the group
- 3.9 Help the specialist and the group to address any problems or issues while the information is being collected
- 3.10 Assist the specialist, after the information is collected, to explain to the group what was found out and respond to questions
- 3.11 Confirm what the next steps following the visit will be, who will be responsible for making them happen, and who to contact for more information
- 3.12 Discuss how or if the visit was 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: \_\_\_\_\_ 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 C10 ELEMENT 3 – FACILITATE A SPECIALIST’S VISIT

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>3.1 - SUPPORT AND ENCOURAGE EFFECTIVE PARTICIPATION AND INCLUSION DURING THE ACTIVITIES</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p style="margin-left: 20px;">a. <i>How is it better if everyone in a group or community is involved and aware of what the specialist is doing (not just the leaders and key people)?</i></p> <p style="margin-left: 20px;">b. <i>Including youth in the activities, so they are also involved and aware of what the specialist is doing, is good for everyone the community. Give one reason why?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>TRIED TO SUPPORT AND ENCOURAGE EFFECTIVE PARTICIPATION DURING THE ACTIVITIES</b></p> <p><input type="checkbox"/> <b>TRIED TO SUPPORT AND ENCOURAGE EFFECTIVE INCLUSION DURING THE ACTIVITIES</b></p> <p><input type="checkbox"/> a. Knows how it is better if everyone in a group or community is involved and aware of what the specialist is doing (not just the leaders and key people)</p> <p><input type="checkbox"/> b. Knows one reason why including youth in the activities, so they are also involved and aware of what the specialist is doing, is good for everyone in the community</p> <p style="text-align: center; border: 1px solid black; padding: 5px;">Can the candidate perform <b>PERFORMANCE CRITERIA 3.1?</b> <input type="checkbox"/></p>	
<p><b>3.2 - ENCOURAGE KEY PEOPLE TO TAKE THE LEAD DURING THE ACTIVITIES</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answer to the following:</p> <p style="margin-left: 20px;">a. <i>How did you try to encourage key people to take the lead when you facilitated the specialist’s visit?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN ENCOURAGE KEY PEOPLE TO TAKE THE LEAD DURING THE ACTIVITIES</b></p> <p><input type="checkbox"/> a. Can identify how they tried to encourage key people to take the lead when they facilitated the specialist’s visit</p> <p style="text-align: center; border: 1px solid black; padding: 5px;">Can the candidate perform <b>PERFORMANCE CRITERIA 3.2?</b> <input type="checkbox"/></p>	
<p><b>3.3 - COMMUNICATE EFFECTIVELY AND RESPECTFULLY DURING THE ACTIVITIES</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answer to the following:</p> <p style="margin-left: 20px;">a. <i>What would you do to help if the specialist started to explain something to everyone using “expensive” English and jargon (big words that no one understands)?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN COMMUNICATE EFFECTIVELY AND RESPECTFULLY DURING THE ACTIVITIES</b></p> <p><input type="checkbox"/> a. Knows one thing they would do that would help if the specialist started to explain something to everyone using “expensive” English and jargon (big words that no one understands)</p> <p style="text-align: center; border: 1px solid black; padding: 5px;">Can the candidate perform <b>PERFORMANCE CRITERIA 3.3?</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>3.4 - 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) Assessor’s notes on candidate’s answer to the following:</p> <p>a. <i>What would you do to help if the specialist did something that was not appropriate or respectful of 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 one thing they would do that would help if the specialist did something that was not appropriate or respectful of local culture</p> <p style="border: 1px solid black; padding: 5px; text-align: center;">Can the candidate perform <b>PERFORMANCE CRITERIA 3.4?</b> <input type="checkbox"/></p>	
<p><b>3.5 – DISCUSS WITH THE GROUP THE PURPOSE OF THE SPECIALIST’S VISIT, INCLUDING WHAT INFORMATION NEEDS TO BE COLLECTED, HOW IT WILL BE USED, AND HOW THE GROUP OR COMMUNITY MIGHT BENEFIT</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p>a. <i>Does the group or community have a right to know how the information the specialist collects will be used?</i></p> <p>b. <i>If everyone in the group or community doesn’t understand how the group or community might benefit from the specialist’s visit, what could go wrong?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN DISCUSS WITH THE GROUP THE PURPOSE OF THE SPECIALIST’S VISIT</b></p> <p><input type="checkbox"/> <b>CAN DISCUSS WITH THE GROUP WHAT INFORMATION NEEDS TO BE COLLECTED, HOW IT WILL BE USED, AND HOW THE GROUP OR COMMUNITY MIGHT BENEFIT</b></p> <p><input type="checkbox"/> a. Knows whether the group or community has a right to know how the information the specialist collects will be used</p> <p><input type="checkbox"/> b. Knows what could go wrong if everyone in the group or community doesn’t understand how the group or community might benefit from the specialist’s visit</p> <p style="border: 1px solid black; padding: 5px; text-align: center;">Can the candidate perform <b>PERFORMANCE CRITERIA 3.5?</b> <input type="checkbox"/></p>	
<p><b>3.6 – REVIEW WITH THE GROUP THE PLAN FOR COLLECTING THE INFORMATION AND THE METHODS AND EQUIPMENT THAT WILL BE USED</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p>a. <i>How will it help the specialist if the group or community have a chance to review the plan for collecting the information?</i></p> <p>b. <i>Look at MULTIPLE CHOICE 1. What is your answer?</i></p> <p>c. <i>What could go wrong if people in the community don’t know what a piece of equipment is for that the specialist needs to use?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN REVIEW WITH THE GROUP THE PLAN FOR COLLECTING THE INFORMATION AND THE METHODS AND EQUIPMENT THAT WILL BE USED</b></p> <p><input type="checkbox"/> a. Knows how it will help the specialist if the group or community have a chance to review the plan for collecting the information</p> <p><input type="checkbox"/> b. Has answered MULTIPLE CHOICE 1 correctly</p> <p><input type="checkbox"/> c. Knows what could go wrong if people in the community don’t know what a piece of equipment is for that the specialist needs to use</p> <p style="border: 1px solid black; padding: 5px; text-align: center;">Can the candidate perform <b>PERFORMANCE CRITERIA 3.6?</b> <input type="checkbox"/></p>	

