

DIMENSION BID

TECHNICAL PRESENTATION EVALUATION FORM (FOR TRAINEE SLICKLINE ASSISTANT)

(Instructions: It is COMPULSORY for the Assessor(s) to complete this form during the presentation and submit as evidence after the presentation)

NAME OF EMPLOYEE	MUHAMMAD AHMAD KIFAI BIN ANWAR	POSITION	TSA
TOPIC OF PRESENTATION	DHT / Surface equipment, Pressure control equipment / and basic safety	DATE OF ASSESSMENT	3/10/24
Required Competency Standard	Basic knowledge of SLS tools / equipment design, functions and are able to operate them		
SCORE			

ASSESSMENT RESULT SUMMARY

Element of Competency	Score	Assessed By (name)	Assessment Date	Verified By FSM / OM	Verification Date
A. Basic Safety [30%]	25% 22%	JAMES	3/10/24	qr	3/10/24
B. Basic of Wireline [50%]	45% 38%	JAMES	3/10/24	qr	
C. Overall Observation [20%]	15% 18%	JAMES	3/10/24	qr	
TOTAL SCORE	80% 78%	JAMES	3/10/24	qr	

Important Note: The minimum passing score is 60%. If the score falls below minimum passing score, the employee must repeat the assessment

Assessor's Comments & Recommendation

- Good presentation, keep it up.

(Signature) James 03/10/24

FSM / OM Comments & Recommendation

- Good presentation

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Rating: **Strong (S)** Adequate (A) Improvement Needed (IN)

	RATING			COMMENT						
	S (10, 9, 8)	A (7, 6, 5)	IN (4, 3, 2)							
A. BASIC SAFETY [30]										
1. Employee exhibit good understanding on PPE: type of PPE, when to wear them and why	10	9	8	7	6	5	4	3	2	
2. Employee exhibit awareness on his responsibilities towards his own safety, others, environment, company etc.	10	9	8	7	6	5	4	3	2	
3. Employee exhibit good knowledge on operational safety eg. PTW, Stop Work, JHA etc.	10	9	8	7	6	5	4	3	2	
4. Employee exhibit good knowledge on Hazard Identification and Incident Reporting eg. Unsafe Act, Unsafe Condition, Near Miss, Incident reporting process, what to do during emergency etc.	10	9	8	7	6	5	4	3	2	
B. BASIC OF WIRELINE: EQUIPMENT [50]										
1. PRESSURE CONTROL EQUIPMENT										
1.1 Tools design / components clearly described	10	9	8	7	6	5	4	3	2	
1.2 Employee exhibit good knowledge on tools function / application	10	9	8	7	6	5	4	3	2	

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2. SURFACE EQUIPMENT										
2.1 Tools design / components clearly described	<table border="1"> <tr> <td>10</td> <td>9</td> <td>8</td> <td>7</td> <td>6</td> <td>5</td> <td>4</td> <td>3</td> <td>2</td> </tr> </table>	10	9	8	7	6	5	4	3	2
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3. DOWNHOLE TOOLS										
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10	9	8	7	6	5	4	3	2		
C. OVERALL OBSERVATION [20]										
1. Quality of presentation materials	<table border="1"> <tr> <td>10</td> <td>9</td> <td>8</td> <td>7</td> <td>6</td> <td>5</td> <td>4</td> <td>3</td> <td>2</td> </tr> </table>	10	9	8	7	6	5	4	3	2
10	9	8	7	6	5	4	3	2		
2. Employee was well prepared	<table border="1"> <tr> <td>10</td> <td>9</td> <td>8</td> <td>7</td> <td>6</td> <td>5</td> <td>4</td> <td>3</td> <td>2</td> </tr> </table>	10	9	8	7	6	5	4	3	2
10	9	8	7	6	5	4	3	2		
3. Employee exhibited a good understanding of the subject matter	<table border="1"> <tr> <td>10</td> <td>9</td> <td>8</td> <td>7</td> <td>6</td> <td>5</td> <td>4</td> <td>3</td> <td>2</td> </tr> </table>	10	9	8	7	6	5	4	3	2
10	9	8	7	6	5	4	3	2		

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<p>4. Employee was able to relate the importance of the subject matter to his job</p>	<table border="1"> <tr> <td>10</td> <td>9</td> <td>8</td> <td>7</td> <td>6</td> <td>5</td> <td>4</td> <td>3</td> <td>2</td> </tr> </table>	10	9	8	7	6	5	4	3	2	
10	9	8	7	6	5	4	3	2			
<p>5. Employee covered all the key points of the subject matter</p>	<table border="1"> <tr> <td>10</td> <td>9</td> <td>8</td> <td>7</td> <td>6</td> <td>5</td> <td>4</td> <td>3</td> <td>2</td> </tr> </table>	10	9	8	7	6	5	4	3	2	
10	9	8	7	6	5	4	3	2			
<p>6. Employee was able to answer questions on subject matter- answers are correct and correspond with the required understanding</p>	<table border="1"> <tr> <td>10</td> <td>9</td> <td>8</td> <td>7</td> <td>6</td> <td>5</td> <td>4</td> <td>3</td> <td>2</td> </tr> </table>	10	9	8	7	6	5	4	3	2	
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<p>7. Employee was proactive and exhibit strong desire to learn</p>	<table border="1"> <tr> <td>10</td> <td>9</td> <td>8</td> <td>7</td> <td>6</td> <td>5</td> <td>4</td> <td>3</td> <td>2</td> </tr> </table>	10	9	8	7	6	5	4	3	2	
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