AVI08 Aviation Training Package

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# Modification History

### Version Modification History for AVI08 Aviation Training Package

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| --- | --- | --- | --- |
| Name | Version | Release Date | Comments |
| AVI08 | 5.0 | 23 December 2013 | ISC Upgrade  The following changes have been undertaken in the AVI08 Aviation Training Package:  2 new Skill Sets have been added:   |  |  | | --- | --- | | AVISS00029 | Maintain security awareness and vigilance in the aviation workplace Skill Set | | AVISS00030 | Remotely Piloted Aircraft (RPA) Observer Skill Set | |
| AVI08 | 5.0 | 23 December 2013 | The following changes have been undertaken in this version of the AVI08 Aviation Training Package:  4 new qualifications have been added:   |  |  | | --- | --- | | AVI20613 | Certificate II in Aviation Transport Protection (Passenger/Non-Passenger Screener) | | AVI20713 | Certificate II in Aviation Transport Protection (Checked Baggage Screener) | | AVI30713 | Certificate III in Aviation (Aerodrome Operations) | | AVI30813 | Certificate III in Aviation (Remote Pilot – Visual Line of Sight) |   2 qualifications have been superseded:   |  |  | | --- | --- | | AVI20512 | Certificate II in Aviation Transport Protection | | AVI30612 | Certificate III in Aviation (Remote Pilot) |   3 Skill Sets have been significantly revised:   |  |  | | --- | --- | | AVISS00026 | Aerodrome Reporting Officer Skill Set | | AVISS00027 | Aerodrome Works Safety Officer working with a Method of Works Plan (MOWP) Skill Set | | AVISS00028 | Aerodrome Works Safety Officer working on Time Limited Works (TLW) Skill Set |   3 Skill Sets have been superseded:   |  |  | | --- | --- | | AVISS00002 | Aerodrome Reporting Officer Skill Set | | AVISS00003 | Aerodrome Works Safety Officer working on Time Limited Works (TLW) Skill Set | | AVISS00004 | Aerodrome Works Safety Officer working with a Method of Works Plan (MOWP) Skill Set |   19 units have been newly developed :   |  |  | | --- | --- | | AVIB3005A | Inspect and report on aerodrome serviceability | | AVIB3006A | Inspect and report on serviceability of aerodrome lighting systems | | AVIB3007A | Inspect and report on Obstacle Limitation Surfaces | | AVIE3007A | Maintain remote pilot aircraft systems (RPAS) aeronautical radio communications | | AVIF3012A | Apply relevant laws and regulations to the operation of an aerodrome | | AVIF3023A | Apply regulations and policies during remote pilot aircraft systems (RPAS) operations | | AVIF3025A | Facilitate the safety of aerodrome works and works site access | | AVIF3026A | Facilitate an aerodrome emergency response | | AVIH3019A | Navigate remote pilot aircraft (RPA) | | AVIO3001A | Monitor airside access and airside driving | | AVIW3037A | Manage remote pilot aircraft systems (RPAS) pre- and post-flight actions | | AVIW3038A | Operate and manage remote pilot aircraft systems (RPAS) | | AVIY3073A | Control remote pilot aircraft (RPA) on the ground | | AVIY3074A | Launch remote pilot aircraft (RPA) | | AVIY3075A | Control remote pilot aircraft systems (RPAS) in normal flight | | AVIY3076A | Recover remote pilot aircraft (RPA) | | AVIY3077A | Manage remote pilot aircraft systems (RPAS) in abnormal flight situations | | AVIY3078A | Manage remote pilot aircraft systems (RPAS) energy source requirements | | AVIZ3052A | Apply situational awareness in remote pilot aircraft systems (RPAS) operations |   14 units have been significantly revised:   |  |  | | --- | --- | | AVIE2005B | Conduct radio procedures in the aviation airport environment | | AVIF2020B | Employ fatigue management practices in the aviation workplace | | AVIF3021B | Manage human factors in remote pilot aircraft systems (RPAS) operations | | AVIG2002B | Work effectively in the aviation industry | | AVII3011C | Provide quality customer service | | AVIK2001B | Use computers in the aviation screening workplace | | AVIO2004B | Conduct frisk search of persons | | AVIO2005B | Conduct screening using Explosive Trace Detection (ETD) | | AVIO2006B | Control access to and exit from an airside security zone or landside security zone at an airport | | AVIO2007B | Establish and maintain a sterile area at an airport | | AVIO2009B | Screen articles by interpreting X-ray images | | AVIO2010B | Screen articles to enter an airside security zone or landside security zone | | AVIO2011B | Screen people to enter an airside security zone or landside security zone | | AVIZ2050B | Maintain security awareness and vigilance in the aviation workplace |   The following imported units have been added:   |  |  | | --- | --- | | BSBRSK401A | Identify risk and apply risk management processes | | BSBSUS201A | Participate in environmentally sustainable work practices |   The following imported units have been updated:   |  |  | | --- | --- | | BSBWOR301B | Organise personal work priorities and development | |
| AVI08 | 4 | 16 July 2012 | The following changes have been undertaken in this version of the AVI08 Aviation Training Package:  37 new units have been added   |  |  |  | | --- | --- | --- | | AVIE2005A | | Conduct radio procedures in the aviation airport environment | | AVIE3006A | | Maintain remote pilot aircraft systems (RPAS) aeronautical radio communications | | AVIF2020A | | Employ fatigue management practices in the aviation workplace | | AVIF2023A | | Follow occupational health and safety procedures | | AVIF2024A | | Conduct housekeeping activities | | AVIF3021A | | Manage human factors in remote pilot aircraft systems (RPAS) operations | | AVIF3022A | | Apply regulations and policies during remote pilot aircraft systems (RPAS) operations | | AVIG2002A | | Work effectively in the aviation industry | | AVIG2003A | | Work in a socially diverse environment | | AVIH3018A | | Navigate remote pilot aircraft (RPA) | | AVIK2001A | | Use computers in the aviation screening workplace | | AVIK3002A | | Use infotechnology devices in the workplace | | AVIL2005A | | Complete routine administrative tasks | | AVIL2006A | | Promote effective workplace practice | | AVIO2004A | | Conduct frisk search of persons | | AVIO2005A | | Conduct screening using Explosive Trace Detection (ETD) | | AVIO2006A | | Control access to and exit from an airside security zone or landside security zone at an airport | | AVIO2007A | | Establish and maintain a sterile area at an airport | | AVIO2008A | | Manage the flow of items for screening by X-ray screening equipment | | AVIO2009A | | Screen articles by interpreting X-ray images | | AVIO2010A | | Screen articles to enter an airside security zone or landside security zone | | AVIO2011A | | Screen people to enter an airside security zone or landside security zone | | AVIO2012A | | Follow security procedures | | AVIO2013A | | Undertake emergency response action to a security threat | | AVIO2014A | | Manage disruptive and/or unlawful behaviour | | AVIO2015A | | Apply and monitor workplace security procedures | | AVIP2001A | | Capture records into a records keeping system | | AVIW3035A | | Manage remote pilot aircraft systems (RPAS) pre- and post-flight actions | | AVIW3036A | | Operate and manage remote pilot aircraft systems (RPAS) | | AVIY3067A | | Control remote pilot aircraft (RPA) on the ground | | AVIY3068A | | Launch remote pilot aircraft (RPA) | | AVIY3069A | | Control remote pilot aircraft systems (RPAS) in normal flight | | AVIY3070A | | Recover remote pilot aircraft (RPA) | | AVIY3071A | | Manage remote pilot aircraft systems (RPAS) in abnormal flight situations | | AVIY3072A | | Manage remote pilot aircraft systems (RPAS) energy source | | AVIZ2050A | | Maintain security awareness and vigilance in the aviation workplace | | AVIZ3051A | | Manage situation awareness in remote pilot aircraft systems (RPAS) operations | | 1 existing unit has been revised  AVII3011B | | Provide quality customer service | | 20 new imported units have been added  CPPSEC1007A | | Apply walk through metal detection procedures | | CPPSEC1008A | | Apply hand-held metal detection procedures | | CPPSEC2001A | | Communicate effectively in the security industry | | CPPSEC2002A | | Follow workplace safety procedures in the security industry | | CPPSEC2004A | | Respond to security risk situation | | CPPSEC2012A | | Monitor and control individual and crowd behaviour | | CPPSEC2014A | | Operate basic security equipment | | CPPSEC2015A | | Patrol premises | | CPPSEC2018A | | Monitor electronic reporting facility | | CPPSEC3001A | | Maintain workplace safety in the security industry | | CPPSEC3002A | | Manage conflict through negotiation | | CPPSEC3003A | | Determine response to security risk situation | | CPPSEC3005A | | Prepare and present security documentation and reports | | CPPSEC3007A | | Maintain security of environment | | CPPSEC3017A | | Plan and conduct evacuation of premises | | CPPSEC3019A | | Operate specialised security equipment | | CPPSEC3020A | | Monitor security from control room | | TLIB2029B | | Use and maintain minor mechanical equipment | | TLIC1051A | | Operate commercial vehicle | | TLID2003A | | Handle dangerous goods/hazardous substances | | 6 new Skill Sets have been added  AVI08 Aerodrome Reporting Officer Skill Set | | | | AVI08 Aerodrome Works Safety Officer working with a Method of Works Plan (MOWP) Skill Set | | | | AVI08 Aerodrome Works Safety Officer working on Time Limited Works Skill Set | | | | AVI08 Notice to Airmen Skill Set | | | | AVI08 Handle Dangerous Goods/Hazardous Substances Skill Set | | | | AVI08 Use and Maintain Minor Mechanical Equipment Skill Set | | | | 1 current Skill Set amended  AVI08 Night Visual Flight Rules (NVFR) Skill Set amended to accurately reflect unit code AVIY50224A  2 new qualifications have been added | |  | | AVI20512 | | Certificate II in Aviation Transport Protection | | AVI30612 | | Certificate III in Aviation (Remote Pilot) | |  | |  | |  | |  | |
| AVI08 | 3.1 | November 2010 | The following changes have been undertaken in this version of the AVI08 Aviation Training Package:  The title of the following Qualification has been altered:   |  |  | | --- | --- | | AVI50510 | Diploma of Aviation (Grade 2 Flight Instructor) |   To become;   |  |  | | --- | --- | | AVI50510 | Diploma of Aviation (Flight Instructor) |   The following Skill Sets have been removed:  Grade 1 Flight Instructor Skill Set  Grade 3 Flight Instructor Skill Set |
| AVI08 | 3 | April 2010 | The following changes have been undertaken in this new Version of the AVI08 Aviation Training Package:  All codes have been updated to reflect current Training Package Development Handbook Policy.  All TLI07 units affiliated with this Training Package are now listed as imported units. They have remained available within Volume II of this Training Package.  The field codes within the Training Package have been updated and the following changes have been made:   |  |  | | --- | --- | | Old field code | New field code | | M – Training | M – Training and Assessment | | N – Assessment | N – Leadership and Supervision | | W – Carrying out Operations on Equipment and Systems | W – Equipment and Systems Operations | | Y – Control Aircraft and Traffic Management | Y – Aircraft Operation and Traffic Management |   7 new units have been added   |  |  | | --- | --- | | AVID2006A | Load and secure aviation freight and baggage | | AVID2007A | Unload aviation freight and baggage | | AVIF2019A | Work in aircraft confined spaces | | AVIM5005A | Conduct training for the issue of an endorsement | | AVIM6006A | Deliver operational flight management training | | AVIM5008A | Conduct flight review | | AVIN6003A | Manage flight training |   1 existing unit has been revised   |  |  | | --- | --- | | AVII2003C | Carry out beverage service on an aircraft |   1 existing unit has been edited   |  |  | | --- | --- | | AVIY3052A | Conduct Helicopter Landing Site and Unprepared Helicopter Landing Site operations |   The following unit has been realigned to a new field   |  |  | | --- | --- | | AVIM5007A | Conduct pre-assessment |   38 new imported units have been added   |  |  | | --- | --- | | BSBAUD402B | Participate in a quality audit | | BSBCMM301A | Process customer complaints | | BSBFIM501A | Manage budgets and financial plans | | BSBLED401A | Develop teams and individuals | | BSBMGT502A | Manage people performance | | BSBMKG501B | Identify and evaluate marketing opportunities | | BSBRKG502B | Manage and monitor business or records systems | | BSBWOR502A | Ensure team effectiveness | | BSBWRK509A | Manage industrial relations | | CHCCAR501B | Conduct career guidance interview | | TAAASS501B | Lead and coordinate assessment systems and services | | TAACMQ501B | Develop training and/or assessment organisational policies & procedures | | TAACMQ503B | Lead and conduct training and/or assessment evaluations | | TAACMQ504B | Determine and manage scope of training and/or assessment services | | TAACMQ505B | Lead a team to foster innovation | | TAADEL503B | Provide advanced facilitation to support learning | | TAADEL504B | Lead and coordinate training services | | TAADES501B | Design and develop learning strategies | | TAADES502B | Design and develop learning resources | | TAAENV501B | Maintain and enhance professional practice | | TAATAS502B | Prepare a tender bid | | TAATAS503B | Manage contracted work | | TAATAS504B | Facilitate group processes | | TAEASS401A | Plan assessment activities and processes | | TAEASS402A | Assess competence | | TAEASS403A | Participate in assessment validation | | TAEASS502A | Design and develop assessment tools | | TAEDEL301A | Provide work skill instruction | | TAEDEL401A | Plan, organise and deliver group-based learning | | TAEDEL402A | Plan, organise and facilitate learning in the workplace | | TAEDES401A | Design and develop learning programs | | TAEDES402A | Use training packages and accredited courses to meet client needs | | TAELLN401A | Address adult language, literacy and numeracy skills | | TAESUS501A | Analyse and apply sustainability skills to learning programs | | TLIC707C | Operate vehicle carrying special loads | | TLIF6307A | Administer the implementation of fatigue management strategies | | TLIF6407A | Manage fatigue management policy and procedures | | TLIU607B | Conduct environmental audits |   1 unit has been deleted   |  |  | | --- | --- | | AVI2D208B | Load and secure aviation freight |   2 imported units have been removed   |  |  | | --- | --- | | HLTCPR201A | Perform CPR | | TAADEL301C | Provide training through instruction and demonstration of work skills |   2 new Skill Sets have been added   |  | | --- | | Manual Handle Freight/Baggage in Aircraft Cargo Hold Confined Spaces Skill Set | | Grade 1 Flight Instructor Skill Set |   2 existing Skill Sets have been revised   |  | | --- | | Aviation Operator Skill Set | | Grade 3 Flight Instructor Skill Set |   2 new qualifications have been added   |  |  | | --- | --- | | AVI50510 | Diploma of Aviation (Grade 2 Flight Instructor) | | AVI60110 | Advanced Diploma of Aviation (Flight Instruction) |   2 existing qualifications have been updated   |  |  | | --- | --- | | AVI30510 | Certificate III in Aviation (Rescue Crewman) | | AVI40610 | Certificate IV in Aviation (Aircrewman) |   The following qualifications have had units added to their elective unit list:   |  |  |  | | --- | --- | --- | | AVI10108 Certificate I in Aviation (Foundation Skills) | | | | 4 existing imported units | |  | | PRMCL04B | Maintain a carpeted floor | | | PRMCL17B | Clean a wet area | | | PRMCL37A | Clean external surfaces | | | PRMCL38A | Clean a food handling area | | | AVI20208 Certificate II in Aviation (Flight Operations) | | | | 1 new AVI units | |  | | AVID2006A | Load and secure aviation freight and baggage | | | AVI20408 Certificate II in Aviation (Ground Operations and Service) | | | | 3 new AVI units | |  | | AVID2006A | Load and secure aviation freight and baggage | | | AVID2007A | Unload aviation freight and baggage | | | AVIF2019A | Work in aircraft confined spaces | | | 1 new imported unit | | | | BSBCMM301A | Process customer complaints | | | 3 existing AVI units | | | | AVIC2001A | Drive on the airside | | | AVIF2012A | Monitor the transfer of hazardous materials | | | AVIO2001A | Use firearms on an aerodrome to control wildlife hazards | | | AVI30408 Certificate III in Aviation (Ground Operations and Service) | | | | 1 new imported unit | |  | | TLIC707C | Operate vehicle carrying special loads | | | 2 existing AVI units | | | | AVIW3021A | Coordinate aircraft ground operations | | | AVIW3023A | Implement wildlife hazard control measures | | | 2 existing imported units | | | | TLIJ207C | Apply quality systems | | | SITTTSL015A | Construct advanced international airfares | | | AVI40408 Certificate IV in Aviation (Ground Operations and Service) | | | | 3 new imported units | |  | | TLIF6307A | Administer the implementation of fatigue management strategies | | | TLIF6407A | Manage fatigue management policy and procedures | | | TLIU607B | Conduct environmental audits | | | 3 existing AVI units | | | | AVIC4002A | Administer airside driving | | | AVIO4003A | Implement airside access | | | AVIW5022A | Coordinate the removal of disabled aircraft | | | 2 existing imported units | | | | HLTFA402B | Apply advanced first aid | | | BSBMGT401A | Show leadership in the workplace | | | AVI40508 Certificate IV in Aviation (Leadership and Supervision) | | | | 1 existing imported unit | |  | | HLTFA402B | Apply advanced first aid | | |
| AVI08 | 2 | April 2009 | Category II change  The following changes have been undertaken in this new Version of AVI08 Aviation Training Package:  27 new units have been added   |  |  | | --- | --- | | AVIF214A | Undertake aircraft underwater escape and survival | | AVIF215A | Utilise emergency breathing system | | AVIF316A | Marshal aircraft | | TLILIC108A | Licence to operate a forklift truck | | AVIM501A | Operate a simulator | | AVIM502A | Conduct aeronautical knowledge training | | AVIM503A | Conduct flight training | | AVIM504A | Facilitate training in a synthetic environment | | AVIN501A | Conduct pre-assessment | | AVIW229A | Operate aircraft refuelling nozzle | | AVIW230A | Be airborne extracted by suspended rope | | AVIW231A | Be airborne extracted using suspended extraction equipment | | AVIW232A | Fast rope from a helicopter | | AVIW233A | Rappel from a helicopter | | AVIW434A | Supervise aircraft refuelling | | AVIY455A | Conduct airborne extraction operations | | AVIY456A | Conduct airborne rappelling operations | | AVIY457A | Perform helicopter deck landing operations | | AVIY458A | Pilot a helicopter during external load operations | | AVIY459A | Pilot a helicopter during roping operations | | AVIY460A | Pilot a helicopter during winching operations | | AVIY461A | Perform aerobatic manoeuvres | | AVIY462A | Perform an aerobatic sequence | | AVIY463A | Perform close formation flight | | AVIY464A | Lead an aircraft formation flight | | AVIY565A | Operate a multi-engine helicopter | | AVIY466A | Control aircraft in advanced flight manoeuvres |   1 new imported unit has been added   |  |  | | --- | --- | | TAADEL301C | Provide training through instruction and demonstration of work skills |   1 imported unit has been removed   |  |  | | --- | --- | | PMAOHS214B | Undertake helicopter safety and escape |   15 new Skill Sets have been added   |  | | --- | | Airborne Rappelling Skill Set | | Airborne Recovery Skill Set | | Aircraft Underwater Escape Skill Set | | Emergency Breathing System Skill Set | | Simulator Operator Skill Set | | Simulator Trainer Skill Set | | Simulator Operator/Trainer Skill Set | | Airborne Rappelling Supervisor Skill Set | | Aerobatic Pilot Skill Set | | Formation Pilot Skill Set | | Night Visual Flight Rules (NVFR) Pilot Skill Set | | Marine Transfer Pilot Skill Set | | External Load Pilot Skill Set | | Rappelling and Winching Pilot Skill Set | | Grade 3 Flight Instructor Skill Set | |
|  |  |  | 7 qualifications have been revised   |  | | --- | | 6 new elective units added to AVI20208 Certificate II in Aviation (Flight Operations) | | 1 new elective unit has been added to AVI20408 Certificate II in Aviation (Ground Operations and Service) | | 1 new elective unit has been added to AVI30208 Certificate III in Aviation (Flight Operations) | | 1 new elective unit has been added to AVI30408 Certificate III in Aviation (Ground Operations and Service) | | 1 new elective unit has been added to AVI40408 Certificate IV in Aviation (Ground Operations and Service) | | 1 new elective unit has been added to AVI40508 Certificate IV in Aviation (Leadership and Supervision) | | 1 new optional unit has been added AVI50408 Diploma of Aviation (Instrument Flight Operations) |   2 qualification have been updated   |  | | --- | | 1 new core unit – to replace PMAOHS214B – and 3 new elective units have been added to AVI40609 Certificate IV in Aviation (Aircrewman). 2 existing core/mandatory units have been moved to the elective unit list. Qualification code has been updated from AVI40608. | | 1 new core unit – to replace PMAOHS214B – and 1 new optional unit has been added to AVI30509 Certificate III in Aviation (Rescue Crewman). Qualification code has been updated from AVI30508. | |
| AVI08 | 1 | April 2008 | Reviewed Training Package  Primary Release is the first release of the Aviation Training Package AVI08   |  |  | | --- | --- | | Aerodrome reporting officers/Airside workers | Development of 8 new competency units | | Research and analysis of units in the areas of air marshals, air marshalling, weather, aircraft washing and deicing for possible inclusion into the Training Package | Research and analysis proved that development of units should not be a priority at this point in time. May be considered again in light of Defence engagement under continuous review | | Inclusion of 10 additional units from TLI07 | Units accessed for inclusion in AVI08 | | Inclusion of 5 Asset Maintenance units from CPSISC | Asset Maintenance Training Package was endorsed in December 2007 and units have been included in this Training Package. | | Development of revised Diploma for Air Traffic Control | Diploma established | | Development of Diploma for Instrument Ratings | Diploma established | | Category 2 change for CPL and HPL | Cat 2 change endorsed in 2007 | | CPL & HPL units | Requirement to review units post Cat 2 change to align with CASA’s reviewed Manual of Standards (MOS) | | Helicopters | Development of 2 additional qualifications for:  Rescue crewman, and  Aircrewman  Add 2 Skill Sets:  Night Aided Vision Aviation Operations Skill Set  Helicopter Wireman Skill Set | | Certificate IV | Development of additional qualification for:  Certificate IV in Aviation (Leadership and Supervision) as well as an identified Skill Set for Supervisory Cabin Crew | | Review of first aid units | Reviewed first aid units aligned with various occupational roles and included in AVI08 | | Development of 4 new units for Cabin Crew | New units drafted, developed and validated and embedded into Training Package | | Mapping of ATC units | Mapping of revised Air Traffic Control units to CASR Part 65 in order to satisfy compliance on behalf of CASA and Airservices Australia | | Revision of all competencies to ensure suitability across commercial and defence realms | In late 2007, DFA went from an observer of the process to an active participant, thereby requiring all standards be revisited to ensure applicability across both civilian and military regulatory realms | | Changes to documentation in alignment with Training Package Development Handbook | The Training Package Development Handbook changed in May, August and September 2007, resulting in changes to the Volume 1 document and to each unit requiring a licensing statement | | Changes to codes and insertion of AQF descriptor | Completed | | Development and validation of Aviation Operator – Helicopter Skill Set | This work has been completed and validated | | Development and validation of Night Flying Rules Skill Set | Night Flying Rules – work completed | |
| TDA03 | 2 | April 2007 | Category 2 change  Title and qualification requirement changes to an existing Aviation qualification:  Licensed qualification  Change: AVI40203A Certificate IV in Transport & Distribution – Aviation Flight Operations  To: AVI40107 Certificate IV in Aviation Operations (Commercial Pilot Aeroplane Licence) and  AVI40207 Certificate IV in Aviation Operations (Commercial Pilot Helicopter Licence)  Reduces the requirements for completion from twenty eight (28) to fifteen (15) units. The fifteen (15) units are all placed at level IV  Removes the thirteen (13) Cert 1–Cert III level units from the qualification which do not contribute to occupational outcomes for commercial pilots |
| TDA03 | 1 | March 2003 | Primary Release |

