

LESSON ASSESSMENT TEMPLATE

GROUND



Name of Candidate:			
Skill being assessed:			
Assessment Date:			
Place of Assessment:			
Industry context of lesson	<input type="checkbox"/> Outdoor rec	<input type="checkbox"/> Public safety	<input type="checkbox"/> Industrial roping
Stated Lesson Time Frame		Actual time frame:	
Start Time:			
Finish Time:			

Note to assessor:

The intent is to assess the performance of the candidate, and to confirm if competency has been achieved. Your assessment decision is to be based against explicit and measurable criteria and not against your personal preference of how the skill ought to be presented. You should not interrupt candidates during their presentation (unless imminent danger). Candidates must be advised of their assessment result at the end.

Conditions existing at start of lesson: (agreed between candidate and assessor) – these conditions will vary according to the skill being assessed

- ☐ existing anchor system – already setup and ready for use?
- ☐ existing ropes - pre-deployed (horizontally)?
- ☐ belaying in progress – a person is climbing a route while being belayed (this would be a horizontal simulation)
- ☐ abseiling in progress – a person is abseiling (horizontally) - using either a self-belay or via top-managed belay controlled by a third party?
- ☐ other: (specify)...

• Introduction phase of lesson...

	KEY PERFORMANCE CRITERIA	ASSESSOR REMARKS	C / NYC
1	Skill is identified		
2	<u>Reason for learning is given:</u> <input type="checkbox"/> Stated reason(s) motivates students to be attentive and receptive to learning <input type="checkbox"/> Stated reason(s) is realistic for the industry context		
3	<u>Explanation:</u> <input type="checkbox"/> An explanation of how the skill will be learned/conducted is given •class break-up (into pairs or individual performance?) •sequence of exercises? •role of assistant (if assigned for lesson)? <input type="checkbox"/> Information that is <u>crucial</u> to minimisation of risk (ie special safety rules unique to the skill) and promotes successful performance is briefly reviewed with trainees		
4	<u>Demonstration:</u> <input type="checkbox"/> skill is slowly and deliberately performed (a degree of precision is required when demonstrating) <input type="checkbox"/> attention is drawn to details that make performing the skill <i>easier</i> (specific details are clearly brought to the attention of learners) <input type="checkbox"/> demonstration indicates correct procedure to safely accomplish skill ("safely" is defined as a level of risk that is <u>not significant</u>) <input type="checkbox"/> equipment is operated correctly and used within its intended design limitations <input type="checkbox"/> instructional assistant is effectively used in the demonstration process (if assigned)* <input type="checkbox"/> ABCDE safety checks are carried out (even though there is no actual exposure to falls from height in a 'ground' lesson – it is meant to be an accurate simulation of procedures used at height – and therefore all normal safety checks still apply) *the candidate may elect to employ an 'instructional assistant' for the skill demonstration – if so; the assessor must be informed prior to lesson commencement.	<u>Assessor score of demonstration (1-5 scale)</u> <input type="checkbox"/> 1 = No level of competency can be inferred <i>Competence could not be inferred because the candidate was unable to complete the skill and/or the performance was poor/unacceptable.</i> <input type="checkbox"/> 2 = NYC <i>Although the skill was eventually completed, significant errors and/or problems occurred. Repeated attempts may have been required.</i> <input type="checkbox"/> 3 = Competent performance <i>Successfully completed the skill with no significant problems observed.</i> <input type="checkbox"/> 4 = Exceeds requirements for competent performance <i>The skill was performed with a high degree of control and fluidity but lacked the exemplary quality of a 5</i> <input type="checkbox"/> 5 = Exemplary performance at video presentation quality (not possible to detect any flaws)	

• Skills practice phase of lesson...

Note to assessor:

Secretly pre-assign a particular fault (ie error) that will occur during student practice. The candidate being assessed is not to know ahead of time what that error will be. The intent is to assess whether the candidate is observant and able to detect and correct faults. If a pre-assigned fault goes unnoticed, this implies that the candidate is not observant or is lacking awareness of procedures and techniques.

NOTE: The 'student' who is assigned to deliberately make a mistake must execute the error in the exact manner prescribed by the assessor – and not alert the 'instructor candidate' as to what that particular error is by body language or other subtle means. Doing so would be compromise the assessment process.

