

CDW C03 ELEMENT 3 – FACILITATE THE START-UP OF THE ACTIVITY
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 the visit and why it is important that everyone in the group participates to start up their project
- 3.6 Work with the group to confirm the project plan including the project objective, activities, and expected project outcomes
- 3.7 Work with the group to update and confirm any agreements that have been made
- 3.8 Work with the group to update and confirm the activity schedule and budget
- 3.9 Work with the group to identify ways to encourage community participation and support for the project
- 3.10 Confirm what the next steps following the visit will be and who will be responsible for making them happen
- 3.11 Discuss how or if the visit has been useful, and ways it could be improved
- 3.12 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 C03 ELEMENT 3 – FACILITATE THE START-UP OF THE ACTIVITY

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.
<p>3.1 - SUPPORT AND ENCOURAGE EFFECTIVE PARTICIPATION AND INCLUSION DURING THE ACTIVITIES</p> <p>1) Assessor’s written observations of what the candidate did to perform this performance criterion</p> <p>a. <i>Which people sometimes find it hard to participate effectively in a group discussion?</i></p> <p>b. <i>Does it matter if only some people feel comfortable to participate in a group discussion? Why or why not?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> TRIED TO SUPPORT AND ENCOURAGE EFFECTIVE PARTICIPATION DURING THE ACTIVITIES</p> <p><input type="checkbox"/> TRIED TO SUPPORT AND ENCOURAGE EFFECTIVE INCLUSION DURING THE ACTIVITIES</p> <p><input type="checkbox"/> a. Knows which people sometimes find it hard to participate effectively in a group discussion</p> <p><input type="checkbox"/> b. Can explain why it matters if only some people feel comfortable to participate in a group discussion</p> <p>Can the candidate perform PERFORMANCE CRITERIA 3.1? <input type="checkbox"/></p>	
<p>3.2 - ENCOURAGE KEY PEOPLE TO TAKE THE LEAD DURING THE ACTIVITIES</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 is one way to involve key people and encourage them to take the lead when you help a group to start-up their project?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN ENCOURAGE KEY PEOPLE TO TAKE THE LEAD DURING THE ACTIVITIES</p> <p><input type="checkbox"/> a. Knows one way to involve key people and encourage them to take the lead when they help a group to start-up their project</p> <p>Can the candidate perform PERFORMANCE CRITERIA 3.2? <input type="checkbox"/></p>	
<p>3.3 - COMMUNICATE EFFECTIVELY AND RESPECTFULLY DURING THE ACTIVITIES</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>There is a big gap opening up between formally educated elites who have access to information and the rest of the people in PNG. What can a Community Development Worker do when they communicate with everyone that will help to close this gap?</i></p> <p>b. <i>If men are dominating a group discussion, what is one thing you can do to encourage them to let women participate?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN COMMUNICATE EFFECTIVELY AND RESPECTFULLY DURING THE ACTIVITIES</p> <p><input type="checkbox"/> a. Knows what a Community Development Worker can do when they communicate with everyone that will help close the gap that is opening up in between formally educated elites who have access to information and the rest of the people in PNG</p> <p><input type="checkbox"/> b. Knows one thing they can do to encourage men who are dominating a group discussion to let women participate</p> <p>Can the candidate perform PERFORMANCE CRITERIA 3.3? <input type="checkbox"/></p>	