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Preliminary Information

### Important Note to Users

Training Packages are not static documents; they are amended periodically to reflect the latest industry practices and are version controlled. It is essential that the latest version is always used.

### Check the version number before commencing training or assessment

This Training Package is Version 5 – check whether this is the latest version by going to training.gov.au (http://training.gov.au) and locating information about the Training Package. Alternatively, contact the Transport and Logistics Industry Skills Council on (www.tlisc.org.au) to confirm the latest version number.

### Explanation of version number conventions

The primary release Training Package is Version 1. When changes are made to a Training Package, sometimes the version number is changed and sometimes it is not, depending on the extent of the change. When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control, and is Version 1. Do not confuse the version number with the Training Package’s national code (which remains the same during its period of endorsement).

### Explanation of the review date

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Endorsed Training Packages and their components remain current until they are reviewed or replaced.

### Table 1: Summary of AQF Qualifications in AVI08 Aviation Training Package (Version 5)

This table lists all of the qualifications in the AVI08 Aviation Training Package (Version 5).

| Code | National qualification title |
| --- | --- |
| AQF1 | |
| AVI10108 | Certificate I in Aviation (Foundation Skills) |
| AQF2 | |
| AVI20208 | Certificate II in Aviation (Flight Operations) |
| AVI20408 | Certificate II in Aviation (Ground Operations and Service) |
| AVI20613 | Certificate II in Aviation Transport Protection (Passenger/Non-Passenger Screener) |
| AVI20713 | Certificate II in Aviation Transport Protection (Checked Baggage Screener) |
| AQF3 | |
| AVI30208 | Certificate III in Aviation (Flight Operations) |
| AVI30408 | Certificate III in Aviation (Ground Operations and Service) |
| AVI30510 | Certificate III in Aviation (Rescue Crewman) |
| AVI30713 | Certificate III in Aviation (Aerodrome Operations) |
| AVI30813 | Certificate III in Aviation (Remote Pilot – Visual Line of Sight) |
| AQF4 | |
| AVI40108 | Certificate IV in Aviation (Commercial Pilot Aeroplane Licence) |
| AVI40208 | Certificate IV in Aviation (Commercial Pilot Helicopter Licence) |
| AVI40408 | Certificate IV in Aviation (Ground Operations and Service) |
| AVI40508 | Certificate IV in Aviation (Leadership and Supervision) |
| AVI40610 | Certificate IV in Aviation (Aircrewman) |
| AQF5 | |
| AVI50308 | Diploma of Aviation (Air Traffic Control) |
| AVI50408 | Diploma of Aviation (Instrument Flight Operations) |
| AVI50510 | Diploma of Aviation (Flight Instructor) |
| AQF6 | |
| AVI60110 | Advanced Diploma of Aviation (Flight Instruction) |

### Table 2: Summary of Units of Competency in AVI08 Aviation Training (Package Version 4)

The AVI08 Aviation Training Package units of competency listed below are presented in field order and include the Australian Qualifications Framework (AQF) for each unit. Note there are no prerequisites for any AVI units of competency.

For each unit in the table, the AQF level at which it is normally packaged is indicated. Where a unit is packaged at different AQF levels, the lowest level is shown as its nominal level.

| Code | Title | AQF |
| --- | --- | --- |
| A Handling Cargo/Stock | | |
| AVIA3001B | Package dangerous goods for air transport | 3 |
| B Equipment Checking and Maintenance | | |
| AVIB3003C | Inspect and report on the Obstacle Limitation Surfaces | 3 |
| AVIB3004B | Manage and carry out pre- and post-flight cabin checks | 3 |
| AVIB3005A | Inspect and report on aerodrome serviceability | 3 |
| AVIB3006A | Inspect and report on serviceability of aerodrome lighting systems | 3 |
| AVIB3007A | Inspect and report on obstacle limitation surfaces |  |
| C Driving Vehicle | | |
| AVIC2001A | Drive on the airside | 2 |
| AVIC4002A | Administer airside driving | 4 |
| D Load Handling | | |
| AVID2001B | Accept dangerous goods for air transport | 2 |
| AVID2003B | Prepare freight for flight | 2 |
| AVID2004B | Conduct aviation freight weighing operations | 2 |
| AVID2005B | Accept freight for air transport | 2 |
| AVID2006A | Load and secure aviation freight and baggage | 2 |
| AVID2007A | Unload aviation freight and baggage | 2 |
| E Communication and Calculation | | |
| AVIE2005B | Conduct radio procedures in the aviation airport environment | 2 |
| AVIE3003B | Complete a Notice to Airmen (NOTAM) | 3 |
| AVIE3004B | Maintain radio communications as part of airport operations | 3 |
| AVIE3007A | Maintain remote pilot aircraft systems (RPAS) aeronautical radio communications | 3 |
| AVIE4001B | Maintain aircraft radio communications | 4 |
| AVIE5002B | Apply air traffic control communication procedures and services | 5 |
| F Safety Management | | |
| AVIF2007B | Implement regulations and policies during check-in procedures | 2 |
| AVIF2010B | Implement regulations and policies during aircraft safety and service operations | 3 |
| AVIF2012A | Monitor the transfer of hazardous materials | 2 |
| AVIF2014A | Undertake aircraft underwater escape and survival | 2 |
| AVIF2015A | Utilise emergency breathing system | 2 |
| AVIF2019A | Work in aircraft confined spaces | 2 |
| AVIF2020B | Employ fatigue management practices in the aviation workplace | 2 |
| AVIF2023B | Follow occupational health and safety procedures | 2 |
| AVIF2024A | Conduct housekeeping activities | 2 |
| AVIF3004B | Supervise the safety of aerodrome works and general access | 3 |
| AVIF3005B | Maintain the safety of people and aircraft | 3 |
| AVIF3006B | Respond to abnormal and emergency situations within the aircraft | 3 |
| AVIF3012A | Apply relevant laws and regulations to the operation of an aerodrome | 3 |
| AVIF3016A | Marshal aircraft | 3 |
| AVIF3021B | Manage human factors in remote pilot aircraft systems (RPAS) operations | 3 |
| AVIF3023A | Apply regulations and policies during remote pilot aircraft systems (RPAS) operations | 3 |
| AVIF3025A | Facilitate the safety of aerodrome works and works site access | 3 |
| AVIF3026A | Facilitate an aerodrome emergency response | 3 |
| AVIF4001B | Manage human factors in aircraft flight | 4 |
| AVIF4008A | Supervise cabin safety and security | 4 |
| AVIF5003B | Manage human performance and team resources during air traffic control operations | 5 |
| AVIF5013A | Provide SAR alerting and emergency service | 5 |
| G Teamwork | | |
| AVIG2002B | Work effectively in the aviation industry | 2 |
| AVIG2003A | Work in a socially diverse environment | 2 |
| AVIG5001B | Work professionally in an air traffic control workplace | 5 |
| H Route Planning and Navigation | | |
| AVIH3002B | Advise on major services and attractions at aviation destinations | 3 |
| AVIH3019A | Navigate remote pilot aircraft (RPA) | 3 |
| AVIH4001B | Navigate aircraft - VFR | 4 |
| AVIH4012A | Plan a flight under Night Visual Flight Rules (NVFR) | 4 |
| AVIH4013A | Navigate aircraft - NVFR | 4 |
| AVIH5016A | Plan a flight under Instrument Flight Rules (IFR) | 5 |
| AVIH5017A | Navigate aircraft –IFR | 5 |
| I Customer Service | | |
| AVII2001B | Provide customer service on an aircraft | 2 |
| AVII2003C | Carry out beverage service on an aircraft | 2 |
| AVII2004B | Provide advice on cuisine on an aircraft | 2 |
| AVII2006B | Conduct in-flight retailing | 2 |
| AVII2007B | Check in aircraft passengers | 2 |
| AVII2008B | Provide assistance to transit and arriving passengers | 2 |
| AVII2009B | Serve wine to aircraft passengers | 2 |
| AVII2014B | Provide transport services to passengers with special needs | 2 |
| AVII3002B | Carry out food preparation and service on an aircraft | 3 |
| AVII3005B | Apply knowledge of the structure, products and services of the airline operator | 3 |
| AVII3010B | Carry out aircraft business/first class meal and beverage service | 3 |
| AVII3011C | Provide quality customer service | 3 |
| AVII4012B | Manage aircraft passengers and cargo | 4 |
| AVII4013A | Supervise cabin operations | 4 |
| AVII4015A | Monitor and enhance customer service excellence | 4 |
| J Quality | | |
| AVIJ2001B | Contribute to the achievement of on-time performance standards | 2 |
| AVIJ4002B | Conduct quality control operations related to refuelling/efueling aircraft | 4 |
| K Technology | | |
| AVIK2001B | Use computers in the aviation screening workplace | 2 |
| AVIK3002A | Use infotechnology devices in the workplace | 3 |
| L Resource Management | | |
| AVIL2001B | Manage a check-in queue | 2 |
| AVIL2005A | Complete routine administrative tasks | 2 |
| AVIL2006A | Promote effective workplace practice | 2 |
| AVIL3002B | Complete aircraft despatch duties | 3 |
| AVIL3003B | Plan an aircraft load | 3 |
| AVIL3004B | Assess pavement concessions | 3 |
| M Training and Assessment | | |
| AVIM5001A | Operate a simulator | 5 |
| AVIM5002A | Conduct aeronautical knowledge training | 5 |
| AVIM5003A | Conduct flight training | 5 |
| AVIM5004A | Facilitate training in a synthetic environment | 5 |
| AVIM5005A | Conduct training for the issue of an endorsement | 5 |
| AVIM5007A | Conduct pre-assessment | 5 |
| AVIM5008A | Conduct flight review | 5 |
| AVIM6006A | Deliver operational flight management training | 6 |
| N Leadership and Supervision | | |
| AVIN6003A | Manage flight training | 6 |
| O Security | | |
| AVIO2001A | Use firearms on an aerodrome to control wildlife hazards | 2 |
| AVIO2004B | Conduct frisk search of persons | 2 |
| AVIO2005B | Conduct screening using Explosive Trace Detection (ETD) | 2 |
| AVIO2006B | Control access to and exit from an airside security zone or landside security zone at an airport | 2 |
| AVIO2007B | Establish and maintain a sterile area at an airport | 2 |
| AVIO2008B | Manage the flow of items for screening by X-ray screening equipment | 2 |
| AVIO2009B | Screen articles by interpreting X-ray images | 2 |
| AVIO2010B | Screen articles to enter an airside security zone or landside security zone | 2 |
| AVIO2011B | Screen people to enter an airside security zone or landside security zone | 2 |
| AVIO2012A | Follow security procedures | 2 |
| AVIO2013A | Undertake emergency response action to a security threat | 2 |
| AVIO2014A | Manage disruptive and/or unlawful behaviour | 2 |
| AVIO2015A | Apply and monitor workplace security procedures | 2 |
| AVIO3001A | Monitor airside access and airside driving | 3 |
| AVIO4003A | Implement airside access | 4 |
| P Administration and Finance | | |
| AVIP2001A | Capture records into a records keeping system | 2 |
| R Contract Procurement | | |
| AVIR3001B | Service customer airline contracts | 3 |
| W Equipment and Systems Operations | | |
| AVIW2002B | Operate an aerobridge | 2 |
| AVIW2008B | Conduct baggage handling operations | 2 |
| AVIW2010B | Operate baggage tug | 2 |
| AVIW2029A | Operate aircraft refuelling nozzle | 2 |
| AVIW2030A | Be airborne extracted by suspended rope | 2 |
| AVIW2031A | Be airborne extracted using suspended extraction equipment | 2 |
| AVIW2032A | Fast rope from a helicopter | 2 |
| AVIW2033A | Rappel from a helicopter | 2 |
| AVIW3003B | Operate aircraft embarkation and disembarkation equipment | 3 |
| AVIW3004B | Operate ramp equipment | 3 |
| AVIW3005B | Operate aircraft push-out tug | 3 |
| AVIW3006B | Refuel aircraft | 3 |
| AVIW3011B | Defuel aircraft | 3 |
| AVIW3021A | Coordinate aircraft ground operations | 3 |
| AVIW3023A | Implement wildlife hazard control measures | 3 |
| AVIW3024A | Perform wireman duties | 3 |
| AVIW3025A | Complete aircraft/equipment pre- and post-flight actions | 3 |
| AVIW3026A | Conduct night aided vision aviation operations | 3 |
| AVIW3027A | Deliver pyrotechnics and hand held stores | 3 |
| AVIW3037A | Manage remote pilot aircraft systems (RPAS) pre- and post-flight actions | 3 |
| AVIW3038A | Operate and manage remote pilot aircraft systems (RPAS) | 3 |
| AVIW4001B | Manage pre- and post-flight actions | 4 |
| AVIW4028A | Manage aircraft sensor systems | 3 |
| AVIW4034A | Supervise aircraft refuelling | 4 |
| AVIW5013B | Operate air traffic control equipment and workstations | 5 |
| AVIW5018A | Operate and manage aircraft systems | 5 |
| AVIW5022A | Coordinate the removal of disabled aircraft | 5 |
| Y Aircraft Operation and Traffic Management | | |
| AVIY3052A | Conduct Helicopter Landing Site and Unprepared Helicopter Landing Site operations | 3 |
| AVIY3073A | Control remote pilot aircraft (RPA) on the ground | 3 |
| AVIY3074A | Launch remote pilot aircraft (RPA) | 3 |
| AVIY3075A | Control remote pilot aircraft (RPA) in normal flight | 3 |
| AVIY3076A | Recover remote pilot aircraft (RPA) | 3 |
| AVIY3077A | Manage remote pilot aircraft systems (RPAS) in abnormal flight situations | 3 |
| AVIY3078A | Manage remote pilot aircraft systems (RPAS) energy source requirements | 3 |
| AVIY4001B | Control aeroplane on the ground | 4 |
| AVIY4002B | Take off aeroplane | 4 |
| AVIY4003B | Control aeroplane in normal flight | 4 |
| AVIY4004B | Land aeroplane | 4 |
| AVIY4005B | Execute advanced aeroplane manoeuvres and procedures | 4 |
| AVIY4006B | Manage abnormal aeroplane flight situations | 4 |
| AVIY4007B | Manage aircraft fuel | 4 |
| AVIY4008B | Control aircraft solely by reference to full instrument panel | 4 |
| AVIY4009B | Control aircraft solely by reference to limited instrument panel | 4 |
| AVIY4011B | Control helicopter on the ground | 4 |
| AVIY4012B | Control helicopter in hovering flight | 4 |
| AVIY4013B | Taxi helicopter | 4 |
| AVIY4014B | Take off helicopter and approach to hover | 4 |
| AVIY4015B | Control helicopter in normal flight | 4 |
| AVIY4017B | Execute advanced helicopter manoeuvres and procedures | 4 |
| AVIY4018B | Manage abnormal and emergency helicopter flight situations | 4 |
| AVIY4019B | Operate helicopter at low level | 4 |
| AVIY4024A | Operate aircraft in the traffic pattern at night | 4 |
| AVIY4051A | Conduct external load-lift operations | 4 |
| AVIY4053A | Perform aircrewman cockpit duties | 4 |
| AVIY4054A | Conduct hoisting operations | 3 |
| AVIY4055A | Conduct airborne extraction operations | 4 |
| AVIY4056A | Conduct airborne rappelling operations | 4 |
| AVIY4057A | Perform helicopter deck landing operations | 4 |
| AVIY4058A | Pilot a helicopter during external load operations | 4 |
| AVIY4059A | Pilot a helicopter during roping operations | 4 |
| AVIY4060A | Pilot a helicopter during winching operations | 4 |
| AVIY4061A | Perform aerobatic manoeuvres | 4 |
| AVIY4062A | Perform an aerobatic sequence | 4 |
| AVIY4063A | Perform close formation flight | 4 |
| AVIY4064A | Lead an aircraft formation flight | 4 |
| AVIY4066A | Control aircraft in advanced flight manoeuvres | 4 |
| AVIY5020A | Conduct full instrument panel manoeuvres | 5 |
| AVIY5021A | Conduct limited instrument panel manoeuvres | 5 |
| AVIY5022B | Manage traffic flow | 5 |
| AVIY5023A | Operate multi-engine fixed wing aeroplane | 5 |
| AVIY5025A | Perform an instrument arrival | 5 |
| AVIY5026A | Perform standard arrival route (STAR) | 5 |
| AVIY5027A | Perform instrument departure - non published procedure | 5 |
| AVIY5028A | Perform instrument departure - published procedure (SIDSRD) | 5 |
| AVIY5033A | Perform visual circling approach | 5 |
| AVIY5034A | Perform non-directional beacon (NDB) instrument approach | 5 |
| AVIY5035A | Perform VHF omni-directional radio range (VOR) instrument approach | 5 |
| AVIY5036A | Perform instrument landing system (ILS) instrument approach | 5 |
| AVIY5037A | Perform distance measuring equipment (DME)/global positioning system arrival | 5 |
| AVIY5038A | Perform global positioning system (GPS)/non-precision approach (NPA) | 5 |
| AVIY5048A | Provide approach control services | 5 |
| AVIY5049A | Provide area control services | 5 |
| AVIY5050A | Provide aerodrome control services | 5 |
| AVIY5065A | Operate a multi-engine helicopter | 5 |
| Z Situation Awareness | | |
| AVIZ1005B | Maintain basic situation awareness in the aviation workplace | 1 |
| AVIZ2050B | Maintain security awareness and vigilance in the aviation workplace | 2 |
| AVIZ3052A | Apply situational awareness in remote pilot aircraft systems (RPAS) operations | 3 |
| AVIZ4001B | Manage situation awareness in aircraft flight | 4 |
| AVIZ5049A | Manage situational awareness in the air traffic control environment | 5 |

