

CDW CORE UNIT ELEMENT 4 - PREPARE A REPORT

PNG National Standard for Community Development Workers (CDWs). Portfolio assessment instrument.



PERFORMANCE CRITERIA TO BE ASSESSED IN THIS ELEMENT

- 4.1 Maintain a record of activities and movements according to workplace practices
- 4.2 Report what was done during the visit, including relevant measurable information, comments, stories, and observations
- 4.3 Report outcomes clearly
- 4.4 Provide an analysis of outcomes
- 4.5 Provide recommendations for future action based on analysis

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 CORE UNIT ELEMENT 4 - PREPARE A REPORT

| 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>4.1 - MAINTAIN A RECORD OF ACTIVITIES AND MOVEMENTS ACCORDING TO WORKPLACE PRACTICES</p> <p>1) A copy of the candidate's record of activities and movements</p> <p>2) Assessor's notes on candidate's answers to the following:</p> <p><i>a. What workplace practices (if any) do you need to follow when you record activities and movements during a visit?</i></p> <p><i>b. How does it help a Community Development Worker if they keep a record of activities and movements during a visit?</i></p> <p><i>c. When you maintain a record of activities and movements during a visit, why is it also important to record comments, stories, and observations?</i></p> | <p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> HAS A RECORD OF ACTIVITIES AND MOVEMENTS WHICH COMPLIES WITH WORKPLACE PRACTICE</p> <p><input type="checkbox"/> <i>a. Knows the workplace practices that they need to follow (if any) when recording activities and movements during a visit</i></p> <p><input type="checkbox"/> <i>b. Knows how it helps a Community Development Worker if they keep a record of activities and movements during a visit</i></p> <p><input type="checkbox"/> <i>c. Knows why it is important to also record comments, stories, and observations</i></p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Can the candidate perform PERFORMANCE CRITERIA 4.1? <input type="checkbox"/> </div> | |
| <p>4.2 - REPORT WHAT WAS DONE DURING THE VISIT, INCLUDING RELEVANT MEASURABLE INFORMATION, COMMENTS, STORIES, AND OBSERVATIONS</p> <p>1) A copy of the candidate's report on the visit</p> <p>2) Assessor's notes on candidate's answers to the following:</p> <p><i>a. Measurable information is anything that can be measured or counted. What are three examples of measurable information that a Community Development Worker might include in their report about a visit</i></p> <p><i>b. Why is measurable information important?</i></p> <p><i>c. What is an example of a comment, story or observation that you have included in a report about a visit?</i></p> | <p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> HAS PREPARED A REPORT WITH ENOUGH DETAILS TO KNOW WHAT WAS DONE DURING THE VISIT</p> <p><input type="checkbox"/> HAS PREPARED A REPORT WHICH INCLUDES RELEVANT MEASURABLE INFORMATION</p> <p><input type="checkbox"/> <i>a. Can identify three examples of measurable information that a Community Development Worker might include in their report about a visit</i></p> <p><input type="checkbox"/> <i>b. Understands why measurable information is important</i></p> <p><input type="checkbox"/> <i>c. Can provide a good example of a comment, story, or observation that they have included in a report about a visit</i></p> <div style="border: 1px solid black; padding: 5px; text-align: center;"> Can the candidate perform PERFORMANCE CRITERIA 4.2? <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. |
|--|--|---|