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.
<p>3.4 - WORK IN A WAY THAT IS APPROPRIATE TO LOCAL CULTURE DURING THE ACTIVITIES</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><i>a. Give an example from your experience of something that a visitor to a community has done that was not appropriate to local culture. What should they have done instead?</i></p> <p><i>b. What can you do if a participant wants to give their opinion, but you can tell they do not feel comfortable to give their opinion in front of the other participants?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN WORK IN WAY THAT IS APPROPRIATE TO LOCAL CULTURE DURING THE ACTIVITIES</p> <p><input type="checkbox"/> <i>a. Can give a good example of something that a visitor to a community has done that was not appropriate to local culture, and can explain what they should have done instead</i></p> <p><input type="checkbox"/> <i>b. Knows what they can do if a participant wants to give their opinion, but they do not feel comfortable to give their opinion in front of the other participants</i></p> <p style="border: 1px solid black; padding: 5px; text-align: center;">Can the candidate perform PERFORMANCE CRITERIA 3.4? <input type="checkbox"/></p>	
<p>3.5 - EXPLAIN THE PURPOSE OF THE VISIT AND WHY IT IS IMPORTANT THAT EVERYONE IN THE GROUP PARTICIPATES TO START UP THEIR PROJECT</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><i>a. Give an example of what could go wrong if the group did not do this step of a project cycle before beginning their project?</i></p> <p><i>b. What can go wrong if only the leaders and key people do project start-up (without everyone else in the group or community being involved)?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN EXPLAIN THE PURPOSE OF THE VISIT</p> <p><input type="checkbox"/> CAN EXPLAIN WHY IT IS IMPORTANT THAT EVERYONE IN THE GROUP PARTICIPATES TO START UP THEIR PROJECT</p> <p><input type="checkbox"/> <i>a. Can give a good example of what could go wrong if the group did not do this step of a project cycle before beginning their project</i></p> <p><input type="checkbox"/> <i>b. Knows what can go wrong if only the leaders and key people do project start-up (without everyone else in the group or community being involved)</i></p> <p style="border: 1px solid black; padding: 5px; text-align: center;">Can the candidate perform PERFORMANCE CRITERIA 3.5? <input type="checkbox"/></p>	

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.
<p>3.6 - WORK WITH THE GROUP TO CONFIRM THE PROJECT PLAN INCLUDING THE PROJECT OBJECTIVE, ACTIVITIES, AND EXPECTED PROJECT OUTCOMES</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>If there has been a big gap between developing the plan (step 2 of the project cycle) and project start-up (step 4 of the project cycle), why is it even more important to go back over the plan with everyone when you start-up the project?</i></p> <p>b. <i>Why is it a good idea to also go back over any agreements that have been made (step 3 of the project cycle) when you start-up a project?</i></p> <p>c. <i>Look at CASE STUDY 1. Why do you think the implementation schedule has the first activity starting in May, whereas the activity plan and budget on which the implementation schedule is based has the first activity starting in April?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN WORK WITH THE GROUP TO CONFIRM THE PLAN FOR THE ACTIVITY TO BE IMPLEMENTED, INCLUDING THE OBJECTIVE, ACTIVITIES, NECESSARY RESOURCES, TIMING, AND WHO IS RESPONSIBLE FOR WHAT</p> <p><input type="checkbox"/> a. Can explain why it is even more important to go back over the plan with everyone when you start-up the project if there has been a big gap between developing the plan (step 2 of the project cycle) and project start-up (step 4 of the project cycle)</p> <p><input type="checkbox"/> b. Can explain why it is also a good idea to go back over any agreements that have been made (step 3 of the project cycle) when you start-up a project</p> <p><input type="checkbox"/> c. Can explain why the implementation schedule has the first activity starting in May, whereas the activity plan and budget on which the implementation schedule is based has the first activity starting in April</p> <p style="border: 1px solid black; padding: 5px; text-align: center;">Can the candidate perform PERFORMANCE CRITERIA 3.6? <input type="checkbox"/></p>	
<p>3.7 - WORK WITH THE GROUP TO UPDATE AND CONFIRM ANY AGREEMENTS THAT HAVE BEEN MADE</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>True or false – project start-up is not the time to update the whole agreement. If you need to make <u>big changes</u> to the agreement, it is better to go back to step 3 of the project cycle and facilitate the agreement again (in a way that meets the Standard) before beginning project start-up?</i></p> <p>b. <i>True or false – when you help a group to do project start-up, you can make <u>small changes</u> to an agreement, provided all parties to the agreement (all sides) are involved and agree?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN WORK WITH THE GROUP TO UPDATE AND CONFIRM ANY AGREEMENTS THAT HAVE BEEN MADE</p> <p><input type="checkbox"/> a. Knows if the statement is true or false</p> <p><input type="checkbox"/> b. Knows if the statement is true or false</p> <p style="border: 1px solid black; padding: 5px; text-align: center;">Can the candidate perform PERFORMANCE CRITERIA 3.7? <input type="checkbox"/></p>	

