

THEORY PRESENTATION TOPIC:
ABCDE safety checks
Units of competency:
SISOABN305A SISOCLA311 SISOCLN304A

Name of Candidate:			
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	(+/- 10 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 topic ought to be presented. You should not interrupt candidates during their presentation. Candidates must be advised of their assessment result at the end.

	KEY PERFORMANCE CRITERIA	ASSESSOR REMARKS	C / NYC
1	Lesson topic is identified		
2	Reason for learning the ABCDE safety checks is given <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	Purpose of a safety check: <input type="checkbox"/> benefits are explained <input type="checkbox"/> risks of not doing a safety check?		
4	Why use letters of the alphabet? <input type="checkbox"/> acronym – easy to remember (everyone knows the alphabet) <input type="checkbox"/> Fire rescue services use 'ARCHER' (Anchors, Rope, Connectors, Harness, Equipment, Ready) – compare & contrast with ABCDE		
5	A = Anchors: <input type="checkbox"/> content of this step is explained <input type="checkbox"/> examples are given <input type="checkbox"/> anchors could be trees, bolts, boulders, existing beams, etc <input type="checkbox"/> check there is no single-point of failure (particularly acute when using removable protection devices)		
6	B = Belts and buckles: <input type="checkbox"/> content of this step is explained <input type="checkbox"/> examples are given		
7	C = Connectors: <input type="checkbox"/> content of this step is explained <input type="checkbox"/> examples are given		
8	D = Devices: <input type="checkbox"/> content of this step is explained <input type="checkbox"/> functional test of each device is performed (eg test GriGri) <input type="checkbox"/> examples are given		
9	E = Ends / Equipment / Edges: <input type="checkbox"/> consists of 3 separate check items <input type="checkbox"/> content of each of the 3 check steps is explained <input type="checkbox"/> all knots are checked under 'ends' (eg tie-in knot to harness) <input type="checkbox"/> examples are given <input type="checkbox"/> 'Equipment' – also refers to rescue gear carried (do you have the means to perform a rescue?)		
10	F = Friend (final buddy check): <input type="checkbox"/> 'F' is not a part of the PACI ABCDE safety check <input type="checkbox"/> has been added by some challenge ropes course operators <input type="checkbox"/> reasons why 'F' has been added?		
11	Applications: <input type="checkbox"/> examples of how ABCDE check applies to climbing on artificial surfaces (eg at commercial indoor climbing gyms) <input type="checkbox"/> examples of how ABCDE check applies to climbing on natural surfaces <input type="checkbox"/> example of how ABCDE check applies to challenge ropes course (eg 'high elements') <input type="checkbox"/> in lead (trad) climbing, 'A' also refers to removable protection devices (eg sufficient <i>cams</i> and <i>wired nuts</i> carried for the route) <input type="checkbox"/> at indoor climbing gyms, 'A' also includes looking up at ceiling anchor to make sure rope twists are removed)		

	KEY PERFORMANCE CRITERIA	ASSESSOR REMARKS	C / NYC
12	Interaction with class: [] questions were solicited [] friendly social atmosphere maintained [] allowed time for class to think and answer questions		
13	Use of voice and gestures: [] effective use of voice [] use of gestures clearly contributed to learning		
14	Use of props and learning aids: (must be used) [] props and aids clearly enhanced learning		
15	Conclusion / Summary: [] key topics discussed are briefly summarised [] students are advised that the lesson has concluded [] any questions?		

Automatic NYC criteria:

1. Inaccurate information that would lead to serious injuries of death
2. Technical inaccuracies that are not insignificant
3. Content delivered did not fulfil learning objectives
4. Disorganised and/or chaotic lesson structure (if the lesson was presented in this manner to real clients – it would result in confusion)
5. Significant deviation from stated lesson time frame
6. Information presented would cause *considerable harm* to the reputation of the candidate or PACI.
7. Information presented is of a defamatory or discriminatory nature.
8. Equipment design limits would be exceeded – triggering catastrophic system failure.

Qualitative impression of lesson delivery

Poor
→
 Average Outstanding

Assessor comments:

Assessor name: _____

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 topics. The presentation given was an example of the candidates current level of knowledge and understanding of the subject material and ability to present information in a coherent manner.*

Assessor signature: _____ Dated: _____

Candidate signature: _____ Dated: _____