	KEY PERFORMANCE CRITERIA	ASSESSOR REMARKS	C / NYC
5	<p><u>Student practice session:</u></p> <p><input type="checkbox"/> sufficient time is allocated for student practice</p> <p><input type="checkbox"/> opportunities for student practice are provided (more than just once)</p> <p><input type="checkbox"/> the 'students' personal space is not invaded – they are given sufficient latitude (freedom) to develop and 'own' their skills without constant interruption and/or micro-management</p> <p><input type="checkbox"/> individual enabling skills are correctly executed and linked in an appropriate sequence which leads to an effective performance outcome</p> <p>Note: All skills are built from a series of smaller 'enabling skills' For example; building an anchor system requires:</p> <ul style="list-style-type: none"> # knot tying skills # identification of suitable individual anchor points # selection and use of relevant PPE and equipment # concept of angles and basic Newtons laws of physics # fall prevention when working near an exposed edge (fall risk) <p><input type="checkbox"/> ABCDE safety checks are carried out</p> <p><input type="checkbox"/> PACI protocols and industry standards are followed</p>		
6	<p><u>Student faults are identified and corrected:</u></p> <p><input type="checkbox"/> detected and identified pre-assigned fault</p> <p><input type="checkbox"/> faults are allowed to progress – the instructor candidate did not prematurely 'pounce' on the student (Note: In ground training, there is no risk of falls from height. In many instances, it may be advantageous to allow mistakes to progress – because this is how people learn – mistakes can be thought of as opportunities to find solutions and build judgement)</p> <p><input type="checkbox"/> intervention to student faults/errors does not have an invasive or threatening character/tone</p>		
7	<p><u>Objective assessment of performance:</u></p> <p><input type="checkbox"/> student performance is assessed to ensure their readiness to progress to training at height</p> <p><i>There must be no critical intervention by the instructor candidate to the extent that it interrupts and corrects the student's performance. The student must eventually be capable of performing the skill without prompting or assistance. The instructor candidate must decide if the student is in fact ready to take the next step and practice the skill at height – if not, practice continues until such time as the student is ready.</i></p>		
8	<p><u>Debrief student practice session:</u></p> <p><input type="checkbox"/> positive feedback is given</p> <p><input type="checkbox"/> suggestions for improvement are given (suggestions are realistic and if applied – would solve the problems that occurred and would lead to effective application of the skill)</p> <p><input type="checkbox"/> students are informed that practice session has ended</p> <p><input type="checkbox"/> questions are solicited ("any questions?")</p>		

• Control and conduct...

	KEY PERFORMANCE CRITERIA	ASSESSOR REMARKS	C / NYC
9	<u>Site:</u> <input type="checkbox"/> chosen site is reasonably free of obvious hazards <input type="checkbox"/> choice of site is appropriate for learning objectives to be achieved <input type="checkbox"/> site does not expose students to risk of falls from height <input type="checkbox"/> students are not placed in a situation where they are exposed to environmental extremes to the extent that learning effectiveness is compromised <i>(direct burning sun, excessive heat, excessive cold, strong wind force, excessive humidity, no ventilation, excessive industrial noise, etc are all factors that would severely impact on student well-being)</i>		
10	<u>Work Health and Safety:</u> <input type="checkbox"/> conduct of activities not in breach of WHS laws <input type="checkbox"/> duty of care obligation is met		
11	<u>Interaction with class:</u> <input type="checkbox"/> responded effectively to questions when asked <input type="checkbox"/> friendly social atmosphere maintained		
12	<u>Use of voice and gestures:</u> <input type="checkbox"/> effective use of voice <input type="checkbox"/> use of voice and gestures clearly contributed to learning		
13	<u>PPE:</u> <input type="checkbox"/> equipment meets relevant manufacturing standards <input type="checkbox"/> PPE is used within its intended design limits		
14	<u>Supervision:</u> <input type="checkbox"/> students are continuously monitored <input type="checkbox"/> instructor candidate is alert and focussed on the learning process		

Automatic NYC criteria:

1. Inaccurate information that would lead to serious injuries or death
2. Demonstration (if given) was incorrect and would have created confusion and/or exposed students to undue levels of risk
3. Technical inaccuracies that are not insignificant
4. Content delivered did not fulfil learning objectives
5. Disorganised and/or chaotic lesson structure (if the lesson was presented in this manner to real clients – it would result in confusion and/or anxiety)
6. Significant deviation from stated lesson time frame
7. Information presented would cause *considerable harm* to the reputation of the candidate or PACI.
8. Information presented is of a defamatory or discriminatory nature.
9. Equipment design limits would be exceeded – triggering catastrophic system failure.
10. There was a near miss (could have led to a catastrophic outcome)
11. PACI instructor assessor was forced to intervene and stop the lesson.

Qualitative impression of lesson delivery (mark an 'X' on the line to indicate impression)

Poor Average Outstanding

Assessor comments:

Assessor name: _____ (print)

Assessor statement: *I declare that I observed a live presentation given by the candidate. I did not interfere with or subtly provide clues to steer the candidate toward a successful presentation covering all required performance criteria. The presentation given was a fair example of the candidate's current level of knowledge and understanding of the skill and ability to control the conduct of training and assessment at height.*

Assessor signature: _____ Dated: _____

Candidate signature: _____ Dated: _____