THEORY PRESENTATION TOPIC: Mechanical Advantage (M.A.)
Unit of competency: SISOVTR403A Instruct vertical rescue

Name of Candidate:			
Assessment Date:			
Place of Assessment:			
Industry context of lesson	[ ] Outdoor rec	[ ] Public safety	[ ] 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 is given [ ] Stated reason(s) motivates students to be attentive and receptive to learning [ ] Stated reason(s) is realistic for the industry context		
3	Definition of M.A. [ ] clear and accurate definition is given		
4	Anatomy of M.A. system: [ ] all components are clearly identified and explained [ ] role of PCD within system is explained		
5	Classes of pulleys: [ ] class 1 (example given) [ ] class 2 (example given) [ ] class 3 (example given)		
6	M.A. yield …Differentiate between: [ ] ideal M.A. [ ] theoretical M.A. [ ] actual M.A.		
7	Different types of M.A. systems: [ ] simple systems [ ] compounding systems [ ] reciprocating systems (ie complex systems)		
8	How to calculate M.A. [ ] examples are given [ ] calculation method is accurate and correct [ ] concept of equilibrium is explained		
9	Resetting: [ ] 'resetting' is explained [ ] inefficiencies caused by frequent resetting [ ] progress made relative to number of resets (efficiency)		
10	Velocity ratio: [ ] what is velocity ratio? [ ] examples given		
11	Applications: [ ] examples of how M.A. systems would be employed within candidates work context [ ] examples given are relevant and effective for the candidates work context/situation		
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		

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	KEY PERFORMANCE CRITERIA	ASSESSOR REMARKS	C / NYC
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 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: _____