

## 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             | Geonelelin Chachin  | POSITION           | Trainee Slickline Assistant |
| TOPIC OF PRESENTATION        | Safety, Surface equipment, <sup>pressure</sup> control equipment, Downhole tools        | DATE OF ASSESSMENT | 06/02/2025                  |
| 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         | GAZALI METHRY        | 8/2/25          |                      |                   |
| B. Basic of Wireline [50%]   | 45         | GAZALI METHRY        | n               |                      |                   |
| C. Overall Observation [20%] | 18         | GAZALI METHRY        | n               |                      |                   |
| <b>TOTAL SCORE</b>           | <b>88%</b> | <b>GAZALI METHRY</b> | <b>n</b>        |                      |                   |

**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

He showed good understanding on the equipment preparation and operation down hole. He proposed to promote to ASSISTANT.

#### FSM / OM Comments & Recommendation

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

|  | RATING                             |                |                 |  |  |  |  |  |  |  | COMMENT |  |  |  |  |  |  |  |  |  |  |
|--|------------------------------------|----------------|-----------------|--|--|--|--|--|--|--|---------|--|--|--|--|--|--|--|--|--|--|
|  | S<br>(10, 9, 8)                    | A<br>(7, 6, 5) | IN<br>(4, 3, 2) |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |  |
| <b>A. BASIC SAFETY [30]</b>  |                                    |                |                 |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |  |
| 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>B. BASIC OF WIRELINE: EQUIPMENT [50]</b>  |                                    |                |                 |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |  |
| <b>1. PRESSURE CONTROL EQUIPMENT</b>   |                                    |                |                 |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |  |
| 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 |                |                 |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |  |
|  |                                    |                |                 |  |  |  |  |  |  |  |         |  |  |  |  |  |  |  |  |  |  |

| 2. SURFACE EQUIPMENT  |  |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |   |   |  |
|---|--|---|---|---|---|---|---|---|--|----|---|---|---|---|---|---|---|---|--|
| 2.1 Tools design / components clearly described                     | <table border="1" style="margin-left: auto; margin-right: auto;"> <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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| 10  | 9  | 8 | 7 | 6 | 5 | 4 | 3 | 2 |  |    |   |   |   |   |   |   |   |   |  |
| 3. DOWNHOLE TOOLS   |  |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |   |   |  |
| 3.1 Tools design / components clearly described                     | <table border="1" style="margin-left: auto; margin-right: auto;"> <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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| 10  | 9  | 8 | 7 | 6 | 5 | 4 | 3 | 2 |  |    |   |   |   |   |   |   |   |   |  |
| C. OVERALL OBSERVATION [20]   |  |   |   |   |   |   |   |   |  |    |   |   |   |   |   |   |   |   |  |
| 1. Quality of presentation materials                                | <table border="1" style="margin-left: auto; margin-right: auto;"> <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" style="margin-left: auto; margin-right: auto;"> <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" style="margin-left: auto; margin-right: auto;"> <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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|  |  |    |   |   |   |   |   |   |   |   |  |
|--|--|----|---|---|---|---|---|---|---|---|--|
| 4. Employee was able to relate the importance of the subject matter to his job   | <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 |   |   |  |
| 5. Employee covered all the key points 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 |   |   |  |
| 6. Employee was able to answer questions on subject matter- answers are correct and correspond with the required understanding | <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 |   |   |  |
| 7. Employee was proactive and exhibit strong desire to learn   | <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 |   |   |  |