### Table 3: Imported Units of Competency in AVI08 Aviation Training Package (Version 5)

The AVI08 Aviation Training Package (Version 5) has imported units of competency from the Business Services Training Package, Community Services Training Package, Health Training Package, Asset Maintenance Training Package, Property Services Training Package, Public Safety Training Package, Tourism, Hospitality and Events Training Package, Training and Assessment Training Package and the Training and Education Training Package. Please check the relevant Assessment Guidelines of the source Training Package by accessing training.gov.au regarding any special conditions which may apply to the assessment of imported units of competency.

For versions of the following units, refer to www.training.gov.au , including superseded units or the respective Industry Skills Councils:

For up-to-date versions of the following units, refer to www.training.gov.au or the respective Industry Skills Councils:

* Innovation and Business Industry Skills Council – www.ibsa.org.au
* Community Services & Health Industry Skills Council – www.cshisc.com.au
* Service Industry Skills Council – www.serviceskills.com.au
* Construction and Property Services Industry Skills Council – www.cpsisc.com.au
* Government Skills Australia – www.governmentskills.com.au
* Transport and Logistics Industry Skills Council – www.tlisc.org.au

| Code | Title |
| --- | --- |
| BSB07 Business Services Training Package | |
| BSBAUD402B | Participate in a quality audit |
| BSBCMM301B | Process customer complaints |
| BSBCMM401A | Make a presentation |
| BSBCUS301B | Deliver and monitor a service to customers |
| BSBFIM501A | Manage budgets and financial plans |
| BSBHRM405A | Recruit, select and induct staff |
| BSBLED401A | Develop teams and individuals |
| BSBMGT401A | Show leadership in the workplace |
| BSBMGT402A | Implement operational plan |
| BSBMGT502A | Manage people performance |
| BSBMKG501B | Identify and evaluate marketing opportunities |
| BSBRKG502B | Manage and monitor business or records systems |
| BSBRSK401A | Identify risk and apply risk management processes |
| BSBSUS201A | Participate in environmentally sustainable work practices |
| BSBWHS401A | Monitor a safe workplace |
| BSBWOR301B | Organise personal work priorities and development |
| BSBWOR402A | Promote team effectiveness |
| CHC08 Community Services Training Package | |
| CHCCAR501C | Conduct career guidance interview |
| CPP07 Property Services Training Package | |
| CPPSEC1007A | Apply walk through metal detection procedures |
| CPPSEC1008A | Apply hand-held metal detection procedures |
| CPPSEC2001A | Communicate effectively in the security industry |
| CPPSEC2002A | Follow workplace safety procedures in the security industry |
| CPPSEC2004B | Respond to security risk situation |
| CPPSEC2012A | Monitor and control individual and crowd behaviour |
| CPPSEC2014A | Operate basic security equipment |
| CPPSEC2015A | Patrol premises |
| CPPSEC2018A | Monitor electronic reporting facility |
| CPPSEC3001A | Maintain workplace safety in the security industry |
| CPPSEC3002A | Manage conflict through negotiation |
| CPPSEC3003A | Determine response to security risk situation |
| CPPSEC3005A | Prepare and present security documentation and reports |
| CPPSEC3007A | Maintain security of environment |
| CPPSEC3017A | Plan and conduct evacuation of premises |
| CPPSEC3019A | Operate specialised security equipment |
| CPPSEC3020A | Monitor security from control room |
| HLT07 Health Training Package | |
| HLTFA201B | Provide basic emergency life support |
| HLTFA301C | Apply first aid |
| HLTFA402C | Apply advanced first aid |
| HLTFA404B | Apply advanced resuscitation techniques |
| PRM04 Asset Maintenance Training Package | |
| CPPCLO2004A | Maintain carpeted floors |
| CPPCLO2017A | Clean wet areas |
| CPPCLO2037A | Clean external surfaces |
| CPPCLO3038A | Clean food handling areas |
| PUA00 Public Safety Training Package | |
| PUAFIR209B | Work Safely around aircraft |
| SIT07 Tourism, Hospitality and Events | |
| SITTTSL007B | Receive and process reservations |
| SITTTSL010B | Control reservations or operations using a computerised system |
| SITTTSL014B | Construct promotional international airfares |
| SITTTSL009B | Process travel-related documentation |
| SITTTSL012B | Construct domestic airfares |
| SITTTSL013B | Construct normal international airfares |
| SITTTSL015B | Construct advanced international airfares |
| SITXHRM008A | Manage workplace relations |
| TAA04 Training and Assessment Training Package | |
| TAAASS501B | Lead and coordinate assessment systems and services |
| TAACMQ501B | Develop training and/or assessment organisational policies & procedures |
| TAACMQ503B | Lead and conduct training and/or assessment evaluations |
| TAACMQ504B | Determine and manage scope of training and/or assessment services |
| TAACMQ505B | Lead a team to foster innovation |
| TAADEL503B | Provide advanced facilitation to support learning |
| TAADEL504B | Lead and coordinate training services |
| TAADES501B | Design and develop learning strategies |
| TAADES502B | Design and develop learning resources |
| TAAPDD501A | Maintain and enhance professional practice |
| TAATAS502B | Prepare a tender bid |
| TAATAS503B | Manage contracted work |
| TAATAS504B | Facilitate group processes |
| TAE10 Training and Education Training Package | |
| TAEASS401B | Plan assessment activities and processes |
| TAEASS402B | Assess competence |
| TAEASS403B | Participate in assessment validation |
| TAEASS502B | Design and develop assessment tools |
| TAEDEL301A | Provide work skill instruction |
| TAEDEL401A | Plan, organise and deliver group-based learning |
| TAEDEL402A | Plan, organise and facilitate learning in the workplace |
| TAEDES401A | Design and develop learning programs |
| TAEDES402A | Use training packages and accredited courses to meet client needs |
| TAELLN411 | Address adult language, literacy and numeracy skills |
| TAESUS501A | Analyse and apply sustainability skills to learning programs |
| TLI10 Transport and Logistics Training Package | |
| TLIA1007C | Coordinate goods to bond premises |
| TLIA107C | Secure cargo |
| TLIA1107C | Package goods |
| TLIA1307C | Receive goods |
| TLIA1407C | Use product knowledge to complete work operations |
| TLIA1507C | Complete receival/despatch documentation |
| TLIA1707C | Apply product knowledge to complete work operations |
| TLIA2007C | Replenish stock |
| TLIA207C | Maintain container/cargo records |
| TLIA2207C | Participate in stocktakes |
| TLIA2307C | Coordinate stocktakes |
| TLIA2507D | Regulate temperature controlled stock |
| TLIA3007C | Organise cargo for export |
| TLIA3107C | Consolidate freight |
| TLIA3207C | Organise transport of freight or goods |
| TLIA3307C | Organise international transport of freight |
| TLIA507A | Check and evaluate records and documentation |
| TLIA807C | Transfer cargo |
| TLIA907D | Complete and check import/export documentation |
| TLIB2029B | Use and maintain minor mechanical equipment |
| TLIB207C | Test equipment and isolate faults |
| TLIB2407B | Clean transportation units and facilities for passenger use |
| TLIB2807B | Maintain and use hand tools |
| TLIB2907B | Use and maintain minor mechanical equipment |
| TLIB307C | Carry out vehicle servicing and maintenance |
| TLIB407C | Carry out vehicle inspection |
| TLIB707C | Carry out maintenance of trailers |
| TLIB7307B | Clean road tankers |
| TLIC1051A | Operate commercial vehicle |
| TLIC107C | Drive Vehicle |
| TLIC307C | Drive medium rigid vehicle |
| TLIC407D | Drive heavy rigid vehicle |
| TLIC507D | Drive heavy combination vehicle |
| TLIC607C | Drive multi-combination vehicle |
| TLIC707C | Operate vehicle carrying special loads |
| TLIC807C | Drive coach/bus |
| TLID1007C | Operate a forklift |
| TLID107C | Shift materials safely using manual handling methods |
| TLID1307C | Move materials mechanically using automated equipment |
| TLID1507C | Identify and label explosives and dangerous goods |
| TLID1607C | Load and unload explosives and dangerous goods |
| TLID2003A | Handle dangerous goods/hazardous substances |
| TLID2007C | Care for livestock in transit |
| TLID207C | Shift a load using manually operated equipment |
| TLID2707C | Prepare for transport of packaged dangerous goods |
| TLID307D | Handle dangerous goods/hazardous substances |
| TLID407C | Load and unload goods/cargo |
| TLIE107C | Present routine workplace information |
| TLIE1207C | Consolidate manifest documentation |
| TLIE1307C | Apply workplace statistics |
| TLIE1407C | Compile and process export documentation |
| TLIE1807B | Maintain freight records |
| TLIE207C | Estimate/calculate mass, area and quantify dimensions |
| TLIE307C | Participate in basic workplace communication |
| TLIE407C | Prepare workplace documents |
| TLIE507C | Carry out basic workplace calculations |
| TLIE607D | Collect, analyse and present workplace data and information |
| TLIE707B | Use communication systems |
| TLIE807C | Process workplace documentation |
| TLIF1007C | Apply fatigue management strategies |
| TLIF1207C | Apply safe procedures when handling/transporting dangerous goods or explosives |
| TLIF1407C | Develop and maintain a safe workplace |
| TLIF1807B | Operate fire-fighting equipment |
| TLIF307C | Implement and monitor occupational health and safety procedures |
| TLIF607C | Apply accident – emergency procedures |
| TLIF6307A | Administer the implementation of fatigue management strategies |
| TLIF6407A | Manage fatigue management policy and procedures |
| TLIF707C | Implement and coordinate accident-emergency procedures |
| TLIF907C | Conduct cleaning operations in enclosed spaces |
| TLIG107C | Work effectively with others |
| TLIG207C | Lead a work team or group |
| TLIG607C | Facilitate work teams |
| TLII107D | Coordinate quality customer service |
| TLII207D | Apply customer service skills |
| TLII507C | Market services and products to clients |
| TLII907C | Provide on board services to customers |
| TLIJ107C | Apply quality procedures |
| TLIJ207C | Apply quality systems |
| TLIJ707C | Conduct internal quality audits |
| TLIK107C | Use infotechnology devices and computer applications in the workplace |
| TLIK307C | Apply keyboard skills |
| TLIK707C | Perform electronic data interchange (EDI) to transmit shipping documentation |
| TLIL1007C | Assess and confirm customer transport requirements |
| TLIL107C | Complete workplace orientation/induction procedures |
| TLIL307C | Conduct induction process |
| TLIL3107B | Monitor and process attendance records |
| TLIL3207B | Implement equal employment equity strategies |
| TLIL3607B | Develop rosters |
| TLIL3707B | Apply and amend rosters |
| TLIL507D | Apply conflict /grievance resolution strategies |
| TLIL907C | Manage personal work priorities and professional development |
| TLIO1107C | Provide revenue protection measures |
| TLIO1307C | Administer the security of assets and facilities |
| TLIP107C | Develop plans to meet customer and organisation needs |
| TLIP207C | Facilitate and capitalise on change in the workplace |
| TLIP507C | Manage workplace information |
| TLIP707C | Contribute to the development of a learning environment |
| TLIQ1007B | Maintain customer credit accounts and services |
| TLIQ107D | Conduct financial transactions |
| TLIQ1207B | Sell products and services |
| TLIQ1307B | Advise on and construct fares for customers |
| TLIQ707C | Prepare and process financial documents |
| TLIR107C | Monitor supplier performance |
| TLIR207C | Source goods/services and evaluate contractors |
| TLIR307C | Negotiate a contract |
| TLIT207C | Document a records system |
| TLIT307C | Identify and classify records to be captured |
| TLIT407C | Maintain control of records |
| TLIT507C | Provide information from and about records |
| TLIU107B | Implement and monitor environmental protection policies and procedures |
| TLIU607B | Conduct environmental audits |
| TLIU707B | Care for the environment |

Summary Mapping AVI08 Aviation Training Package Release 5.0

The table below shows the relationship between the AVI08 Aviation Training Package Version 4.0 qualifications and the AVI08 Aviation Training Package Version 5.0 qualifications.

| AVI08 Aviation Training Package Version 4.0 | |  |  | AVI08 Aviation Training Package Version 5.0 | |
| --- | --- | --- | --- | --- | --- |
| Code | Qualification | Comment | E/N | Code | Qualification |
| AVI20512 | Certificate II in Aviation Transport Protection | New qualification  Generic qualification has been replaced by a specific qualification that reflects current work requirements | N | AVI20613 | Certificate II in Aviation Transport Protection (Passenger/Non-Passenger Screener) |
| New qualification  Generic qualification has been replaced by a specific qualification that reflects current work requirements | N | AVI20713 | Certificate II in Aviation Transport Protection (Checked Baggage Screener) |
|  |  | New qualification |  | AVI30713 | Certificate III in Aviation (Aerodrome Operations) |
| AVI30612 | Certificate III in Aviation (Remote Pilot) | New qualification | N | AVI30813 | Certificate III in Aviation (Remote Pilot - Visual Line of Sight) |

The table below shows the relationship between the AVI08 Aviation Training Package Version 4.0 units of competency and the AVI08 Aviation Training Package Version 5.0 units of competency.