| <p>4.3 - REPORT OUTCOMES CLEARLY</p> <p>1) A copy of the candidate's report on the visit</p> <p>2) Assessor's notes on candidate's answers to the following:</p> <p>a. <i>What are the 'outcomes' of a visit?</i></p> <p>b. <i>Outcomes can be 'expected' and 'unexpected'. What does 'expected outcome' mean? And what does 'unexpected outcome' mean?</i></p> | <p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> HAS PREPARED A REPORT WHICH REPORTS THE OUTCOMES OF THE VISIT IN A WAY THAT IS CLEAR AND EASY TO UNDERSTAND</p> <p><input type="checkbox"/> a. Understands what the 'outcomes' from a visit are</p> <p><input type="checkbox"/> b. Understands what 'expected' outcomes are, and what 'unexpected' outcomes are</p> <p>Can the candidate perform PERFORMANCE CRITERIA 4.3? <input type="checkbox"/></p> | |
| <p>4.4 - PROVIDE AN ANALYSIS OF OUTCOMES</p> <p>1) A copy of the candidate's report on the visit</p> <p>2) Assessor's notes on candidate's answers to the following:</p> <p>a. <i>What does 'provide an analysis' mean?</i></p> <p>b. <i>Read CASE STUDY 1. What are three reasons why most of the men who participated were able to identify the ways to protect themselves from cholera, but the majority of the women could not?</i></p> <p>c. <i>Read CASE STUDY 2. There was a poor turnout from the community at the agreement discussion and one of the key people said that they were having trouble getting the community to help raise the 10% contribution. What is your analysis of these outcomes?</i></p> | <p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> HAS PREPARED A REPORT WHICH PROVIDES A CLEAR AND EASY TO UNDERSTAND ANALYSIS OF THE OUTCOMES</p> <p><input type="checkbox"/> a. Knows what 'provide an analysis' means</p> <p><input type="checkbox"/> b. Can identify three reasons why most of the men who participated were able to identify the ways to protect themselves from cholera, but the majority of the women could not</p> <p><input type="checkbox"/> c. Can provide a good analysis of why there was a poor turnout from the community at the agreement discussion and one of the key people said that they were having trouble getting the community to help raise the 10% contribution</p> <p>Can the candidate perform PERFORMANCE CRITERIA 4.4? <input type="checkbox"/></p> | |
| <p>4.5 - PROVIDE RECOMMENDATIONS FOR FUTURE ACTION BASED ON ANALYSIS</p> <p>1) A copy of the candidate's report on the visit</p> <p>2) Assessor's notes on candidate's answers to the following:</p> <p>a. <i>Read CASE STUDY 1. What are two recommendations you would make based on the analysis?</i></p> <p>b. <i>What are two reasons for preparing a report?</i></p> <p>c. <i>Look at PICTURE 1. It shows the four steps of the 'learning from experience' cycle. Which two steps do you go through when you prepare a report?</i></p> <p>d. <i>Read CASE STUDY 2. What are two recommendations you think Paul could make in his report?</i></p> | <p>Does the portfolio evidence demonstrate that the candidate...?</p> <p><input type="checkbox"/> HAS PREPARED A REPORT WHICH PROVIDES RECOMMENDATIONS FOR FUTURE ACTION BASED ON ANALYSIS</p> <p><input type="checkbox"/> a. Can explain two recommendations they would make based on the analysis in CASE STUDY 1</p> <p><input type="checkbox"/> b. Can identify two good reasons for preparing a report</p> <p><input type="checkbox"/> c. Knows which two steps from the 'learning from experience' cycle you go through when you prepare a report</p> <p><input type="checkbox"/> d. Can identify two recommendations they think Paul could make in his report</p> <p>Can the candidate perform PERFORMANCE CRITERIA 4.5? <input type="checkbox"/></p> | |