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.
<p>3.8 - WORK WITH THE GROUP TO UPDATE AND CONFIRM THE ACTIVITY SCHEDULE AND BUDGET</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>Why is it normally necessary to update the activity schedule when you help a group to start up their project?</i></p> <p>b. <i>True or false – if the project is being funded by an outside organisation, it is NOT OKAY to make changes to the budget without the outside organisation agreeing to the changes?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN WORK WITH THE GROUP TO UPDATE AND CONFIRM THE ACTIVITY SCHEDULE AND BUDGET</p> <p><input type="checkbox"/> a. Can explain why it is normally necessary to update the activity schedule when they help a group to start up their project</p> <p><input type="checkbox"/> b. Knows if the statement is true or false</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Can the candidate perform PERFORMANCE CRITERIA 3.8? <input type="checkbox"/></p> </div>	
<p>3.9 - WORK WITH THE GROUP TO IDENTIFY WAYS TO ENCOURAGE COMMUNITY PARTICIPATION AND SUPPORT FOR THE PROJECT</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>Community participation and support for an activity encourages ownership of the activity. Why is community ownership of an activity very important?</i></p> <p>b. <i>If the community have already been involved in each step of the project cycle so far, do you think they will want to keep participating in and supporting the project? Why?</i></p> <p>c. <i>Look at CASE STUDY 1. Rebecca helped Kaugras Maunten Community School to brainstorm ways to encourage community participation and support when implementing their project. She helped them come up with a “Community participation and support plan”. Look at the “Community participation and support plan”. What is another suggestion you would make to help Kaugras Maunten Community School encourage community participation and support?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN WORK WITH THE GROUP TO IDENTIFY WAYS TO ENCOURAGE COMMUNITY PARTICIPATION AND SUPPORT FOR THE PROJECT</p> <p><input type="checkbox"/> a. Knows why community ownership of an activity is very important</p> <p><input type="checkbox"/> b. Knows whether a community that has already been involved in each step of the project cycle so far will want to keep participating in and supporting the project, and why</p> <p><input type="checkbox"/> c. Can make another suggestion to help <i>Kaugras Maunten Community School</i> encourage community participation and support</p> <div style="border: 1px solid black; padding: 5px; width: fit-content;"> <p>Can the candidate perform PERFORMANCE CRITERIA 3.9? <input type="checkbox"/></p> </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.
<p>3.10 - CONFIRM WHAT THE NEXT STEPS FOLLOWING THE VISIT WILL BE AND WHO WILL BE RESPONSIBLE FOR MAKING THEM HAPPEN</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 CASE STUDY 1. Rebecca helped Kaugras Maunten Community School to confirm what will be done next to begin their project. What is the first activity that needs to happen? Who is responsible? What can the people who are responsible start to get ready for this activity?</i></p> <p>b. <i>Look at CASE STUDY 1. The people who are responsible can start to prepare for the first activity straight away. Which other activities would you recommend that people could start to prepare for straight away?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN CONFIRM WHAT THE NEXT STEPS FOLLOWING THE VISIT WILL BE AND WHO WILL BE RESPONSIBLE FOR MAKING THEM HAPPEN</p> <p><input type="checkbox"/> a. Knows what the first activity is that needs to happen, who is responsible, and what they can start to get ready for this activity</p> <p><input type="checkbox"/> b. Knows which other activities they would recommend that people could start to prepare for straight away</p> <p>Can the candidate perform PERFORMANCE CRITERIA 3.10? <input type="checkbox"/></p>	
<p>3.11 - DISCUSS HOW OR IF THE VISIT HAS BEEN USEFUL, AND WAYS IT COULD BE IMPROVED</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>If key people say that the visit has not been useful, what are three questions the Community Development Worker can ask to know why?</i></p>	<p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> CAN DISCUSS HOW OR IF THE VISIT HAS BEEN USEFUL, AND WAYS IT COULD BE IMPROVED</p> <p><input type="checkbox"/> a. Knows three questions that a Community Development Worker can ask to find out from key people why the visit has not been useful</p> <p>Can the candidate perform PERFORMANCE CRITERIA 3.11? <input type="checkbox"/></p>	
<p>3.12 - THANK THE GROUP, WITHOUT RUSHING, AND EXPLAIN AGAIN THE PURPOSE OF THE VISIT</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>Some Community Development Workers make the mistake of promising too much when they leave a community. Why is this a mistake?</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 why it is a mistake for a Community Development Worker to promise too much when they leave a community</p> <p>Can the candidate perform PERFORMANCE CRITERIA 3.12? <input type="checkbox"/></p>	