| AVI08 Aviation Training Package Version 4.0 | |  |  | AVI08 Aviation Training Package Version 5.0 | |
| --- | --- | --- | --- | --- | --- |
| Unit Code | Unit Title | Comment | E/N | Unit Code | Unit Title |
| AVIB3001B | Inspect and report on an aerodrome | New unit  Unit title changed  Unit revised to reflect current work requirements | E | AVIB3005A | Inspect and report on aerodrome serviceability |
| AVIB3002B | Inspect and report on aerodrome lighting systems | New unit  Unit title changed  Unit revised to reflect current work requirements | E | AVIB3006A | Inspect and report on serviceability of aerodrome lighting systems |
| AVIB3003B | Inspect and report on the Obstacle Limitation Surfaces | New unit  Performance Criteria for Element 2 rewritten  Required Skills and Required Knowledge revised to reflect current work requirements | E | AVIB3007A | Inspect and report on obstacle limitation surfaces |
| AVIE2005A | Conduct radio procedures in the aviation airport environment | Unit revised – minor changes  Terminology updated - dual reference to WHS/OHS | E | AVIE2005B | Conduct radio procedures in the aviation airport environment |
| AVIE3006A | Maintain remote pilot aircraft systems (RPAS) aeronautical radio communications | New unit  Element 3 removed  Required Skills and Required Knowledge revised to reflect current work requirements | E | AVIE3007A | Maintain remote pilot aircraft systems (RPAS) aeronautical radio communications |
| AVIF2020A | Employ fatigue management practices in the aviation workplace | Unit revised – minor changes  Terminology updated - dual reference to WHS/OHS | E | AVIF2020B | Employ fatigue management practices in the aviation workplace |
| AVIF3011B | Apply relevant laws and regulations to the management of an aerodrome | New unit  Unit title changed  Three Elements reduced to two Elements  Required Skills and Required Knowledge revised to reflect current work requirements | E | AVIF3012A | Apply relevant laws and regulations to the operation of an aerodrome |
| AVIF3021A | Manage human factors in remote pilot aircraft systems (RPAS) operations | Performance Criteria 2.3 split into two - outcome is the same  Range Statement revised | E | AVIF3021B | Manage human factors in remote pilot aircraft systems (RPAS) operations |
| AVIF3022A | Apply regulations and policies during remote pilot aircraft systems (RPAS) operations | New unit  Element 2 has been revised | E | AVIF3023A | Apply regulations and policies during remote pilot aircraft systems (RPAS) operations |
|  |  | New unit |  | AVIF3025A | Facilitate the safety of aerodrome works and works site access |
|  |  | New unit |  | AVIF3026A | Facilitate an aerodrome emergency response |
| AVIG2002A | Work effectively in the aviation industry | Unit revised – minor changes  Terminology updated - dual reference to WHS/OHS | E | AVIG2002B | Work effectively in the aviation industry |
| AVIH3018A | Navigate remote pilot aircraft (RPA) | New unit  Element 1 changed  Performance Criteria 1.4, 3.7 and 8.1 added  New Element 6  Unit revised to reflect current work requirements | E | AVIH3019A | Navigate remote pilot aircraft (RPA) |
| AVII3011B | Provide quality customer service | Unit revised – minor changes  Terminology updated - dual reference to WHS/OHS | E | AVII3011C | Provide quality customer service |
| AVIK2001A | Use computers in the aviation screening workplace | Unit revised – minor changes  Terminology updated - dual reference to WHS/OHS | E | AVIK2001B | Use computers in the aviation screening workplace |
| AVIO2004A | Conduct frisk search of persons | Unit revised – minor changes  Terminology updated - dual reference to WHS/OHS  Evidence Guide clarified to ensure workplace assessment (not simulation) | E | AVIO2004B | Conduct frisk search of persons |
| AVIO2005A | Conduct screening using Explosive Trace Detection (ETD) | Unit revised – minor changes  Terminology updated - dual reference to WHS/OHS  Evidence Guide clarified to ensure workplace assessment (not simulation)  Use of Mandated Assessment Instrument required | E | AVIO2005B | Conduct screening using explosive trace detection (ETD) |
| AVIO2006A | Control access to and exit from an airside security zone or landside security zone at an airport | Unit revised – minor changes  Terminology updated - dual reference to WHS/OHS  Evidence Guide clarified to ensure workplace assessment (not simulation) | E | AVIO2006B | Control access to and exit from an airside security zone or landside security zone at an airport |
| AVIO2007A | Establish and maintain a sterile area at an airport | Unit revised – minor changes  Terminology updated - dual reference to WHS/OHS  Evidence Guide clarified to ensure workplace assessment (not simulation) | E | AVIO2007B | Establish and maintain a sterile area at an airport |
| AVIO2009A | Screen articles by interpreting X-ray images | Unit revised – minor changes  Terminology updated - dual reference to WHS/OHS  Evidence Guide clarified to ensure workplace assessment (not simulation)  Use of Mandated Assessment Instrument required | E | AVIO2009B | Screen articles by interpreting X-ray images |
| AVIO2010A | Screen articles to enter an airside security zone or landside security zone | Unit revised – minor changes  Terminology updated - dual reference to WHS/OHS  Evidence Guide clarified to ensure workplace assessment (not simulation)  Use of Mandated Assessment Instrument required | E | AVIO2010B | Screen articles to enter an airside security zone or landside security zone |
| AVIO2011A | Screen people to enter an airside security zone or landside security zone | Unit revised – minor changes  Terminology updated - dual reference to WHS/OHS  Evidence Guide clarified to ensure workplace assessment (not simulation)  Use of Mandated Assessment Instrument required | E | AVIO2011B | Screen people to enter an airside security zone or landside security zone |
|  |  | New unit |  | AVIO3001A | Monitor airside access and airside driving |
| AVIW3035A | Manage remote pilot aircraft systems (RPAS) pre- and post-flight actions | New unit  Element 3 revised  Element 2 reduced to from five to three Performance Criteria  Unit revised to reflect current work requirements | E | AVIW3037A | Manage remote pilot aircraft systems (RPAS) pre- and post-flight actions |
| AVIW3036A | Operate and manage remote pilot aircraft systems (RPAS) | New Unit  General references made specific (RPA and RPAS)  Unit revised to reflect current work requirements | E | AVIW3038A | Operate and manage remote pilot aircraft systems (RPAS) |
| AVIY3067A | Control remote pilot aircraft (RPA) on the ground | New unit  Element 1 and  Performance Criteria revised  Element 2 revised  New Element 3  Unit revised to reflect current work requirements | E | AVIY3073A | Control remote pilot aircraft (RPA) on the ground |
| AVIY3068A | Launch remote pilot aircraft (RPA) | New unit  Element 1 has two additional Performance Criteria  Element 2 has one additional Performance Criteria  Unit revised to reflect current work requirements | E | AVIY3074A | Launch remote pilot aircraft (RPA) |
| AVIY3069A | Control remote pilot aircraft systems (RPAS) in normal flight | New unit  Element 1, Element 2 and Element 5 have one additional Performance Criteria  Element 3 now Element 5  Unit revised to reflect current work requirements | E | AVIY3075A | Control remote pilot aircraft (RPA) in normal flight |
| AVIY3070A | Recover remote pilot aircraft (RPA) | New unit  Elements and Performance Criteria revised  Unit revised to reflect current work requirements | E | AVIY3076A | Recover remote pilot aircraft (RPA) |
| AVIY3071A | Manage remote pilot aircraft systems (RPAS) in abnormal flight conditions | New unit  Title changed  Elements 1, 2 5 and 6 associated Performance Criteria revised  Unit revised to reflect current work requirements | E | AVIY3077A | Manage remote pilot aircraft systems (RPAS) in abnormal flight situations |
| AVIY3072A | Manage remote pilot aircraft systems (RPAS) energy source | New unit  Elements and Performance Criteria revised  Unit revised to reflect current work requirements | E | AVIY3078A | Manage remote pilot aircraft systems (RPAS) energy source requirements |
| AVIZ2050A | Maintain security awareness and vigilance in the aviation workplace | Evidence Guide clarified to ensure workplace assessment (not simulation) | E | AVIZ2050B | Maintain security awareness and vigilance in the aviation workplace |
| AVIZ3051A | Manage situation awareness in remote pilot aircraft systems (RPAS) operations | New unit  Unit title changed  Element 1 changed  Unit revised to reflect current work requirements | E | AVIZ3052A | Apply situational awareness in remote pilot aircraft systems (RPAS) operations |

Summary of AQF Qualifications in AVI08 Aviation Training Package Release 5.0

This table lists all of the qualifications in the AVI08 Aviation Training Package (Version 5).

| Code | National qualification title |
| --- | --- |
| AQF1 | |
| AVI10108 | Certificate I in Aviation (Foundation Skills) |
| AQF2 | |
| AVI20208 | Certificate II in Aviation (Flight Operations) |
| AVI20408 | Certificate II in Aviation (Ground Operations and Service) |
| AVI20613 | Certificate II in Aviation Transport Protection (Passenger/Non-Passenger Screener) |
| AVI20713 | Certificate II in Aviation Transport Protection (Checked Baggage Screener) |
| AQF3 | |
| AVI30208 | Certificate III in Aviation (Flight Operations) |
| AVI30408 | Certificate III in Aviation (Ground Operations and Service) |
| AVI30510 | Certificate III in Aviation (Rescue Crewman) |
| AVI30713 | Certificate III in Aviation (Aerodrome Operations) |
| AVI30813 | Certificate III in Aviation (Remote Pilot – Visual Line of Sight) |
| AQF4 | |
| AVI40108 | Certificate IV in Aviation (Commercial Pilot Aeroplane Licence) |
| AVI40208 | Certificate IV in Aviation (Commercial Pilot Helicopter Licence) |
| AVI40408 | Certificate IV in Aviation (Ground Operations and Service) |
| AVI40508 | Certificate IV in Aviation (Leadership and Supervision) |
| AVI40610 | Certificate IV in Aviation (Aircrewman) |
| AQF5 | |
| AVI50308 | Diploma of Aviation (Air Traffic Control) |
| AVI50408 | Diploma of Aviation (Instrument Flight Operations) |
| AVI50510 | Diploma of Aviation (Flight Instructor) |
| AQF6 | |
| AVI60110 | Advanced Diploma of Aviation (Flight Instruction) |

Summary of Units of Competency in AVI08 Aviation Training Package Release 5.0

The AVI08 Aviation Training Package units of competency listed below are presented in field order and include the Australian Qualifications Framework (AQF) for each unit. Note there are no prerequisites for any AVI units of competency.

For each unit in the table, the AQF level at which it is normally packaged is indicated. Where a unit is packaged at different AQF levels, the lowest level is shown as its nominal level.

| Code | Title | AQF |
| --- | --- | --- |
| A Handling Cargo/Stock | | |
| AVIA3001B | Package dangerous goods for air transport | 3 |
| B Equipment Checking and Maintenance | | |
| AVIB3003C | Inspect and report on the Obstacle Limitation Surfaces | 3 |
| AVIB3004B | Manage and carry out pre- and post-flight cabin checks | 3 |
| AVIB3005A | Inspect and report on aerodrome serviceability | 3 |
| AVIB3006A | Inspect and report on serviceability of aerodrome lighting systems | 3 |
| AVIB3007A | Inspect and report on obstacle limitation surfaces |  |
| C Driving Vehicle | | |
| AVIC2001A | Drive on the airside | 2 |
| AVIC4002A | Administer airside driving | 4 |
| D Load Handling | | |
| AVID2001B | Accept dangerous goods for air transport | 2 |
| AVID2003B | Prepare freight for flight | 2 |
| AVID2004B | Conduct aviation freight weighing operations | 2 |
| AVID2005B | Accept freight for air transport | 2 |
| AVID2006A | Load and secure aviation freight and baggage | 2 |
| AVID2007A | Unload aviation freight and baggage | 2 |
| E Communication and Calculation | | |
| AVIE2005B | Conduct radio procedures in the aviation airport environment | 2 |
| AVIE3003B | Complete a Notice to Airmen (NOTAM) | 3 |
| AVIE3004B | Maintain radio communications as part of airport operations | 3 |
| AVIE3007A | Maintain remote pilot aircraft systems (RPAS) aeronautical radio communications | 3 |
| AVIE4001B | Maintain aircraft radio communications | 4 |
| AVIE5002B | Apply air traffic control communication procedures and services | 5 |
| F Safety Management | | |
| AVIF2007B | Implement regulations and policies during check-in procedures | 2 |
| AVIF2010B | Implement regulations and policies during aircraft safety and service operations | 3 |
| AVIF2012A | Monitor the transfer of hazardous materials | 2 |
| AVIF2014A | Undertake aircraft underwater escape and survival | 2 |
| AVIF2015A | Utilise emergency breathing system | 2 |
| AVIF2019A | Work in aircraft confined spaces | 2 |
| AVIF2020B | Employ fatigue management practices in the aviation workplace | 2 |
| AVIF2023B | Follow occupational health and safety procedures | 2 |
| AVIF2024A | Conduct housekeeping activities | 2 |
| AVIF3004B | Supervise the safety of aerodrome works and general access | 3 |
| AVIF3005B | Maintain the safety of people and aircraft | 3 |
| AVIF3006B | Respond to abnormal and emergency situations within the aircraft | 3 |
| AVIF3012A | Apply relevant laws and regulations to the operation of an aerodrome | 3 |
| AVIF3016A | Marshal aircraft | 3 |
| AVIF3021B | Manage human factors in remote pilot aircraft systems (RPAS) operations | 3 |
| AVIF3023A | Apply regulations and policies during remote pilot aircraft systems (RPAS) operations | 3 |
| AVIF3025A | Facilitate the safety of aerodrome works and works site access | 3 |
| AVIF3026A | Facilitate an aerodrome emergency response | 3 |
| AVIF4001B | Manage human factors in aircraft flight | 4 |
| AVIF4008A | Supervise cabin safety and security | 4 |
| AVIF5003B | Manage human performance and team resources during air traffic control operations | 5 |
| AVIF5013A | Provide SAR alerting and emergency service | 5 |
| G Teamwork | | |
| AVIG2002B | Work effectively in the aviation industry | 2 |
| AVIG2003A | Work in a socially diverse environment | 2 |
| AVIG5001B | Work professionally in an air traffic control workplace | 5 |
| H Route Planning and Navigation | | |
| AVIH3002B | Advise on major services and attractions at aviation destinations | 3 |
| AVIH3019A | Navigate remote pilot aircraft (RPA) | 3 |
| AVIH4001B | Navigate aircraft - VFR | 4 |
| AVIH4012A | Plan a flight under Night Visual Flight Rules (NVFR) | 4 |
| AVIH4013A | Navigate aircraft - NVFR | 4 |
| AVIH5016A | Plan a flight under Instrument Flight Rules (IFR) | 5 |
| AVIH5017A | Navigate aircraft –IFR | 5 |
| I Customer Service | | |
| AVII2001B | Provide customer service on an aircraft | 2 |
| AVII2003C | Carry out beverage service on an aircraft | 2 |
| AVII2004B | Provide advice on cuisine on an aircraft | 2 |
| AVII2006B | Conduct in-flight retailing | 2 |
| AVII2007B | Check in aircraft passengers | 2 |
| AVII2008B | Provide assistance to transit and arriving passengers | 2 |
| AVII2009B | Serve wine to aircraft passengers | 2 |
| AVII2014B | Provide transport services to passengers with special needs | 2 |
| AVII3002B | Carry out food preparation and service on an aircraft | 3 |
| AVII3005B | Apply knowledge of the structure, products and services of the airline operator | 3 |
| AVII3010B | Carry out aircraft business/first class meal and beverage service | 3 |
| AVII3011C | Provide quality customer service | 3 |
| AVII4012B | Manage aircraft passengers and cargo | 4 |
| AVII4013A | Supervise cabin operations | 4 |
| AVII4015A | Monitor and enhance customer service excellence | 4 |
| J Quality | | |
| AVIJ2001B | Contribute to the achievement of on-time performance standards | 2 |
| AVIJ4002B | Conduct quality control operations related to refuelling/efueling aircraft | 4 |
| K Technology | | |
| AVIK2001B | Use computers in the aviation screening workplace | 2 |
| AVIK3002A | Use infotechnology devices in the workplace | 3 |
| L Resource Management | | |
| AVIL2001B | Manage a check-in queue | 2 |
| AVIL2005A | Complete routine administrative tasks | 2 |
| AVIL2006A | Promote effective workplace practice | 2 |
| AVIL3002B | Complete aircraft despatch duties | 3 |
| AVIL3003B | Plan an aircraft load | 3 |
| AVIL3004B | Assess pavement concessions | 3 |
| M Training and Assessment | | |
| AVIM5001A | Operate a simulator | 5 |
| AVIM5002A | Conduct aeronautical knowledge training | 5 |
| AVIM5003A | Conduct flight training | 5 |
| AVIM5004A | Facilitate training in a synthetic environment | 5 |
| AVIM5005A | Conduct training for the issue of an endorsement | 5 |
| AVIM5007A | Conduct pre-assessment | 5 |
| AVIM5008A | Conduct flight review | 5 |
| AVIM6006A | Deliver operational flight management training | 6 |
| N Leadership and Supervision | | |
| AVIN6003A | Manage flight training | 6 |
| O Security | | |
| AVIO2001A | Use firearms on an aerodrome to control wildlife hazards | 2 |
| AVIO2004B | Conduct frisk search of persons | 2 |
| AVIO2005B | Conduct screening using Explosive Trace Detection (ETD) | 2 |
| AVIO2006B | Control access to and exit from an airside security zone or landside security zone at an airport | 2 |
| AVIO2007B | Establish and maintain a sterile area at an airport | 2 |
| AVIO2008B | Manage the flow of items for screening by X-ray screening equipment | 2 |
| AVIO2009B | Screen articles by interpreting X-ray images | 2 |
| AVIO2010B | Screen articles to enter an airside security zone or landside security zone | 2 |
| AVIO2011B | Screen people to enter an airside security zone or landside security zone | 2 |
| AVIO2012A | Follow security procedures | 2 |
| AVIO2013A | Undertake emergency response action to a security threat | 2 |
| AVIO2014A | Manage disruptive and/or unlawful behaviour | 2 |
| AVIO2015A | Apply and monitor workplace security procedures | 2 |
| AVIO3001A | Monitor airside access and airside driving | 3 |
| AVIO4003A | Implement airside access | 4 |
| P Administration and Finance | | |
| AVIP2001A | Capture records into a records keeping system | 2 |
| R Contract Procurement | | |
| AVIR3001B | Service customer airline contracts | 3 |
| W Equipment and Systems Operations | | |
| AVIW2002B | Operate an aerobridge | 2 |
| AVIW2008B | Conduct baggage handling operations | 2 |
| AVIW2010B | Operate baggage tug | 2 |
| AVIW2029A | Operate aircraft refuelling nozzle | 2 |
| AVIW2030A | Be airborne extracted by suspended rope | 2 |
| AVIW2031A | Be airborne extracted using suspended extraction equipment | 2 |
| AVIW2032A | Fast rope from a helicopter | 2 |
| AVIW2033A | Rappel from a helicopter | 2 |
| AVIW3003B | Operate aircraft embarkation and disembarkation equipment | 3 |
| AVIW3004B | Operate ramp equipment | 3 |
| AVIW3005B | Operate aircraft push-out tug | 3 |
| AVIW3006B | Refuel aircraft | 3 |
| AVIW3011B | Defuel aircraft | 3 |
| AVIW3021A | Coordinate aircraft ground operations | 3 |
| AVIW3023A | Implement wildlife hazard control measures | 3 |
| AVIW3024A | Perform wireman duties | 3 |
| AVIW3025A | Complete aircraft/equipment pre- and post-flight actions | 3 |
| AVIW3026A | Conduct night aided vision aviation operations | 3 |
| AVIW3027A | Deliver pyrotechnics and hand held stores | 3 |
| AVIW3037A | Manage remote pilot aircraft systems (RPAS) pre- and post-flight actions | 3 |
| AVIW3038A | Operate and manage remote pilot aircraft systems (RPAS) | 3 |
| AVIW4001B | Manage pre- and post-flight actions | 4 |
| AVIW4028A | Manage aircraft sensor systems | 3 |
| AVIW4034A | Supervise aircraft refuelling | 4 |
| AVIW5013B | Operate air traffic control equipment and workstations | 5 |
| AVIW5018A | Operate and manage aircraft systems | 5 |
| AVIW5022A | Coordinate the removal of disabled aircraft | 5 |
| Y Aircraft Operation and Traffic Management | | |
| AVIY3052A | Conduct Helicopter Landing Site and Unprepared Helicopter Landing Site operations | 3 |
| AVIY3073A | Control remote pilot aircraft (RPA) on the ground | 3 |
| AVIY3074A | Launch remote pilot aircraft (RPA) | 3 |
| AVIY3075A | Control remote pilot aircraft (RPA) in normal flight | 3 |
| AVIY3076A | Recover remote pilot aircraft (RPA) | 3 |
| AVIY3077A | Manage remote pilot aircraft systems (RPAS) in abnormal flight situations | 3 |
| AVIY3078A | Manage remote pilot aircraft systems (RPAS) energy source requirements | 3 |
| AVIY4001B | Control aeroplane on the ground | 4 |
| AVIY4002B | Take off aeroplane | 4 |
| AVIY4003B | Control aeroplane in normal flight | 4 |
| AVIY4004B | Land aeroplane | 4 |
| AVIY4005B | Execute advanced aeroplane manoeuvres and procedures | 4 |
| AVIY4006B | Manage abnormal aeroplane flight situations | 4 |
| AVIY4007B | Manage aircraft fuel | 4 |
| AVIY4008B | Control aircraft solely by reference to full instrument panel | 4 |
| AVIY4009B | Control aircraft solely by reference to limited instrument panel | 4 |
| AVIY4011B | Control helicopter on the ground | 4 |
| AVIY4012B | Control helicopter in hovering flight | 4 |
| AVIY4013B | Taxi helicopter | 4 |
| AVIY4014B | Take off helicopter and approach to hover | 4 |
| AVIY4015B | Control helicopter in normal flight | 4 |
| AVIY4017B | Execute advanced helicopter manoeuvres and procedures | 4 |
| AVIY4018B | Manage abnormal and emergency helicopter flight situations | 4 |
| AVIY4019B | Operate helicopter at low level | 4 |
| AVIY4024A | Operate aircraft in the traffic pattern at night | 4 |
| AVIY4051A | Conduct external load-lift operations | 4 |
| AVIY4053A | Perform aircrewman cockpit duties | 4 |
| AVIY4054A | Conduct hoisting operations | 3 |
| AVIY4055A | Conduct airborne extraction operations | 4 |
| AVIY4056A | Conduct airborne rappelling operations | 4 |
| AVIY4057A | Perform helicopter deck landing operations | 4 |
| AVIY4058A | Pilot a helicopter during external load operations | 4 |
| AVIY4059A | Pilot a helicopter during roping operations | 4 |
| AVIY4060A | Pilot a helicopter during winching operations | 4 |
| AVIY4061A | Perform aerobatic manoeuvres | 4 |
| AVIY4062A | Perform an aerobatic sequence | 4 |
| AVIY4063A | Perform close formation flight | 4 |
| AVIY4064A | Lead an aircraft formation flight | 4 |
| AVIY4066A | Control aircraft in advanced flight manoeuvres | 4 |
| AVIY5020A | Conduct full instrument panel manoeuvres | 5 |
| AVIY5021A | Conduct limited instrument panel manoeuvres | 5 |
| AVIY5022B | Manage traffic flow | 5 |
| AVIY5023A | Operate multi-engine fixed wing aeroplane | 5 |
| AVIY5025A | Perform an instrument arrival | 5 |
| AVIY5026A | Perform standard arrival route (STAR) | 5 |
| AVIY5027A | Perform instrument departure - non published procedure | 5 |
| AVIY5028A | Perform instrument departure - published procedure (SIDSRD) | 5 |
| AVIY5033A | Perform visual circling approach | 5 |
| AVIY5034A | Perform non-directional beacon (NDB) instrument approach | 5 |
| AVIY5035A | Perform VHF omni-directional radio range (VOR) instrument approach | 5 |
| AVIY5036A | Perform instrument landing system (ILS) instrument approach | 5 |
| AVIY5037A | Perform distance measuring equipment (DME)/global positioning system arrival | 5 |
| AVIY5038A | Perform global positioning system (GPS)/non-precision approach (NPA) | 5 |
| AVIY5048A | Provide approach control services | 5 |
| AVIY5049A | Provide area control services | 5 |
| AVIY5050A | Provide aerodrome control services | 5 |
| AVIY5065A | Operate a multi-engine helicopter | 5 |
| Z Situation Awareness | | |
| AVIZ1005B | Maintain basic situation awareness in the aviation workplace | 1 |
| AVIZ2050B | Maintain security awareness and vigilance in the aviation workplace | 2 |
| AVIZ3052A | Apply situational awareness in remote pilot aircraft systems (RPAS) operations | 3 |
| AVIZ4001B | Manage situation awareness in aircraft flight | 4 |
| AVIZ5049A | Manage situational awareness in the air traffic control environment | 5 |