Portfolio evidence to be collected for this assessment <b>ASK THE CANDIDATE TO ANSWER THE QUESTIONS 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>3.7 – CONFIRM WITH THE GROUP THAT THEY CONSENT TO THE VISIT GOING AHEAD, AND IF NOT DISCUSS WHAT SHOULD BE DONE NEXT</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p>a. <i>What does consent mean?</i></p> <p>b. <i>Why is it important to ask everyone in the group if they consent to the visit going ahead (not just the leaders and key people)?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN CONFIRM WITH THE GROUP THAT THEY CONSENT TO THE VISIT GOING AHEAD, AND IF NOT DISCUSS WHAT SHOULD BE DONE NEXT</b></p> <p><input type="checkbox"/> a. Knows what consent means</p> <p><input type="checkbox"/> b. Knows why it is important to ask everyone in the group if they consent to the visit going ahead (not just the leaders and key people)</p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 3.7?</b> <input type="checkbox"/></p>	
<p><b>3.8 – DISCUSS ROLES AND EXPECTATIONS WITH THE GROUP</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p>a. <i>A key role for a Community Development Worker is to make sure the key people and their group or community are IN CONTROL of what happens during the specialist’s visit. Is this true or false?</i></p> <p>b. <i>What is the difference between “realistic” expectations and “unrealistic” expectations?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN DISCUSS ROLES WITH THE GROUP</b></p> <p><input type="checkbox"/> <b>CAN DISCUSS EXPECTATIONS WITH THE GROUP</b></p> <p><input type="checkbox"/> a. Knows if a key role for a Community Development Worker is to make sure the key people and their group or community are IN CONTROL of what happens during the specialist’s visit.</p> <p><input type="checkbox"/> b. Knows what the difference is between “realistic” expectations and “unrealistic” expectations”</p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 3.8?</b> <input type="checkbox"/></p>	
<p><b>3.9 – HELP THE SPECIALIST AND THE GROUP TO ADDRESS ANY PROBLEMS OR ISSUES WHILE THE INFORMATION IS BEING COLLECTED</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answers to the following:</p> <p>a. <i>Look at MULTIPLE CHOICE 2. What is your answer?</i></p> <p>b. <i>Look at PICTURE 1. Is this statement correct?</i></p> <p>c. <i>Look at CASE STUDY 1. What is one solution the Community Development Worker could suggest?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN HELP THE SPECIALIST AND THE GROUP TO ADDRESS ANY PROBLEMS OR ISSUES WHILE THE INFORMATION IS BEING COLLECTED</b></p> <p><input type="checkbox"/> a. Has answered MULTIPLE CHOICE 2 correctly</p> <p><input type="checkbox"/> b. Knows if the statement in PICTURE 1 is correct</p> <p><input type="checkbox"/> c. Can identify a good solution for the Community Development Worker to recommend</p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 3.9?</b> <input type="checkbox"/></p>	