CASE STUDY 1**Cholera Awareness in Aiyu**

Outcome: One outcome of the Cholera Awareness with Aiyu Community was that most of the men who participated were able to identify the ways to protect themselves from cholera, but the majority of the women could not.

Analysis: Most of the awareness was conducted in *Tok Pisin* using a loud hailer. There were many men and women present, but the women sat further away than the men. I later found out that while most of the men could speak *Tok Pisin*, very few of the women could. After giving the cholera *tok save* over the loud hailer the audience was asked to break into family groups so that I could work with them to go through the information I had just presented. Unfortunately, this was in the late afternoon and most women had to start preparing meals. The family groups I worked with were usually made up of male family members who said that they would pass on the information to their wives, sisters and daughters.

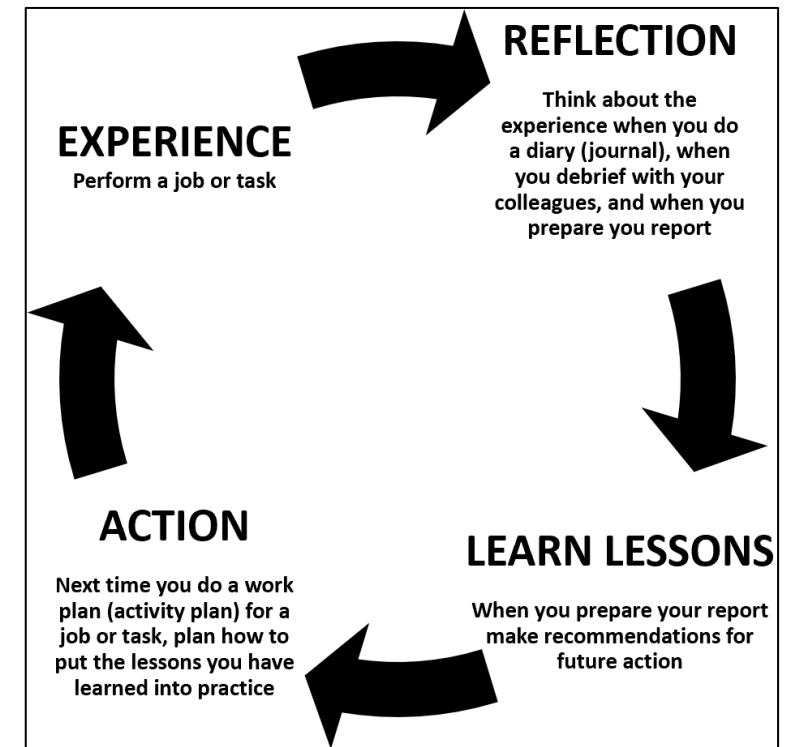
CASE STUDY 2

Paul is a Community Development Worker. Paul has been working with the Warabung community on a project to reduce soil erosion and landslides on the hills around the village. The project involves helping bee farmers from Warabung to nursery young trees, which will then be planted in areas at risk of landslide. The trees that will be planted have flowers so the bee farmers should get more honey, and because of this the bee farmers will have a reason to look after the trees and make sure they are not cut down. Although it will help bee farmers directly, the project should benefit everyone in Warabung community because it will reduce soil erosion and landslides.

Paul visited Warabung to sign the project agreement. During community entry Paul asked the key people to invite everyone in Warabung to the agreement discussion. However, when it was time for the agreement discussion only the bee farmers and the key people were present. When Paul asked why other people hadn't come the key people said that they must have been busy.

During the agreement discussion Paul discussed the terms and conditions of the agreement. One of the conditions of the agreement was that the community of Warabung need to pay a 10% contribution. One of the key people said that they were having trouble getting the community to help raise the funds. They said that the local Member had offered to pay the 10% contribution for them instead. Paul said that the purpose of asking for a 10% contribution was to encourage the community to feel that it was their project. If the Member paid this money instead then the community would think it was the Member's project. The key people agreed to try and get the community to raise the 10% contribution.

At the end of the agreement discussion the key people signed the agreement on behalf of Warabung, and Paul signed on behalf of his organisation. Paul said that once the 10% contribution had been paid, he would return to help start-up the project.

PICTURE 1

ASSESSMENT OUTCOME PAGE FOR CDW CORE UNIT ELEMENT 4 - PREPARE A REPORT

As the **CDW Workplace Assessor**, is there sufficient evidence to show that the candidate performed the performance criteria for CDW Core Unit Element 4? 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 4 | |
|-------------------------|-------------------|
| 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 4? 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 4 | |
|-------------------------|-------------------|
| Competent | Not yet competent |

NATTB officers name, date, and signature _____