Summary of Imported Units in AVI08 Aviation Training Package Release 5.0

The AVI08 Aviation Training Package (Version 5) has imported units of competency from the Business Services Training Package, Community Services Training Package, Health Training Package, Asset Maintenance Training Package, Property Services Training Package, Public Safety Training Package, Tourism, Hospitality and Events Training Package, Training and Assessment Training Package and the Training and Education Training Package. Please check the relevant Assessment Guidelines of the source Training Package by accessing training.gov.au regarding any special conditions which may apply to the assessment of imported units of competency.

For versions of the following units, refer to www.training.gov.au , including superseded units or the respective Industry Skills Councils:

Innovation and Business Industry Skills Council – www.ibsa.org.au

Community Services & Health Industry Skills Council – www.cshisc.com.au

Service Industry Skills Council – www.serviceskills.com.au

Construction and Property Services Industry Skills Council – www.cpsisc.com.au

Government Skills Australia – www.governmentskills.com.au

Transport and Logistics Industry Skills Council – www.tlisc.org.au

| Code | Title |
| --- | --- |
| BSB07 Business Services Training Package | |
| BSBAUD402B | Participate in a quality audit |
| BSBCMM301B | Process customer complaints |
| BSBCMM401A | Make a presentation |
| BSBCUS301B | Deliver and monitor a service to customers |
| BSBFIM501A | Manage budgets and financial plans |
| BSBHRM405A | Recruit, select and induct staff |
| BSBLED401A | Develop teams and individuals |
| BSBMGT401A | Show leadership in the workplace |
| BSBMGT402A | Implement operational plan |
| BSBMGT502A | Manage people performance |
| BSBMKG501B | Identify and evaluate marketing opportunities |
| BSBRKG502B | Manage and monitor business or records systems |
| BSBRSK401A | Identify risk and apply risk management processes |
| BSBSUS201A | Participate in environmentally sustainable work practices |
| BSBWHS401A | Monitor a safe workplace |
| BSBWOR301B | Organise personal work priorities and development |
| BSBWOR402A | Promote team effectiveness |
| CHC08 Community Services Training Package | |
| CHCCAR501C | Conduct career guidance interview |
| CPP07 Property Services Training Package | |
| CPPSEC1007A | Apply walk through metal detection procedures |
| CPPSEC1008A | Apply hand-held metal detection procedures |
| CPPSEC2001A | Communicate effectively in the security industry |
| CPPSEC2002A | Follow workplace safety procedures in the security industry |
| CPPSEC2004B | Respond to security risk situation |
| CPPSEC2012A | Monitor and control individual and crowd behaviour |
| CPPSEC2014A | Operate basic security equipment |
| CPPSEC2015A | Patrol premises |
| CPPSEC2018A | Monitor electronic reporting facility |
| CPPSEC3001A | Maintain workplace safety in the security industry |
| CPPSEC3002A | Manage conflict through negotiation |
| CPPSEC3003A | Determine response to security risk situation |
| CPPSEC3005A | Prepare and present security documentation and reports |
| CPPSEC3007A | Maintain security of environment |
| CPPSEC3017A | Plan and conduct evacuation of premises |
| CPPSEC3019A | Operate specialised security equipment |
| CPPSEC3020A | Monitor security from control room |
| HLT07 Health Training Package | |
| HLTFA201B | Provide basic emergency life support |
| HLTFA301C | Apply first aid |
| HLTFA402C | Apply advanced first aid |
| HLTFA404B | Apply advanced resuscitation techniques |
| PRM04 Asset Maintenance Training Package | |
| CPPCLO2004A | Maintain carpeted floors |
| CPPCLO2017A | Clean wet areas |
| CPPCLO2037A | Clean external surfaces |
| CPPCLO3038A | Clean food handling areas |
| PUA00 Public Safety Training Package | |
| PUAFIR209B | Work Safely around aircraft |
| SIT07 Tourism, Hospitality and Events | |
| SITTTSL007B | Receive and process reservations |
| SITTTSL010B | Control reservations or operations using a computerised system |
| SITTTSL014B | Construct promotional international airfares |
| SITTTSL009B | Process travel-related documentation |
| SITTTSL012B | Construct domestic airfares |
| SITTTSL013B | Construct normal international airfares |
| SITTTSL015B | Construct advanced international airfares |
| SITXHRM008A | Manage workplace relations |
| TAA04 Training and Assessment Training Package | |
| TAAASS501B | Lead and coordinate assessment systems and services |
| TAACMQ501B | Develop training and/or assessment organisational policies & procedures |
| TAACMQ503B | Lead and conduct training and/or assessment evaluations |
| TAACMQ504B | Determine and manage scope of training and/or assessment services |
| TAACMQ505B | Lead a team to foster innovation |
| TAADEL503B | Provide advanced facilitation to support learning |
| TAADEL504B | Lead and coordinate training services |
| TAADES501B | Design and develop learning strategies |
| TAADES502B | Design and develop learning resources |
| TAAPDD501A | Maintain and enhance professional practice |
| TAATAS502B | Prepare a tender bid |
| TAATAS503B | Manage contracted work |
| TAATAS504B | Facilitate group processes |
| TAE10 Training and Education Training Package | |
| TAEASS401B | Plan assessment activities and processes |
| TAEASS402B | Assess competence |
| TAEASS403B | Participate in assessment validation |
| TAEASS502B | Design and develop assessment tools |
| TAEDEL301A | Provide work skill instruction |
| TAEDEL401A | Plan, organise and deliver group-based learning |
| TAEDEL402A | Plan, organise and facilitate learning in the workplace |
| TAEDES401A | Design and develop learning programs |
| TAEDES402A | Use training packages and accredited courses to meet client needs |
| TAELLN411 | Address adult language, literacy and numeracy skills |
| TAESUS501A | Analyse and apply sustainability skills to learning programs |
| TLI10 Transport and Logistics Training Package | |
| TLIA1007C | Coordinate goods to bond premises |
| TLIA107C | Secure cargo |
| TLIA1107C | Package goods |
| TLIA1307C | Receive goods |
| TLIA1407C | Use product knowledge to complete work operations |
| TLIA1507C | Complete receival/despatch documentation |
| TLIA1707C | Apply product knowledge to complete work operations |
| TLIA2007C | Replenish stock |
| TLIA207C | Maintain container/cargo records |
| TLIA2207C | Participate in stocktakes |
| TLIA2307C | Coordinate stocktakes |
| TLIA2507D | Regulate temperature controlled stock |
| TLIA3007C | Organise cargo for export |
| TLIA3107C | Consolidate freight |
| TLIA3207C | Organise transport of freight or goods |
| TLIA3307C | Organise international transport of freight |
| TLIA507A | Check and evaluate records and documentation |
| TLIA807C | Transfer cargo |
| TLIA907D | Complete and check import/export documentation |
| TLIB2029B | Use and maintain minor mechanical equipment |
| TLIB207C | Test equipment and isolate faults |
| TLIB2407B | Clean transportation units and facilities for passenger use |
| TLIB2807B | Maintain and use hand tools |
| TLIB2907B | Use and maintain minor mechanical equipment |
| TLIB307C | Carry out vehicle servicing and maintenance |
| TLIB407C | Carry out vehicle inspection |
| TLIB707C | Carry out maintenance of trailers |
| TLIB7307B | Clean road tankers |
| TLIC1051A | Operate commercial vehicle |
| TLIC107C | Drive Vehicle |
| TLIC307C | Drive medium rigid vehicle |
| TLIC407D | Drive heavy rigid vehicle |
| TLIC507D | Drive heavy combination vehicle |
| TLIC607C | Drive multi-combination vehicle |
| TLIC707C | Operate vehicle carrying special loads |
| TLIC807C | Drive coach/bus |
| TLID1007C | Operate a forklift |
| TLID107C | Shift materials safely using manual handling methods |
| TLID1307C | Move materials mechanically using automated equipment |
| TLID1507C | Identify and label explosives and dangerous goods |
| TLID1607C | Load and unload explosives and dangerous goods |
| TLID2003A | Handle dangerous goods/hazardous substances |
| TLID2007C | Care for livestock in transit |
| TLID207C | Shift a load using manually operated equipment |
| TLID2707C | Prepare for transport of packaged dangerous goods |
| TLID307D | Handle dangerous goods/hazardous substances |
| TLID407C | Load and unload goods/cargo |
| TLIE107C | Present routine workplace information |
| TLIE1207C | Consolidate manifest documentation |
| TLIE1307C | Apply workplace statistics |
| TLIE1407C | Compile and process export documentation |
| TLIE1807B | Maintain freight records |
| TLIE207C | Estimate/calculate mass, area and quantify dimensions |
| TLIE307C | Participate in basic workplace communication |
| TLIE407C | Prepare workplace documents |
| TLIE507C | Carry out basic workplace calculations |
| TLIE607D | Collect, analyse and present workplace data and information |
| TLIE707B | Use communication systems |
| TLIE807C | Process workplace documentation |
| TLIF1007C | Apply fatigue management strategies |
| TLIF1207C | Apply safe procedures when handling/transporting dangerous goods or explosives |
| TLIF1407C | Develop and maintain a safe workplace |
| TLIF1807B | Operate fire-fighting equipment |
| TLIF307C | Implement and monitor occupational health and safety procedures |
| TLIF607C | Apply accident – emergency procedures |
| TLIF6307A | Administer the implementation of fatigue management strategies |
| TLIF6407A | Manage fatigue management policy and procedures |
| TLIF707C | Implement and coordinate accident-emergency procedures |
| TLIF907C | Conduct cleaning operations in enclosed spaces |
| TLIG107C | Work effectively with others |
| TLIG207C | Lead a work team or group |
| TLIG607C | Facilitate work teams |
| TLII107D | Coordinate quality customer service |
| TLII207D | Apply customer service skills |
| TLII507C | Market services and products to clients |
| TLII907C | Provide on board services to customers |
| TLIJ107C | Apply quality procedures |
| TLIJ207C | Apply quality systems |
| TLIJ707C | Conduct internal quality audits |
| TLIK107C | Use infotechnology devices and computer applications in the workplace |
| TLIK307C | Apply keyboard skills |
| TLIK707C | Perform electronic data interchange (EDI) to transmit shipping documentation |
| TLIL1007C | Assess and confirm customer transport requirements |
| TLIL107C | Complete workplace orientation/induction procedures |
| TLIL307C | Conduct induction process |
| TLIL3107B | Monitor and process attendance records |
| TLIL3207B | Implement equal employment equity strategies |
| TLIL3607B | Develop rosters |
| TLIL3707B | Apply and amend rosters |
| TLIL507D | Apply conflict /grievance resolution strategies |
| TLIL907C | Manage personal work priorities and professional development |
| TLIO1107C | Provide revenue protection measures |
| TLIO1307C | Administer the security of assets and facilities |
| TLIP107C | Develop plans to meet customer and organisation needs |
| TLIP207C | Facilitate and capitalise on change in the workplace |
| TLIP507C | Manage workplace information |
| TLIP707C | Contribute to the development of a learning environment |
| TLIQ1007B | Maintain customer credit accounts and services |
| TLIQ107D | Conduct financial transactions |
| TLIQ1207B | Sell products and services |
| TLIQ1307B | Advise on and construct fares for customers |
| TLIQ707C | Prepare and process financial documents |
| TLIR107C | Monitor supplier performance |
| TLIR207C | Source goods/services and evaluate contractors |
| TLIR307C | Negotiate a contract |
| TLIT207C | Document a records system |
| TLIT307C | Identify and classify records to be captured |
| TLIT407C | Maintain control of records |
| TLIT507C | Provide information from and about records |
| TLIU107B | Implement and monitor environmental protection policies and procedures |
| TLIU607B | Conduct environmental audits |
| TLIU707B | Care for the environment |

Overview of Training Packages

### What is a Training Package?

A Training Package is an integrated set of nationally endorsed competency standards, assessment guidelines and Australian Qualifications Framework (AQF) qualifications for a specific industry, industry sector or enterprise.

Each Training Package:

* provides a consistent and reliable set of components for training, recognising and assessing peoples skills, and may also have optional support materials
* enables nationally recognised qualifications to be awarded through direct assessment of workplace competencies
* encourages the development and delivery of flexible training which suits individual and industry requirements
* encourages learning and assessment in a work-related environment which leads to verifiable workplace outcomes.

How do Training Packages fit within the National Skills Framework?

The National Skills Framework applies nationally, is endorsed by the Ministerial Council for Vocational and Technical Education, and comprises the Australian Quality Training Framework 2010 (AQTF 2010), and Training Packages endorsed by the National Skills Standards Council (NSSC).

How are Training Packages developed?

Training Packages are developed by Industry Skills Councils or enterprises to meet the identified training needs of specific industries or industry sectors. To gain national endorsement of Training Packages, developers must provide evidence of extensive research, consultation and support within the industry area or enterprise.

How do Training Packages encourage flexibility?

Training Packages describe the skills and knowledge needed to perform effectively in the workplace without prescribing how people should be trained.

Training Packages acknowledge that people can achieve vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it. For example, some experienced workers might be able to demonstrate competency against the units of competency, and even gain a qualification, without completing a formal training program.

With Training Packages, assessment and training may be conducted at the workplace, off-the-job, at a training organisation, during regular work, or through work experience, work placement, work simulation or any combination of these.

Who can deliver and assess using Training Packages?

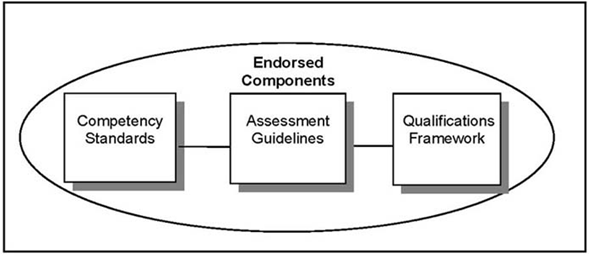
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2010.

### Training Package Components

Training Packages are made up of mandatory components endorsed by the NSSC, and optional support materials.

Training Package Endorsed Components

The nationally endorsed components include the Competency Standards, Assessment Guidelines and Qualifications Framework. These form the basis of training and assessment in the Training Package and, as such, they must be used.



Competency Standards

Each unit of competency identifies a discrete workplace requirement and includes the knowledge and skills that underpin competency as well as language, literacy and numeracy; and occupational health and safety requirements. The units of competency must be adhered to in training and assessment to ensure consistency of outcomes.