Portfolio evidence to be collected for this assessment <b>ASK THE CANDIDATE TO ANSWER THE QUESTIONS 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>3.10 – ASSIST THE SPECIALIST, AFTER THE INFORMATION IS COLLECTED, TO EXPLAIN TO THE GROUP WHAT WAS FOUND OUT AND RESPOND TO QUESTIONS</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answer to the following:</p> <p><i>a. If the specialist will need to analyse the information they have collected first (at their office or laboratory), before leaving should you still assist the specialist to explain to the group what was found out and respond to questions?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> <b>CAN ASSIST THE SPECIALIST, AFTER THE INFORMATION IS COLLECTED, TO EXPLAIN TO THE GROUP WHAT WAS FOUND OUT AND RESPOND TO QUESTIONS?</b></p> <p><input type="checkbox"/> <i>a. Knows if you should still assist the specialist to explain to the group what was found out and respond to questions before leaving, even if the specialist will need to analyse the information they have collected first (at their office or laboratory).</i></p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 3.10?</b> <input type="checkbox"/></p>	
<p><b>3.11 – CONFIRM WHAT THE NEXT STEPS FOLLOWING THE VISIT WILL BE, WHO WILL BE RESPONSIBLE FOR MAKING THEM HAPPEN, AND WHO TO CONTACT FOR MORE INFORMATION</b></p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>2) Assessor’s notes on candidate’s answer to the following:</p> <p><i>a. If a next step for the specialist is to analyse the information they have collected (at their office or laboratory), what would you recommend the specialist should do after they have completed their analysis?</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"/> <b>CAN CONFIRM WHO TO CONTACT FOR MORE INFORMATION</b></p> <p><input type="checkbox"/> <i>a. Has a good recommendation for what the specialist should do after they have completed their analysis</i></p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 3.11?</b> <input type="checkbox"/></p>	
<p><b>3.12 – DISCUSS HOW OR IF THE VISIT WAS 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) Assessor’s notes on candidate’s answer to the following:</p> <p><i>a. What are three examples of things that you might learn by asking how or if the specialist’s visit was useful?</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 identify three good examples of things they might learn by asking how or if the specialist’s visit was useful</i></p> <p>Can the candidate perform <b>PERFORMANCE CRITERIA 3.12?</b> <input type="checkbox"/></p>	

Portfolio evidence to be collected for this assessment <b>ASK THE CANDIDATE TO ANSWER THE QUESTIONS 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>3.13 – 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) Assessor’s notes on candidate’s answer to the following:                      a. <i>Have a look at Picture 2. Some Community Development Workers say that facilitating a specialist’s visit is like a sandwich. Do you agree that this is a good model for facilitate a specialist’s visit?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN THANK THE GROUP WITHOUT RUSHING</p> <p><input type="checkbox"/> CAN EXPLAIN AGAIN THE PURPOSE OF THE VISIT</p> <p><input type="checkbox"/> a. Knows if it is a good model for facilitating a specialist’s visit</p> <p>Can the candidate perform PERFORMANCE CRITERIA 3.13? <input type="checkbox"/></p>	

**PICTURE 1**

**It is not the CDWs job to solve any problems or issues.  
It is the CDWs job to help everyone find a solution.**

**PICTURE 2**

You start the work with a community *kibung* (so that the key people and their group or community are IN CONTROL) of the specialist’s visit.

**Then you help the specialist do the work they came to do (and help solve any problems or issues).**

Then at the end of the specialist’s visit you finish the work with another community *kibung* (so that the key people and their group or community STAY IN CONTROL).



**MULTIPLE CHOICE 1**

**Which of the following are methods that specialists sometimes use to collect information?**

- a) Household surveys
- b) Questionnaires
- c) Interviews
- d) Checklists
- e) All of the above

**MULTIPLE CHOICE 2**

**When the specialist is collecting information, if there is a problem or issue that involves the group or community, who should be involved in deciding what to do about it?**

- a) The specialist
- b) The Community Development Worker
- c) The key people from the group or community
- d) All of the above

**CASE STUDY 1**

A specialist has planned to conduct 20 household interviews to find out about household income. During the community *kibung* at the start everyone agreed that during the household interviews both the father and the mother should be present. When the specialist arrives at a house only the father is present (“*mama go long gaden*”).

**ASSESSMENT OUTCOME PAGE FOR CDW C10 ELEMENT 3 – FACILITATE A SPECIALIST’S VISIT**

As the **CDW Workplace Assessor**, is there sufficient evidence to show that the candidate performed the performance criteria for CDW C10 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 C10 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 C10 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 C10 Element 3	
Competent	Not yet competent

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