CASE STUDY 1

Rebecca is a Community Development Worker. She is a representative on the Ward 23 Ward Development Committee. She is helping the local school (*Kaugras Maunten Community School*) to start-up their project on “awareness about the importance of sending boys and girls to school”. The activity plan and budget for the project is shown below (on the left). Rebecca worked with the group to update and confirm the activity plan and budget. When she did this, Rebecca also helped *Kaugras Maunten Community School* to do an implementation schedule, so it was clear to everyone when each activity would happen. The implementation schedule is shown below (on the top right).

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) White board and markers <i>stap pinis</i>	K20 K0	K180	BOM Secretary	March
Contact District	Send formal letter to District inviting the Inspector	K0	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>)	K0	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>)	K0			
First awareness (<i>long kaugras kona</i>)	BOM Secretary and his wife and the District Inspector lead the awareness. <i>Ol bai volantia (bikpela tenkyu!!)</i>	K0	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.	K0	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.	K0	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)	K0 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>)	K0	K5	Pastor David and Mary	Last week of May
TOTAL COST OF THE PROJECT		K195			
Contingency		K5	K0		
TOTAL =		K200			

Implementation schedule			
	April	May	June
1. Planning meeting with volunteers			
2. Contact District			
3. Preparation and <i>tok save</i> at the three awareness sites			
4. District School Inspector arrives			
5. First awareness (<i>long kaugras kona</i>)			
6. Second awareness (<i>long wara tait</i>)			
7. Third awareness (<i>long maunten mori</i>)			
8. Formal thankyou letter to District for supporting			
9. District Inspector departs			
10. Follow-up awareness one month after at each site			

- COMMUNITY PARTICIPATION AND SUPPORT PLAN**
- Make sure there is a translator for each awareness
 - Involve youth leaders when we deliver the awareness
 - Make sure timing of each awareness also suits women and youth
 - Each *haus lain* to clean the community meeting place beforehand
 - Make sure people with disabilities and old people are welcomed and seated at the front during each awareness
 - Mention in each *tok save* that children and babies are welcomed
 - Church leaders to discuss importance of the awareness at services
 - After each awareness, get everyone in the *haus lain* to come up with an action plan for putting it into practice
 - Invite women and youth leaders to the planning meeting at start
 - Community to donate food for District School Inspectors visit
 - Soccer team to cut firewood for Robert’s house
 - Appoint 10 youth as activity leaders (10 activities)
 - Each *haus lain* to prepare a gift for District School Inspector
 - Invite community to participate in monitoring and evaluation

ASSESSMENT OUTCOME PAGE FOR CDW C03 ELEMENT 3 - FACILITATE THE START-UP OF THE ACTIVITY

As the **CDW Workplace Assessor**, is there sufficient evidence to show that the candidate performed the performance criteria for CDW C03 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 C03 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 C03 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 C03 Element 3	
Competent	Not yet competent

NATTB officers name, date, and signature _____