Assessment Guidelines

The Assessment Guidelines provide an industry framework to ensure all assessments meet industry needs and nationally agreed standards as expressed in the Training Package and the AQTF 2010. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

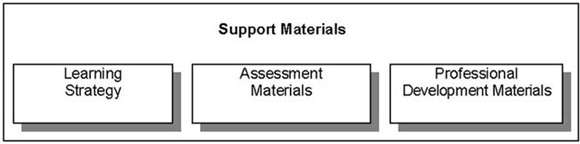
Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the ‘packaging rules’. The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

### Training Package Support Materials

The endorsed components of Training Packages are complemented and supported by optional support materials that provide for choice in the design of training and assessment to meet the needs of industry and learners.

Training Package support materials can relate to single or multiple units of competency, an industry sector, a qualification or the whole Training Package. They tend to fall into one or more of the categories illustrated below.



Training Package support materials are produced by a range of stakeholders such as RTOs, individual trainers and assessors, private and commercial developers and Government agencies.

### Training Package, Qualification and Unit of Competency Codes

There are agreed conventions for the national codes used for Training Packages and their components. Always use the correct codes, exactly as they appear in the Training Package, and with the code always before the title.

Training Package Codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example XYZ08. The first three characters are letters identifying the Training Package industry coverage and the last two characters are numbers identifying the year of endorsement.

Qualification Codes

Within each Training Package, each qualification has a unique eight-character code, for example XYZ10108. Qualification codes are developed as follows:

* the first three letters identify the Training Package
* the first number identifies the qualification level (noting that, in the qualification titles themselves, arabic numbers are not used)
* the next two numbers identify the position in the sequence of the qualification at that level
* the last two numbers identify the year in which the qualification was endorsed. (Where qualifications are added after the initial Training Package endorsement, the last two numbers may differ from other Training Package qualifications as they identify the year in which those particular qualifications were endorsed.)

Unit of Competency Codes

Within each Training Package, each unit of competency has a unique code. Unit of competency codes are assigned when the Training Package is endorsed, or when new units of competency are added to an existing endorsed Training Package. Unit codes are developed as follows:

* a typical code is made up of 12 characters, normally a mixture of uppercase letters and numbers, as in AVIA3001B
* the first three characters signify the Training Package – AVI08 Aviation Training Package – in the above example and up to eight characters, relating to an industry sector, function or skill area, follow
* the last character is always a letter and identifies the unit of competency version. An ‘A’ at the end of the code indicates that this is the original unit of competency. ‘B’, or another incremented version identifier means that minor changes have been made. Typically this would mean that wording has changed in the range statement or evidence guide, providing clearer intent
* where changes are made that alter the outcome, a new code is assigned and the title is changed.

### Training Package, Qualification and Unit of Competency Titles

There are agreed conventions for titling Training Packages and their components. Always use the correct titles, exactly as they appear in the Training Package, and with the code always placed before the title.

Training Package Titles

The title of each endorsed Training Package is unique and relates the Training Packages broad industry coverage.

Qualification Titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

* first, the qualification is identified as either Certificate I, Certificate II, Certificate III, Certificate IV, Diploma, Advanced Diploma, Vocational Graduate Certificate, or Vocational Graduate Diploma
* this is followed by the words ‘in’ for Certificates I to IV, and ‘of’ for Diploma, Advanced Diploma, Vocational Graduate Certificate and Vocational Graduate Diploma
* then, the industry descriptor, for example Telecommunications
* then, if applicable, the occupational or functional stream in brackets, for example (Computer Systems).

For example:

* AVI20208 Certificate II in Aviation (Flight Operations)
* AVI30408 Certificate III in Aviation (Ground Operations and Service).

Unit of Competency Titles

Each unit of competency title is unique. Unit of competency titles describe the competency outcome concisely, and are written in sentence case.

For example:

* AVIA3001B Package dangerous goods for air transport
* AVIB3001B Inspect and report on an aerodrome.

Qualifications Framework

### The Australian Qualifications Framework

#### What is the Australian Qualifications Framework?

A brief overview of the Australian Qualifications Framework (AQF) follows. For a full explanation of the AQF, see the AQF Implementation Handbook. http://www.aqf.edu.au/Portals/0/Documents/Handbook/AQF\_Handbook\_07.pdf

The AQF provides a comprehensive, nationally consistent framework for all qualifications in post-compulsory education and training in Australia. In the vocational education and training (VET) sector it assists national consistency for all trainees, learners, employers and providers by enabling national recognition of qualifications and Statements of Attainment.

Training Package qualifications in the VET sector must comply with the titles and guidelines of the AQF. Endorsed Training Packages provide a unique title for each AQF qualification which must always be reproduced accurately.

#### Qualifications

Training Packages can incorporate the following eight AQF qualifications.

* Certificate I in ...
* Certificate II in ...
* Certificate III in ...
* Certificate IV in ...
* Diploma of ...
* Advanced Diploma of ...
* Vocational Graduate Certificate in ...
* Vocational Graduate Diploma of ...

On completion of the requirements defined in the Training Package, a Registered Training Organisation (RTO) may issue a nationally recognised AQF qualification. Issuance of AQF qualifications must comply with the advice provided in the AQF Implementation Handbook and the AQTF (Version 2013) Essential Standards for Initial and Continuing Registration.

#### Statement of Attainment

A Statement of Attainment is issued by a RTO when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). Issuance of Statements of Attainment must comply with the advice provided in the current AQF Implementation Handbook and the AQTF (Version 2013) Essential Standards for Initial and Continuing Registration.

Under the AQTF (Version 2013), RTOs must recognise the achievement of competencies as recorded on a qualification or Statement of Attainment issued by other RTOs. Given this, recognised competencies can progressively build towards a full AQF qualification.

#### AQF Guidelines and Learning Outcomes

The AQF Implementation Handbook provides a comprehensive guideline for each AQF qualification. A summary of the learning outcome characteristics and their distinguishing features for each VET related AQF qualification is provided below.

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| Certificate I Characteristics of Learning Outcomes  Breadth, depth and complexity of knowledge and skills would prepare a person to perform a defined range of activities most of which may be routine and predictable.  Applications may include a variety of employment related skills including preparatory access and participation skills, broad-based induction skills and/or specific workplace skills. They may also include participation in a team or work group.  Distinguishing Features of Learning Outcomes  Do the competencies enable an individual with this qualification to:   * demonstrate knowledge by recall in a narrow range of areas * demonstrate basic practical skills, such as the use of relevant tools * perform a sequence of routine tasks given clear direction * receive and pass on messages/information. |

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| Certificate II Characteristics of Learning Outcomes  Breadth, depth and complexity of knowledge and skills would prepare a person to perform in a range of varied activities or knowledge application where there is a clearly defined range of contexts in which the choice of actions required is usually clear and there is limited complexity in the range of operations to be applied.  Performance of a prescribed range of functions involving known routines and procedures and some accountability for the quality of outcomes.  Applications may include some complex or non-routine activities involving individual responsibility or autonomy and/or collaboration with others as part of a group or team.  Distinguishing Features of Learning Outcomes  Do the competencies enable an individual with this qualification to:   * demonstrate basic operational knowledge in a moderate range of areas * apply a defined range of skills * apply known solutions to a limited range of predictable problems * perform a range of tasks where choice between a limited range of options is required * assess and record information from varied sources * take limited responsibility for own outputs in work and learning. |

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| Certificate III Characteristics of Learning Outcomes  Breadth, depth and complexity of knowledge and competencies would cover selecting, adapting and transferring skills and knowledge to new environments and providing technical advice and some leadership in resolution of specified problems. This would be applied across a range of roles in a variety of contexts with some complexity in the extent and choice of options available.  Performance of a defined range of skilled operations, usually within a range of broader related activities involving known routines, methods and procedures, where some discretion and judgement is required in the section of equipment, services or contingency measures and within known time constraints.  Applications may involve some responsibility for others. Participation in teams including group or team co-ordination may be involved.  Distinguishing Features of Learning Outcomes  Do the competencies enable an individual with this qualification to:   * demonstrate some relevant theoretical knowledge * apply a range of well-developed skills * apply known solutions to a variety of predictable problems * perform processes that require a range of well-developed skills where some discretion and judgement is required * interpret available information, using discretion and judgement * take responsibility for own outputs in work and learning * take limited responsibility for the output of others. |

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| Certificate IV Characteristics of Learning Outcomes  Breadth, depth and complexity of knowledge and competencies would cover a broad range of varied activities or application in a wider variety of contexts most of which are complex and non-routine. Leadership and guidance are involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature.  Performance of a broad range of skilled applications including the requirement to evaluate and analyse current practices, develop new criteria and procedures for performing current practices and provision of some leadership and guidance to others in the application and planning of the skills. Applications involve responsibility for, and limited organisation of, others.  Distinguishing Features of Learning Outcomes  Do the competencies enable an individual with this qualification to:   * demonstrate understanding of a broad knowledge base incorporating some theoretical concepts * apply solutions to a defined range of unpredictable problems * identify and apply skill and knowledge areas to a wide variety of contexts, with depth in some areas * identify, analyse and evaluate information from a variety of sources * take responsibility for own outputs in relation to specified quality standards * take limited responsibility for the quantity and quality of the output of others. |

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| Diploma Characteristics of Learning Outcomes  Breadth, depth and complexity covering planning and initiation of alternative approaches to skills or knowledge applications across a broad range of technical and/or management requirements, evaluation and co-ordination.  The self directed application of knowledge and skills, with substantial depth in some areas where judgment is required in planning and selecting appropriate equipment, services and techniques for self and others.  Applications involve participation in development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. It may include participation in teams including teams concerned with planning and evaluation functions. Group or team co-ordination may be involved.  The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.  Distinguishing Features of Learning Outcomes  Do the competencies or learning outcomes enable an individual with this qualification to:   * demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas * analyse and plan approaches to technical problems or management requirements * transfer and apply theoretical concepts and/or technical or creative skills to a range of situations * evaluate information, using it to forecast for planning or research purposes * take responsibility for own outputs in relation to broad quantity and quality parameters * take some responsibility for the achievement of group outcomes. |

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| Advanced Diploma Characteristics of Learning Outcomes  Breadth, depth and complexity involving analysis, design, planning, execution and evaluation across a range of technical and/or management functions including development of new criteria or applications or knowledge or procedures.  The application of a significant range of fundamental principles and complex techniques across a wide and often unpredictable variety of contexts in relation to either varied or highly specific functions. Contribution to the development of a broad plan, budget or strategy is involved and accountability and responsibility for self and others in achieving the outcomes is involved.  Applications involve significant judgement in planning, design, technical or leadership/guidance functions related to products, services, operations or procedures.  The degree of emphasis on breadth as against depth of knowledge and skills may vary between qualifications granted at this level.  Distinguishing Features of Learning Outcomes  Do the competencies or learning outcomes enable an individual with this qualification to:   * demonstrate understanding of specialised knowledge with depth in some areas * analyse, diagnose, design and execute judgements across a broad range of technical or management functions * generate ideas through the analysis of information and concepts at an abstract level * demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills * demonstrate accountability for personal outputs within broad parameters * demonstrate accountability for personal and group outcomes within broad parameters. |

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| Vocational Graduate Certificate Characteristics of Competencies or Learning Outcomes   * The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills. * Substantial breadth and complexity involving the initiation, analysis, design, planning, execution and evaluation of technical and management functions in highly varied and highly specialised contexts. * Applications involve making significant, high-level, independent judgements in major broad or planning, design, operational, technical and management functions in highly varied and specialised contexts. They may include responsibility and broad‑ranging accountability for the structure, management and output of the work or functions of others. * The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.   Distinguishing features of learning outcomes   * Demonstrate the self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills. * Initiate, analyse, design, plan, execute and evaluate major broad or technical and management functions in highly varied and highly specialised contexts. * Generate and evaluate ideas through the analysis of information and concepts at an abstract level. * Demonstrate a command of wide-ranging, highly specialised technical, creative or conceptual skills in complex contexts. * Demonstrate responsibility and broad-ranging accountability for the structure, management and output of the work or functions of others. |

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| Vocational Graduate Diploma Characteristics of Competencies or Learning Outcomes   * The self-directed development and achievement of broad and specialised areas of knowledge and skills, building on prior knowledge and skills. * Substantial breadth, depth and complexity involving the initiation, analysis, design, planning, execution and evaluation of major functions, both broad and highly specialised, in highly varied and highly specialised contexts. * Further specialisation within a systematic and coherent body of knowledge. * Applications involve making high-level, fully independent, complex judgements in broad planning, design, operational, technical and management functions in highly varied and highly specialised contexts. They may include full responsibility and accountability for all aspects of work and functions of others, including planning, budgeting and strategy development. * The degree of emphasis on breadth, as opposed to depth, of knowledge and skills may vary between qualifications granted at this level.   Distinguishing features of learning outcomes   * Demonstrate the self-directed development and achievement of broad and highly specialised areas of knowledge and skills, building on prior knowledge and skills. * Initiate, analyse, design, plan, execute and evaluate major functions, both broad and within highly varied and highly specialised contexts. * Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level. * Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts. * Demonstrate full responsibility and accountability for personal outputs. * Demonstrate full responsibility and accountability for all aspects of the work or functions of others, including planning, budgeting and strategy. |

Assessment Guidelines

### Introduction

These Assessment Guidelines provide the endorsed framework for assessment of units of competency in this Training Package. They are designed to ensure that assessment is consistent with the Australian Quality Training Framework (AQTF) Essential Standards for Initial and Continuing Registration. Assessments against the units of competency in this Training Package must be carried out in accordance with these Assessment Guidelines.

### Assessment System Overview

This section provides an overview of the requirements for assessment when using this Training Package, including a summary of the AQTF requirements; licensing and registration requirements; and assessment pathways.

Quality assessment underpins the credibility of the vocational education and training (VET) sector. The Assessment Guidelines of a Training Package are an important tool in supporting quality assessment.

Assessment within the National Skills Framework is the process of collecting evidence and making judgements about whether competency has been achieved to confirm whether an individual can perform to the standards expected in the workplace, as expressed in the relevant endorsed unit of competency.

Assessment must be carried out in accordance with the:

* benchmarks for assessment
* specific industry requirements
* rules of evidence
* assessment requirements set out in the AQTF.

#### Benchmarks for Assessment

The endorsed units of competency in this Training Package are the benchmarks for assessment. As such, they provide the basis for nationally recognised Australian Qualifications Framework (AQF) qualifications and Statements of Attainment issued by Registered Training Organisations (RTOs).

#### Principles of Assessment

All assessments carried out by RTOs are required to demonstrate compliance with the principles of assessment:

* validity
* reliability
* flexibility
* fairness
* sufficiency.

These principles must be addressed in the:

* design, establishment and management of the assessment system for this Training Package
* development of assessment tools, and
* the conduct of assessment.

Validity

Assessment is valid when the process is sound and assesses what it claims to assess. Validity requires that:

1. assessment against the units of competency must cover the broad range of skills and knowledge that are essential to competent performance
2. assessment of knowledge and skills must be integrated with their practical application
3. judgement of competence must be based on sufficient evidence (that is, evidence gathered on a number of occasions and in a range of contexts using different assessment methods). The specific evidence requirements of each unit of competency provide advice on sufficiency.

Reliability

Reliability refers to the degree to which evidence presented for assessment is consistently interpreted and results in consistent assessment outcomes. Reliability requires the assessor to have the required competencies in assessment and relevant vocational competencies (or to assess in conjunction with someone who has the vocational competencies). It can only be achieved when assessors share a common interpretation of the assessment requirements of the unit(s) being assessed.

Flexibility

To be flexible, assessment should reflect the candidate’s needs; provide for recognition of competencies no matter how, where or when they have been acquired; draw on a range of methods appropriate to the context, competency and the candidate; and support continuous competency development.

Fairness

Fairness in assessment requires consideration of the individual candidate’s needs and characteristics, and any reasonable adjustments that need to be applied to take account of them. It requires clear communication between the assessor and the candidate to ensure that the candidate is fully informed about, understands and is able to participate in, the assessment process, and agrees that the process is appropriate. It also includes an opportunity for the person being assessed to challenge the result of the assessment and to be reassessed if necessary.

Sufficiency

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency. Sufficiency is also one of the rules of evidence.

#### Rules of Evidence

The rules of evidence guide the collection of evidence that address the principles of validity and reliability, guiding the collection of evidence to ensure that it is valid, sufficient, current and authentic.

Valid

Valid evidence must relate directly to the requirements of the unit of competency. In ensuring evidence is valid, assessors must ensure that the evidence collected supports demonstration of the outcomes and performance requirements of the unit of competency together with the knowledge and skills necessary for competent performance. Valid evidence must encapsulate the breadth and depth of the unit of competency, which will necessitate using a number of different assessment methods.

Sufficient

Sufficiency relates to the quality and quantity of evidence assessed. It requires collection of enough appropriate evidence to ensure that all aspects of competency have been satisfied and that competency can be demonstrated repeatedly. Supplementary sources of evidence may be necessary. The specific evidence requirements of each unit of competency provide advice on sufficiency.

Current

In assessment, currency relates to the age of the evidence presented by a candidate to demonstrate that they are still competent. Competency requires demonstration of current performance, so the evidence collected must be from either the present or the very recent past.

Authentic

To accept evidence as authentic, an assessor must be assured that the evidence presented for assessment is the candidate’s own work.

### Australian Quality Training Framework Assessment Requirements

Assessment leading to nationally recognised AQF qualifications and Statements of Attainment in the VET sector must meet the requirements of the AQTF as expressed in the AQTF (Version 2013) Essential Standards for Registration.

The AQTF (Version 2013) Essential Standards for Initial and Continuing Registration can be downloaded from < www.nssc.natese.gov.au >.

The following points summarise assessment requirements.

Registration of Training Organisations

Assessment must be conducted by, or on behalf of, an RTO formally registered by a State or Territory Registering/Course Accrediting Body in accordance with the AQTF. The RTO must have the specific units of competency and/or AQF qualifications on its scope of registration.

Quality Training and Assessment

Each RTO must provide quality training and assessment across all its operations. See the AQTF (Version 2013) Essential Standards for Initial and Continuing Registration, Standard 1.

Assessor Competency Requirements

Each person involved in training and assessment must be competent for the functions they perform. See the AQTF (Version 2013) Essential Standards for Initial and Continuing Registration, Standard 1 for assessor (and trainer) competency requirements. See also the AQTF (Version 2013) Users’ Guide to the Essential Standards for Registration – Appendix 2.

Assessment Requirements

The RTOs assessments, including RPL, must meet the requirements of the relevant endorsed Training Package. See the AQTF (Version 2013) Essential Standards for Initial and Continuing Registration.

Assessment Strategies

Each RTO must have strategies for training and assessment that meet the requirements of the relevant Training Package or accredited course and are developed in consultation with industry stakeholders. See the AQTF (Version 2013) Essential Standards for Initial and Continuing Registration.

National Recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See the AQTF (Version 2013) Essential Standards for Initial and Continuing Registration.

