

THEORY PRESENTATION TOPIC:
Unit of competency:

Connectors (Carabiners)
SISOABN304A / SISOCLN303A
RIIWH5204D (industrial work at heights)



Name of Candidate:			
Assessment Date:			
Site:			
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:			

	KEY PERFORMANCE CRITERIA	Assessor Remarks	C / NYC
1	Lesson topic is identified		
2	Reason for learning 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 carabiner: <input type="checkbox"/> clear and accurate information given		
4	Components: <input type="checkbox"/> the various parts/components are identified		
5	Materials: <input type="checkbox"/> steel (including stainless steel) <input type="checkbox"/> aluminium alloy <input type="checkbox"/> advantages / disadvantage of metal types		
6	Design Types: <input type="checkbox"/> non-locking <input type="checkbox"/> locking – including different locking mechanisms (double-action, triple-action, screw-gate, magnetic) <input type="checkbox"/> Captive eye / Captive pin / Swivel <input type="checkbox"/> Examples are given for each of the following types of carabiners: <u>EN12275 / UIAA 121 (mountaineering PPE)</u> <input type="checkbox"/> type B (basic – for normal use) <input type="checkbox"/> type D (directional – for quick-draws) <input type="checkbox"/> type H (HMS) <input type="checkbox"/> type K (klettersteig – for via ferrata use) <input type="checkbox"/> type Q (quick-link... 'maillon rapides') <input type="checkbox"/> type X (oval shape / aid climbing use) <u>EN362 (Industrial PPE)</u> <input type="checkbox"/> class A (Anchor connector) <input type="checkbox"/> class B (basic connector) <input type="checkbox"/> class M (multi-use connector) <input type="checkbox"/> class Q (screw-link connector) <input type="checkbox"/> class T (Termination connector)		
7	Markings: <input type="checkbox"/> different symbols found on carabiners <input type="checkbox"/> meaning of each symbol is clearly explained		
8	EN / UIAA standards requirements <input type="checkbox"/> relevant EN standards (eg EN362, EN12275, UIAA 121) <input type="checkbox"/> CE mark – meaning? <input type="checkbox"/> role of UIAA (contrast with EN standards)		
9	MBS (minimum breaking strength): <input type="checkbox"/> how the MBS is derived is explained <input type="checkbox"/> 3 sigma / statistical sample is explained		

	KEY PERFORMANCE CRITERIA	Assessor Remarks	C / NYC
10	Response to load: <input type="checkbox"/> elastic deformation (explain) <input type="checkbox"/> plastic deformation (explain) <input type="checkbox"/> WLL (MBS ÷ DF) – industrial contexts <input type="checkbox"/> SWL (MBS ÷ SF) – industrial contexts <input type="checkbox"/> correct loading profiles (examples given) <input type="checkbox"/> incorrect loading profiles (examples given)		
11	Care and maintenance: <input type="checkbox"/> lifespan is explained <input type="checkbox"/> recommended lubricants/corrosion inhibitors <input type="checkbox"/> sharp edges/burrs (can slice/tear sheath) <input type="checkbox"/> dropping carabiners (effect?) <input type="checkbox"/> functional test (eg gate operates correctly)		
12	Interaction with class: <input type="checkbox"/> questions were solicited <input type="checkbox"/> friendly social atmosphere maintained <input type="checkbox"/> allowed time for class to think and answer questions (did not cut anyone off)		
13	Use of voice and gestures: <input type="checkbox"/> effective use of voice <input type="checkbox"/> used of gestures clearly contributed to learning		
14	Use of props and learning aids: <input type="checkbox"/> clearly enhanced learning		
15	Conclusion / Summary: <input type="checkbox"/> key topics discussed are briefly summarised <input type="checkbox"/> students are advised that the lesson has concluded <input type="checkbox"/> any questions?		

Automatic NYC criteria:

1. Inaccurate information that would lead to serious injuries or death
2. Technical inaccuracies that are not insignificant
3. Content delivered did not fulfil learning objectives
4. Disorganised and/or chaotic lesson structure
5. Significant deviation from stated lesson time frame (more than 30% over or under)
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 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: _____