

LESSON ASSESSMENT TEMPLATE

HEIGHT

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	(+/- 15 min leeway either side)		
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. 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?
- ☐ climbing in progress – a person is climbing a route while being belayed?
- ☐ abseiling in progress – a person is abseiling (using either a self-belay or via top-managed belay controlled by a third party)?
- ☐ other: (specify)...
- ☐ other: (specify)...

KEY PERFORMANCE CRITERIA	ASSESSOR REMARKS	C / NYC
--------------------------	------------------	---------

• Introduction phase of lesson...

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> NOTE: Demonstration at height is normally not necessary (Exception: if the skill carries a high level of risk that can be further reduced by a demonstration – then there is justification) If a demonstration is conducted – it must meet the following performance criteria: <input type="checkbox"/> skill is slowly and deliberately performed <input type="checkbox"/> attention is drawn to details that make performing the skill easier (specific details clearly brought to the attention of learners) <input type="checkbox"/> demonstration indicates correct procedure to safely accomplish skill (a degree of precision is required when demonstrating) <input type="checkbox"/> equipment is operated correctly and used within its intended design limitations <input type="checkbox"/> ABCDE safety checks are carried out		

• 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.

	KEY PERFORMANCE CRITERIA	ASSESSOR REMARKS	C / NYC
5	<u>Student practice session:</u> <input type="checkbox"/> sufficient time is allocated for student practice <input type="checkbox"/> opportunities for student practice are provided (more than just once) <input type="checkbox"/> student safety is maintained throughout the conduct of the skill <input type="checkbox"/> ABCDE safety checks are carried out <input type="checkbox"/> PACI protocols and industry standards are followed		
6	<u>Student faults are identified and corrected:</u> <input type="checkbox"/> detected and identified pre-assigned fault <input type="checkbox"/> intervention is proportionate to the level of risk the student is exposed to <input type="checkbox"/> intervention is initiated at the appropriate moment in time to prevent escalation to a life threatening situation <i>(if there is an imminent danger to life – the intervention must be swift and effective to prevent escalation to a catastrophic outcome)</i>		
7	<u>Debrief student practice session:</u> <input type="checkbox"/> positive feedback is given <input type="checkbox"/> suggestions for improvement are given <i>(suggestions are realistic and if applied – would solve the problems that occurred and would lead to effective application of the skill)</i> <input type="checkbox"/> students are informed that practice has ended <input type="checkbox"/> questions are solicited (“any questions?”)		

• Control and conduct...

8	<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		
9	<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		
10	<u>Interaction with class:</u> <input type="checkbox"/> responded effectively to questions when asked <input type="checkbox"/> friendly social atmosphere maintained		
11	<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		
12	<u>PPE:</u> <input type="checkbox"/> equipment meets relevant manufacturing standards <input type="checkbox"/> PPE is used within its intended design limits		

- Assessment phase of lesson

Note to assessor:

The instructor candidate must make a clear distinction between training and assessment. The training phase is to develop skills with sufficient practice time (allowing for repetition). Students are not assessed during the training phase – and there is no ‘pressure’ to achieve error-free performance (fear of failure on account of making mistakes).

In the assessment phase – students are now required to achieve error-free performance. If a student makes a mistake and then self-corrects, that is entirely acceptable. However if a student makes a mistake but does not realise that a mistake has been made (ie has no awareness that there was an error) – this would be grounds for an NYC result – and so the ‘instructor candidate’ would need to inform that student of his/her result. A distinction must be made between what is a trivial error versus an error that has consequences or causes downstream effects.

	KEY PERFORMANCE CRITERIA	ASSESSOR REMARKS	C / NYC
13	<p><u>Briefing for assessment:</u></p> <p><input type="checkbox"/> A clear explanation of the level of performance required to achieve competency is given (performance criteria are stated in measureable terms)</p> <p><input type="checkbox"/> appeal process is identified – in case there is a dispute about assessors decision</p> <p><input type="checkbox"/> questions are solicited before commencing the assessment (eg “Are there any questions?”)</p>		
14	<p><u>Assessment process:</u></p> <p><input type="checkbox"/> Students perform skills without the advice, guidance or critical intervention of the assessor (no assistance / no leading questions) <i>There must be no critical intervention by the instructor to the extent that it interrupts and corrects the student’s performance. The student must be capable of performing the skill without prompting or assistance. The assessor must decide if students are in fact competent and able to independently apply their skills at height.</i></p> <p><input type="checkbox"/> the assessor is alert and vigilant throughout the conduct of the assessment (not distracted)</p> <p><input type="checkbox"/> assessor remains impartial and fair throughout the assessment activity – no undue bias or significant variation in the assessment conditions from one student to the next</p>		
15	<p><u>Assessment decision is made:</u></p> <p><input type="checkbox"/> Student performance is measured against explicit assessment criteria established by industry or enterprise (eg from units of competency)</p> <p><input type="checkbox"/> Student performance is assessed to ensure their competence to independently apply their training at height NOTE: Independently means the trainee is able to function alone and without direct supervision</p> <p><input type="checkbox"/> Assessment decisions are consistent and relevant to the subject material</p> <p><input type="checkbox"/> Students are informed of their assessment results</p> <p><input type="checkbox"/> assessment result is clearly and unambiguously communicated (words such as “I think you’re competent” or “I am not sure” are avoided)</p>		
16	<p><u>Re-Assessment opportunity</u></p> <p><input type="checkbox"/> students who received an NYC result are given an opportunity to re-attempt their assessment</p> <p><input type="checkbox"/> re-assessments are only permitted if there is sufficient daylight remaining or weather conditions are favourable (if it is about to get dark and/or about to start raining – the reassessment would be postponed to a later date).</p> <p><input type="checkbox"/> fatigue management procedures are implement (hungry, tired, dehydrated students are prone to errors)</p>		

Automatic NYC criteria:

1. Inaccurate information that would lead to serious injuries of 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

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: _____