Access and Equity and Client Outcomes

Each RTO must adhere to the principles of access and equity and maximise outcomes for its clients. See the AQTF (Version 2013) Essential Standards for Initial and Continuing Registration.

Monitoring Assessments

Training and/or assessment provided on behalf of the RTO must be monitored to ensure that it is in accordance with all aspects of the AQTF (Version 2013) Essential Standards for Initial and Continuing Registration.

Recording Assessment Outcomes

Each RTO must manage records to ensure their accuracy and integrity. See the AQTF (Version 2013) Essential Standards for Initial and Continuing Registration.

Issuing AQF qualifications and Statement of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the current AQF Implementation Handbook and the endorsed Training Packages within the scope of its registration. An AQF qualification is issued once the full requirements for a qualification, as specified in the nationally endorsed Training Package are met. A Statement of Attainment is issued when an individual has completed one or more units of competency from nationally recognised qualification(s)/courses(s). See the AQTF and the edition of the AQF Implementation Handbook—available on the AQF Council website <www.aqf.edu.au >

### Licensing/Registration Requirements

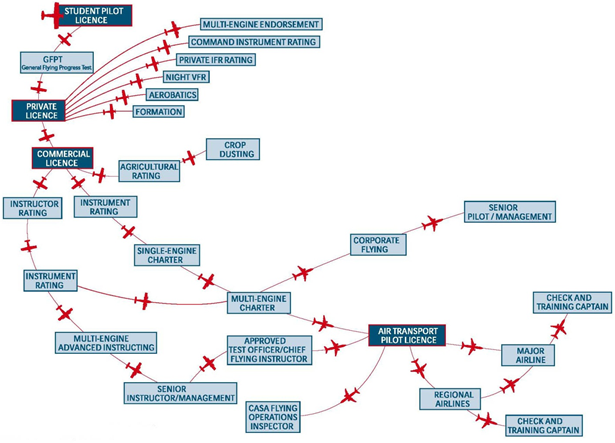
This section provides information on licensing/registration requirements for this Training Package, with the following important disclaimer.

Licensing and registration requirements that apply to specific industries, and vocational education and training, vary between each state and territory, and can regularly change.

The developers of this Training Package consider that the licensing/registration requirements described in this section apply to RTOs, assessors or candidates with respect to this Training Package. While reasonable care has been taken in its preparation, the developers of this Training Package and DEEWR cannot guarantee that the list is definitive or accurate at the time of reading; the information in this section is provided in good faith on that basis.

Contact the relevant State or Territory Department(s) of the Civil Aviation Safety Authority (CASA) to check if the licensing/registration requirements described still apply, and to check if there are any others with which you must comply. For further information contact www.casa.gov.au

### Civil Aviation Pilot Career Path Licensing & Endorsements



#### Requirements for Assessors

In order to conduct assessment for statutory licensing or other industry registration requirements, assessors must meet the requirements outlined as follows, in addition to the AQTF requirements.

CASA

Phone:

131 757 (local call cost within Australia)

+61 2 6217 1449 (from outside Australia)

Mail: GPO Box 2005, Canberra ACT 2601

CASA Corporate Headquarters: 16 Furzer Street, Phillip ACT 2606

CASA Operations Headquarters: 12–14 The Circuit, Brisbane Airport, Qld 4007

Web: http://www.casa.gov.au/

### Licensing requirements in High Risk Licensing Work

In order to deliver the qualifications contained in this Training Package, assessors delivering qualifications requiring High Risk Licensing Work units from this Training Package or from other Training Packages should have the following minimum competency, recognition and experience:

* formal recognition of competency at least to the level being assessed
* relevant industry experience, that is, workplace experience within the last two years in the competency area being delivered
* relevant occupational registration or licensing in areas where this is a regulatory requirement to practise in the jurisdiction where the qualification is being assessed.

A number of occupations and job roles covered by the units of competency and qualifications in the AVI08 Aviation Training Package (Version 5) may be subject to state and territory licensing requirements.

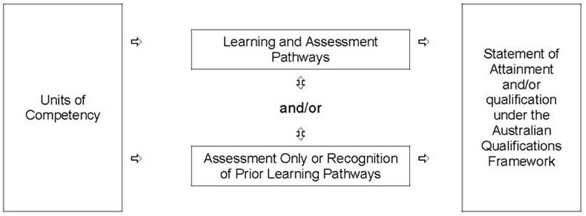
These requirements vary significantly across jurisdictions. There is however one specific unit of competency – namely TLILIC108A Licence to operate a forklift truck – which has been agreed by all Occupational Health and Safety (OH&S) regulators and the Australian Safety and Compensation Council (ASCC) as meeting certain licensing categories.

### Pathways

The competencies in this Training Package may be attained in a number of ways including through:

* formal or informal education and training
* experiences in the workplace
* general life experience, and/or
* any combination of the above.

Assessment under this Training Package leading to an AQF qualification or Statement of Attainment may follow a learning and assessment pathway, an assessment-only or recognition pathway, or a combination of the two as illustrated in the following diagram.



Each of these assessment pathways leads to full recognition of competencies held - the critical issue is that the candidate is competent, not how the competency was acquired.

Assessment, by any pathway, must comply with the assessment requirements set out in the Assessment Guidelines of the Training Package and the AQTF and, where relevant, the Australian Qualifications Framework.

Credit Pathways

Credit is the value assigned for the recognition of equivalence in content between different types of learning and/or qualifications which reduces the volume of learning required to achieve a qualification.

Credit arrangements must be offered by all RTOs that offer Training Package qualifications. Each RTO must have a systematic institutional approach with clear, accessible and transparent policies and procedures.

Competencies already held by individuals can be formally assessed against the units of competency in this Training Package, and should be recognised regardless of how, when or where they were acquired, provided that the learning is relevant to the unit of competency outcomes.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is an assessment process which determines the credit outcomes of an individual application for credit.

The availability of RPL provides all potential learners with access to credit opportunities.

The RPL pathway is appropriate for candidates who have previously attained skills and knowledge and who, when enrolling in qualifications, seek to shorten the duration of their training and either continue or commence working. This may include the following groups of people:

* existing workers
* individuals with overseas qualifications
* recent migrants with established work histories
* people returning to the workplace
* people with disabilities or injuries requiring a change in career.

As with all assessment, RPL assessment should be undertaken by academic or teaching staff with expertise in the subject, content of skills area, as well as knowledge of and expertise in RPL assessment policies and procedures.

Assessment methods used for RPL should provide a range of ways for individuals to demonstrate that they have met the required outcomes and can be granted credit. These might include:

* questioning (oral or written)
* consideration of a portfolio and review of contents
* consideration of third party reports and/or other documentation such as documentation such as articles, reports, project material, papers, testimonials or other products prepared by the RPL applicant that relate to the learning outcomes of the relevant qualification component
* mapping of learning outcomes from prior formal or non-formal learning to the relevant qualification components
* observation of performance
* participation in structured assessment activities the individual would normally be required to undertake if they were enrolled in the qualification component/s.

In a RPL pathway, the candidate provides current, quality evidence of their competency against the relevant unit of competency. This process may be directed by the candidate and verified by the assessor. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of the AQTF must be met.

As with all assessment, the assessor must be confident that the evidence indicates that the candidate is currently competent against the endorsed unit of competency. This evidence may take a variety of forms and might include certification, references from past employers, testimonials from clients, work samples and/or observation of the candidate. The onus is on candidates to provide sufficient evidence to satisfy assessors that they currently hold the relevant competencies. In judging evidence, the assessor must ensure that the evidence of prior learning is:

* authentic (the candidate’s own work)
* valid (directly related to the current version of the relevant endorsed unit of competency)
* reliable (shows that the candidate consistently meets the endorsed unit of competency)
* current (reflects the candidate’s current capacity to perform the aspect of the work covered by the endorsed unit of competency)
* sufficient (covers the full range of elements in the relevant unit of competency and addresses the four dimensions of competency, namely task skills, task management skills, contingency management skills, and job/role environment skills).

Credit Transfer

Credit transfer is a process which provides learners with agreed and consistent credit outcomes based on equivalences in content between matched qualifications.

This process involves education institutions:

* mapping, comparing and evaluating the extent to which the defined learning outcomes and assessment requirements of the individual components of one qualification are equivalent to the learning outcomes and assessment requirements of the individual components of another qualification
* making an educational judgment of the credit outcomes to be assigned between the matched components of the two qualifications
* setting out the agreed credit outcomes in a documented arrangement or agreement
* publicising the arrangement/agreement and credit available.

Combination of Pathways

Credit may be awarded on the basis of a combination of credit transfer plus an individual RPL assessment for additional learning. Once credit has been awarded on the basis of RPL, subsequent credit transfer based on these learning outcomes should not include revisiting the RPL assessment but should be based on credit transfer or articulation or other arrangements between providers.

Where candidates for assessment have gained competencies through work and life experience and gaps in their competence are identified, or where they require training in new areas, a combination of pathways may be appropriate.

In such situations, the candidate may undertake an initial assessment to determine their current competency. Once current competency is identified, a structured learning and assessment program ensures that the candidate acquires the required additional competencies identified as gaps.

### Assessor Requirements

This section identifies the mandatory competencies for assessors, and clarifies how others may contribute to the assessment process where one person alone does not hold all the required competencies.

#### Assessor Competencies

The AQTF specifies mandatory competency requirements for assessors. For information, Element 1.4 from the AQTF (Version 2013) Essential Standards for Initial and Continuing Registration follows:

|  |  |  |
| --- | --- | --- |
| 1.4 |  | Training and assessment are conducted by trainers and assessors who: |
|  | a) | have the necessary training and assessment competencies as determined by the National Quality Council or its successors |
|  | b) | have the relevant vocational competencies at least to the level being delivered or assessed |
|  | c) | can demonstrate current industry skills directly relevant to the training/assessment being undertaken |
|  | d) | continue to develop their vocational education and training (VET) knowledge and skills as well as their industry currency abd trainer/assessor competence. |
| \* See AQTF 2010 Users' Guide to the Essential Standards for Registration - Appendix 2. | | |

### Designing Assessment Tools

This section provides an overview on the use and development of assessment tools.

Use of Assessment Tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements about whether candidates have achieved competency.

There is no set format or process for the design, production or development of assessment tools. Assessors may use prepared assessment tools, such as those specifically developed to support this Training Package, or they may develop their own.

Using Prepared Assessment Tools

If using prepared assessment tools, assessors should ensure these relate to the current version of the relevant unit of competency. The current unit of competency can be checked on the National Register <www.training.gov.au>.

Developing Assessment Tools

When developing their own assessment tools, assessors must ensure that the tools:

* are benchmarked against the relevant unit or units of competency;
* are reviewed as part of the validation of assessment strategies required under the AQTF; and
* meet the assessment requirements expressed in the AQTF (Version 2013) Essential Standards for Initial and Continuing Registration.

A key reference for assessors developing assessment tools is TAE10 Training and Education Training Package.

Language, Literacy and Numeracy

The design of assessment tools must reflect the language, literacy and numeracy competencies required for the performance of a task in the workplace and not exceed these expectations.

Conducting Assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

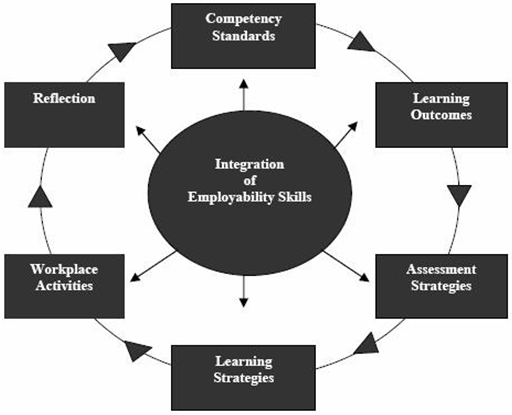
Mandatory Assessment Requirements

Assessments must meet the criteria set out in the AQTF (Version 2013) Essential Standards for Initial and Continuing Registration. For information, the mandatory assessment requirements from Standard 1 from the AQTF (Version 2013) Essential Standards for Initial and Continuing Registration are as follows:

|  |  |
| --- | --- |
| 1.5 | Assessment, including Recognition of Prior Learning (RPL): |
|  | meets the requirements of the relevant Training Package or accredited course  is conducted in accordance with the principles of assessment and the rules of evidence  meets workplace and, where relevant, regulatory requirements  is systematically validated. |

### Assessment of Employability Skills

Employability Skills are integral to workplace competency. As such they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



Employability Skills are embedded and explicit within each unit of competency. Training providers must use Employability Skills information in order to design valid and reliable training and assessment strategies. This analysis could include:

* reviewing units of competency to locate relevant Employability Skills and determine how they are applied within the unit
* analysing the Employability Skills Summary for the qualification in which the unit or units are packaged to help clarify relevant industry and workplace contexts and the application of Employability Skills at that qualification outcome
* designing training and assessment to address Employability Skills requirements.

The National Quality Council (NQC) has endorsed a model for assessing and reporting Employability Skills, which contains further suggestions about good practice strategies in teaching, assessing, learning and reporting Employability Skills. The model is available from <http://www.training.com.au/>.

The endorsed approach includes learners downloading qualification specific Employability Skills Summaries for Training Package qualifications from an online repository at <http://employabilityskills.training.com.au>

For more information on Employability Skills in the Transport and Logistics, Aviation and Maritime Training Packages, go to the Transport and Logistics Industry Skills Council website at: www.tlisc.org.au

### Access and Equity

An individual's access to the assessment process should not be adversely affected by restrictions placed on the location or context of assessment beyond the requirements specified in this Training Package: training and assessment must be bias-free.

Under the rules for their development, Training Packages must reflect and cater for the increasing diversity of Australia’s VET clients and Australia’s current and future workforce. The flexibilities offered by Training Packages should enhance opportunities and potential outcomes for all people so that we can all benefit from a wider national skills base and a shared contribution to Australia’s economic development and social and cultural life.

#### Reasonable Adjustments

It is important that education providers take meaningful, transparent and reasonable steps to consult, consider and implement reasonable adjustments for students with disability.

Under the Disability Standards for Education 2005, education providers must make reasonable adjustments for people with disability to the maximum extent that those adjustments do not cause that provider unjustifiable hardship. While ‘reasonable adjustment’ and ‘unjustifiable hardship’ are different concepts and involve different considerations, they both seek to strike a balance between the interests of education providers and the interests of students with and without disability.

An adjustment is any measure or action that a student requires because of their disability, and which has the effect of assisting the student to access and participate in education and training on the same basis as students without a disability. An adjustment is reasonable if it achieves this purpose while taking into account factors such as the nature of the student’s disability, the views of the student, the potential effect of the adjustment on the student and others who might be affected, and the costs and benefits of making the adjustment.

An education provider is also entitled to maintain the academic integrity of a course or program and to consider the requirements or components that are inherent or essential to its nature when assessing whether an adjustment is reasonable. There may be more than one adjustment that is reasonable in a given set of circumstances; education providers are required to make adjustments that are reasonable and that do not cause them unjustifiable hardship.

The Training Package Guidelines provides more information on reasonable adjustment, including examples of adjustments. Go to http://www.nssc.natese.gov.au/training\_packages/tpdh/assessment\_guidelines.

### Further Sources of Information

The section provides a listing of useful contacts and resources to assist assessors in planning, designing, conducting and reviewing of assessments against this Training Package.

#### Contacts

|  |  |
| --- | --- |
| Transport and Logistics Industry Skills Council  Level 4, 411 Collins Street  Melbourne VIC 3000  Ph: +61 3 9604 7200  Fax: +61 9606 8903  Email: tlisc@tlisc.org.au  Web: www.tlisc.org.au  For information on the TAE Training and Education Training Package contact:  Innovation & Business Skills Australia  Level 11, 176 Wellington Parade  East Melbourne VIC 3002  Telephone: (03) 9815 7000  Facsimile: (03) 9815 7001  Email: reception@ibsa.org.au  Web: www.ibsa.org.au |  |

#### General Resources

Australian Qualifications Framework, Second Edition 2013. Australian Qualifications Framework Advisory Board, <www.aqf.edu.au>

Australian Quality Training Framework (AQTF) and AQTF (Version 2013) Users’ Guide to the Essential Conditions and Standards for Initial Registration and Users’ Guide to the Essential Conditions and Standards for Continuing Registration.<www.nssc.natese.gov.au/vet\_standards/standards\_for\_rtos/aqtf\_user\_guides>.

For general information and resources go to http://www.training.com.au/

The National Register is an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses - www.training.gov.au

The Training Package Development Handbook site provides National Quality Council policy for the development of Training Packages. The site also provides guidance material for the application of that policy, and other useful information and links. http://www.nssc.natese.gov.au/training\_packages/standards\_and\_policies.

Competency Standards

### What is Competency?

The broad concept of industry competency concerns the ability to perform particular tasks and duties to the standard of performance expected in the workplace. Competency requires the application of specified skills, knowledge and attitudes relevant to effective participation in an industry, industry sector or enterprise.

Competency covers all aspects of workplace performance and involves performing individual tasks; managing a range of different tasks; responding to contingencies or breakdowns; and, dealing with the responsibilities of the workplace, including working with others. Workplace competency requires the ability to apply relevant skills, knowledge and attitudes consistently over time and in the required workplace situations and environments. In line with this concept of competency Training Packages focus on what is expected of a competent individual in the workplace as an outcome of learning, rather than focussing on the learning process itself.

Competency standards in Training Packages are determined by industry to meet identified industry skill needs. Competency standards are made up of a number of units of competency each of which describes a key function or role in a particular job function or occupation. Each unit of competency within a Training Package is linked to one or more AQF qualifications.

### Contextualisation of Units of Competency by RTOs

Registered Training Organisations (RTOs) may contextualise units of competency in this endorsed Training Package to reflect required local outcomes. Contextualisation could involve additions or amendments to the unit of competency to suit particular delivery methods, learner profiles, specific enterprise equipment requirements, or to otherwise meet local needs. However, the integrity of the overall intended outcome of the unit of competency must be maintained.

Any contextualisation of units of competency in this Training Package must be within the bounds of the following advice:

* RTOs must not remove or add to the number and content of elements and performance criteria.
* RTOs can include specific industry terminology in the range statement.
* Any amendments and additions to the range statement made by RTOs must not diminish the breadth of application of the competency, or reduce its portability.
* RTOs may add detail to the evidence guide in areas such as the critical aspects of evidence or required resources and infrastructure—but only where these expand the breadth of the competency and do not limit its use.

### Components of Units of Competency

The components of units of competency are summarised below, in the order in which they appear in each unit of competency.

#### Unit Title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique, both within and across Training Packages.

#### Unit Descriptor

The unit descriptor broadly communicates the content of the unit of competency and the skill area it addresses. Where units of competency have been contextualised from units of competency from other endorsed Training Packages, summary information is provided. There may also be a brief second paragraph that describes its relationship with other units of competency, and any licensing requirements.

#### Employability Skills

This sub-section contains a statement that the unit contains Employability skills.

#### Pre-requisite Units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

#### Application of the Unit

This sub-section fleshes out the unit of competency’s scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.

#### Competency Field (Optional)

The competency field either reflects the way the units of competency are categorised in the Training Package or denotes the industry sector, specialisation or function. It is an optional component of the unit of competency.

#### Sector (optional)

The industry sector is a further categorisation of the competency field and identifies the next classification, for example an elective or supervision field.

#### Elements of Competency

The elements of competency are the basic building blocks of the unit of competency. They describe in terms of outcomes the significant functions and tasks that make up the competency.

#### Performance Criteria

The performance criteria specify the required performance in relevant tasks, roles, skills and in the applied knowledge that enables competent performance. They are usually written in passive voice. Critical terms or phrases may be written in bold italics and then defined in range statement, in the order of their appearance in the performance criteria.

#### Required Skills and Knowledge

The essential skills and knowledge are either identified separately or combined. Knowledge identifies what a person needs to know to perform the work in an informed and effective manner. Skills describe the application of knowledge to situations where understanding is converted into a workplace outcome.

#### Range Statement

The range statement provides a context for the unit of competency, describing essential operating conditions that may be present with training and assessment, depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts. As applicable, the meanings of key terms used in the performance criteria will also be explained in the range statement.

#### Evidence Guide

The evidence guide is critical in assessment as it provides information to the Registered Training Organisation (RTO) and assessor about how the described competency may be demonstrated. The evidence guide does this by providing a range of evidence for the assessor to make determinations, and by providing the assessment context. The evidence guide describes:

* conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment
* relationships with the assessment of any other units of competency
* suitable methodologies for conducting assessment including the potential for workplace simulation
* resource implications, for example access to particular equipment, infrastructure or situations
* how consistency in performance can be assessed over time, various contexts and with a range of evidence
* the required underpinning knowledge and skills.

### Employability Skills in Units of Competency

The detail and application of Employability Skills facets will vary according to the job-role requirements of each industry. In developing Training Packages, industry stakeholders are consulted to identify appropriate facets of Employability Skills which are incorporated into the relevant units of competency and qualifications.

Employability Skills are not a discrete requirement contained in units of competency (as was the case with Key Competencies). Employability Skills are specifically expressed in the context of the work outcomes described in units of competency and will appear in elements, performance criteria, range statements and evidence guides. As a result, users of Training Packages are required to review the entire unit of competency in order to accurately determine Employability Skills requirements.

#### How Employability Skills relate to the Key Competencies

The eight nationally agreed Employability Skills now replace the seven Key Competencies in Training Packages. Trainers and assessors who have used Training Packages prior to the introduction of Employability Skills may find the following comparison useful.

|  |  |
| --- | --- |
| Employability Skills | Mayer Key Competencies |
| Communication | Communicating ideas and information |
| Teamwork | Working with others and in teams |
| Problem solving | Solving problems  Using mathematical ideas and techniques |
| Initiative and enterprise |  |
| Planning and organising | Collecting, analysing and organising information  Planning and organising activities |
| Self-management |  |
| Learning |  |
| Technology | Using technology |

When analysing the above table it is important to consider the relationship and natural overlap of Employability Skills. For example, using technology may involve communication skills and combine the understanding of mathematical concepts.

#### Explicitly embedding Employability Skills in units of competency

This Training Package seeks to ensure that industry-endorsed Employability Skills are explicitly embedded in units of competency. The application of each skill and the level of detail included in each part of the unit will vary according to industry requirements and the nature of the unit of competency.

Employability Skills must be both explicit and embedded within units of competency. This means that Employability Skills will be:

* embedded in units of competency as part of the other performance requirements that make up the competency as a whole
* explicitly described within units of competency to enable Training Packages users to identify accurately the performance requirements of each unit with regards to Employability Skills.

This Training Package also seeks to ensure that Employability Skills are well-defined and written into units of competency so that they are apparent, clear and can be delivered and assessed as an essential component of unit work outcomes.

#### Sample unit of competency components showing Employability Skills

The following table shows the sequence of a unit of competency, and each cell contains text taken from a range of units. It provides examples of where and how various Employability Skills could be embedded in each component.

Please note that in the example, the bracketed Employability Skills are provided for clarification only and would not be present in units of competency within this Training Package.

|  |  |
| --- | --- |
| Unit Title | Give formal presentations and take part in meetings (Communication) |
| Unit Descriptor | This unit covers the skills and knowledge required to promote the use and implementation of innovative work practices to effect change. (Initiative and enterprise) |
| Element | Proactively resolve issues. (problem solving) |
| Performance Criteria | Information is organised in a format suitable for analysis and dissemination in accordance with organisational requirements. (Planning and organising) |
| Range Statement | Software applications may include email, internet, word processing, spreadsheet, database or accounting packages. (technology) |
| Required Skills and Knowledge | Modify activities depending on differing workplace contexts, risk situations and environments. (Learning)  Work collaboratively with others during a fire emergency. (teamwork)  Instructions, procedures and other information relevant the maintenance of vessel and port security. (Communication) |
| Evidence Guide | Evidence of having worked constructively with a wide range of community groups and stakeholders to solve problems and adapt or design new solutions to meet identified needs in crime prevention. In particular, evidence must be obtained on the ability to:  assess response options to identified crime-prevention needs and determine the optimal action to be implemented  in consultation with relevant others, design an initiative to address identified issues. (Initiative and enterprise). |

#### Employability Skills Summaries and units of competency

An Employability Skills Summary exists for each qualification. Summaries include broad advice on industry expectations with regard to Employability Skills at the qualification level. Summaries should be used by trainers and assessors to assist in identifying the Employability Skills requirements contained within units of competency.

The AVI08 Aviation Training Package (Version 5)

AVI08 Aviation Training Package (Version 5) is the outcome of a review and redevelopment process.

### Introduction

The endorsed components of the AVI08 Aviation Training Package (Version 5) include national competency standards for:

* Aerodrome Operations qualification
* Remote Pilot - Visual Line of Sight qualification
* Aviation Transport Protection qualifications

The AVI08 Aviation Training Package (Version 5) has been developed by the Transport and Logistics Industry Skills Council (TLISC) on behalf of the Australian Aviation Industry. An extensive review and consultation process occurred across all sectors of the Aviation Industry and with stakeholders in Aviation Industry training.

### Summary of Changes in AVI08 Version 5

The new features of the AVI08 Aviation Training Package (Version 5) include:

* 33 units have been developed or significantly revised
* 5 new and updated Skill Sets have been added
* 4 new qualifications have been added.

### Profile of the Australian Aviation Industry

Australia’s aviation environment is unique: large, sparsely settled and a long way from the rest of the world. The Aviation Industry has four principal areas: general aviation, regional airlines, domestic airlines and international airlines.

The general aviation sector is made up of all non-scheduled flying activity in Australia, other than that performed by the major domestic and international airlines. The major categories of flying are private, business, training, aerial agriculture, charter and aerial work. In the last few years, aerial agriculture, private flying and charter activity as well as regional flying have all seen significant increases in activity.

Competitiveness and consumer demands for safety and security as well as regulatory compliance continue to impact on the skills needed by employees in the industry.

Nationally recognised qualifications and the portability of skills are of increased importance, both for employers within the industry and for career planning for individuals.

The trend towards globalisation is placing increasing demands on the skills base in the aviation industry. Consequently, the skills base must continue to develop to support the delivery of the world’s best practice in aviation services. This will ensure the international competitiveness of the aviation industry as it increasingly competes in both global and regional markets.

This Training Package is designed to help companies and training organisations produce a flexible and nationally consistent competent workforce for the aviation industry. It covers qualifications from Certificate I to Diploma and covers occupations in Ground Operations, Flight Operations, Air Traffic Control and Pilot Pathway.

### Work in the Industry

The work roles and functions covered by this Training Package are from entry level through to senior management and include:

* Flight Crew (Commercial Pilots, Flight Instructors, Helicopter Aircrewman and Rescue Crewman)
* Pilot (Remotely Piloted Aircraft)
* Cabin Crew and Supervisory Cabin Crew
* Air Traffic Control
* Airport Management
* Aerodrome Reporting Services
* Baggage Handling and Freight Services
* Ground Support and Ramp Services
* General Airport Operations
* Check in and Customer Service Staff
* Aviation Transport Protection.

### Impacts on Training Package Development

Increased customer requirements, outsourcing, industry reform, competitive pressures, safety requirements, new technologies, environmental considerations, and regulatory and licensing requirements have all been addressed in the development of AVI08 Aviation Training Package (Version 4).

### Licensing/Registration Requirements

The Aviation Industry is bound by a wide range of licensing and regulatory requirements, including but not limited to:

* Civil Aviation Regulations (CARs), Civil Aviation Safety Regulations (CASRs) and other regulatory and advisory requirements of the Civil Aviation Safety Authority (CASA)
* relevant requirements, standards and recommended practices of the International Civil Aviation Organisation (ICAO)
* local instructions of airport authorities and air traffic services
* relevant national, state/territory emergency services regulations
* relevant state/territory road rules
* relevant state/territory roads and traffic authority driving regulations and licence/permit requirements, including mass and loading regulations and state/territory oversize/mass pilot/escort permit requirement
* fatigue management regulations and codes of practice
* Australian, international and state/territory regulations and codes of practice for the handling, storage and transport of dangerous goods and hazardous substances, including:
* Australian and International Dangerous Goods Codes
* IATA's 'Dangerous Goods by Air' regulations
* Australian and International Explosives Codes
* quarantine regulations administered by the Australian Quarantine and Inspection Service (AQIS)
* customs regulations (export/import/bond requirements)
* relevant state/territory OH&S legislation
* relevant state/territory environmental protection legislation.

Persons employed in the Aviation Industry need to fulfil competency and training requirements as detailed in the regulations relevant to their occupation. Persons assessed as complying with these requirements are usually provided with some form of certification by CASA or other relevant bodies. These are certificates required by the relevant state/territory or Australian legislation or international code or convention before a person can be allowed to work in the occupation covered under the legislation. These certificates should not be confused with national educational qualifications that are issued by Registered Training Organisations (RTOs). While in the Aviation Industry there is a close relationship between the regulatory certificates and the National VET qualifications, they are issued by different organisations under different legislative authority.

It should be noted that regulatory requirements are usually subject to ongoing review and improvement. There are also many national initiatives to improve consistency and cooperative arrangements across state/territory regulatory requirements. Given the dynamic nature of these reforms and improvements, it is important that RTOs access and interpret current regulatory requirements from CASA and other relevant regulatory authorities. Training and assessment resources and processes then will need to be adjusted to suitably incorporate and accommodate any pertinent changes to regulatory requirements.

The regulatory/licensing requirements pertinent to a specific competency unit are dependent on the contexts within which the units are typically applied. As part of its development, additional detail has been provided throughout the Training Package to alert RTOs and other users of the Training Package to the licensing regulatory requirements pertinent to specific units within the Training Package. The Assessment Guidelines have also been designed to incorporate information on action RTOs should take to ensure that trainees are not only prepared and assessed against the competency units in the standards, but also fulfil relevant requirements of pertinent licensing/regulatory authorities.

Licensing and registration requirements that apply to specific industries and vocational education and training vary between each state and territory, and can regularly change. As a result, for information on applicable licensing and registration requirements please contact:

Civil Aviation Safety Authority (CASA) at www.casa.gov.au

or

Transport and Logistics Industry Skills Council at:  
Level 4, 411 Collins Street   
Melbourne VIC 3000  
T: 03 9604 7200   
E: tlisc@tlisc.org.au W: www.tlisc.org.au

### Defence Aviation

The Australian Defence Force (ADF) owns and operates aircraft for the defence of Australia. The ADF has developed and established a regulatory framework for ADF aircraft in much the same way as commercial aviation meets regulations determined by the Civil Aviation Safety Authority (CASA). Therefore, RTOs delivering training for Defence must interpret the competencies according to Defence regulations and instructions.

Should RTOs delivering training or assessment require further information, they should contact:

Assistant Director National Skills Framework  
Directorate Education and Learning Systems  
Defence Education and Training Development Branch  
Campbell Park (Defence); ACT 2600  
T: (07) 3332 7756

### High Risk Licensing

The licensing unit TLILIC108A Licence to operate a forklift truck is included in this Training Package as an imported unit. This unit was created as part of the DEEWR project which developed licensing units that reflect the minimum safety standards required by persons performing high risk work to obtain a ‘licence to operate’, as required by the OH&S regulators in each state and territory. (In total, twenty-six licensing units were developed. These units are made up of twelve units allocated to the TLI10 Transport and Logistics Training Package, twelve units allocated to the CPP08 Construction Training Package and two allocated to the UEP06 Electricity Supply Industry – Generation Sector Training Package.)

This work was undertaken to support the Australian Safety and Compensation Council (ASCC) agreement to declare the National Standard for Licensing Persons Performing High Risk Work (the National Standard). The National Standard applies to the operation of crane and hoists, forklifts and pressure equipment and the undertaking of scaffolding, rigging and dogging. The National Standard requires training and assessment to be undertaken by RTOs under the Australian Quality Training Framework (AQTF).

This imported licensing unit is easily identified in the AVI08 Aviation Training Package with the code beginning TLILIC. It is to be used for training and assessing for licensing purposes, whereas current industry units are to be used for assessing workplace competence, which occurs following employment and experience on the job.

### Training Package Review Methodology

Broad process

The broad processes for the review of the AVI08 Aviation Training Package (Version 4) include:

Desktop research drawing from a range of information sources

Including:

* the existing versions of the AVI08 Aviation Training Package (i.e. AVI08 Version 3.1)
* aviation regulations, certification requirements and codes of practice
* guidelines for Training Package development
* related developments in higher education and schools
* related Training Packages (e.g. business, tourism, health and asset maintenance)
* existing accredited courses for aviation occupations.

Industry and VET consultation processes

Including:

* consultative forums of key stakeholders at key stages of the project
* individual consultative meetings as required
* maintenance of an issues register to track inputs and suggested changes received from stakeholders
* meetings with the equity adviser appointed to the review to ensure that all equity requirements had be fulfilled
* meetings with representatives of the Aviation regulatory authorities to ensure that all proposed changes were consistent with regulatory requirements
* development of schedules of agreed changes to guide the consultants and the project steering committee.

Validation

Including:

* validation meetings to confirm that agreed changes had been made and to identify any further enhancements necessary
* validation meetings to confirm continued inclusion of units where no changes were required.

Qualifications Pathways

There are many pathways into and through occupations within the Aviation Industry. These occupations are subject to a wide range of state, territory, national and international regulatory requirements, codes and licences.

For many of the occupations, it is desirable to hold a certificate of competency or at least to have completed specific certification requirements before a person can be actively employed on the types of machinery concerned in particular operational areas. These certification requirements include educational requirements (e.g. the educational qualifications contained in this Training Package) but also involve a range of other requirements such as medical certificates, radio operator certificates, etc. In other words, for many occupations in the Aviation Industry, the achievement of an educational qualification is only a partial fulfilment of the regulatory requirements that must be demonstrated by a person seeking a certificate of competency from the relevant state or territory regulatory or safety authority.

The information described in Figures 1–7 explains the more significant pathways between qualifications and does not represent the only pathways. The information describes the pathway relationships between the ‘education pathways’ and is not intending to provide information on the diverse range of occupations and positions in the Aviation Industry.

Users of the AVI08 Aviation Training Package are therefore encouraged to access the pertinent documents from the relevant authorities to understand the various regulated occupations in the Aviation Industry and the full certification requirements for each.

### VET in Schools

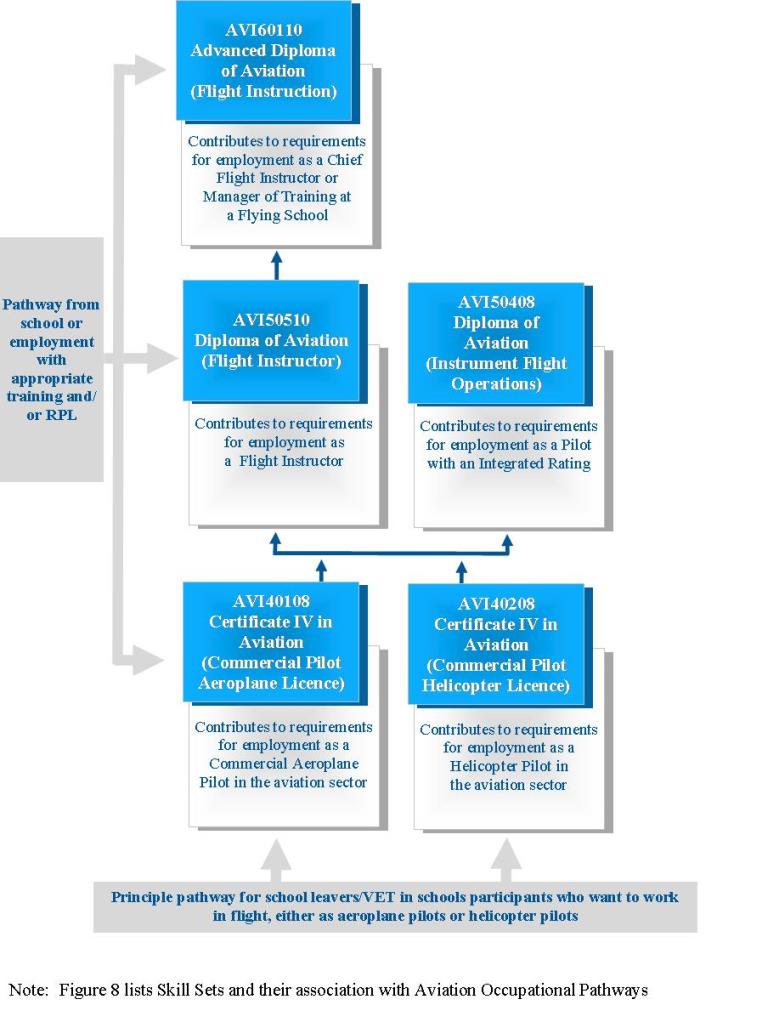
There are some qualifications within AVI08 Aviation Training Package (Version 5) that may be delivered and assessed as part of the VET in Schools initiatives. However, schools and RTOs wishing to pursue this pathway should firstly consult with Industry Stakeholders, CASA, and State and Territory Training Authorities (STAs) as to the appropriateness of this pathway so as to not raise false expectations around employment/career aspirations.

### Australian Apprenticeships Job Pathways

In the past, a number of Aviation Apprenticeships/Traineeships have been available in occupational areas, such as cabin crew, baggage handling, check in and customer services, airport operations, aircraft refuelling, and helicopter and aeroplane pilots. For the most current information regarding Australian Apprenticeships (including School Based New Apprenticeships) please refer to your STA website, local Apprenticeship Centres and the Australian Apprenticeships Job Pathways website: www.najobpathways.com.au

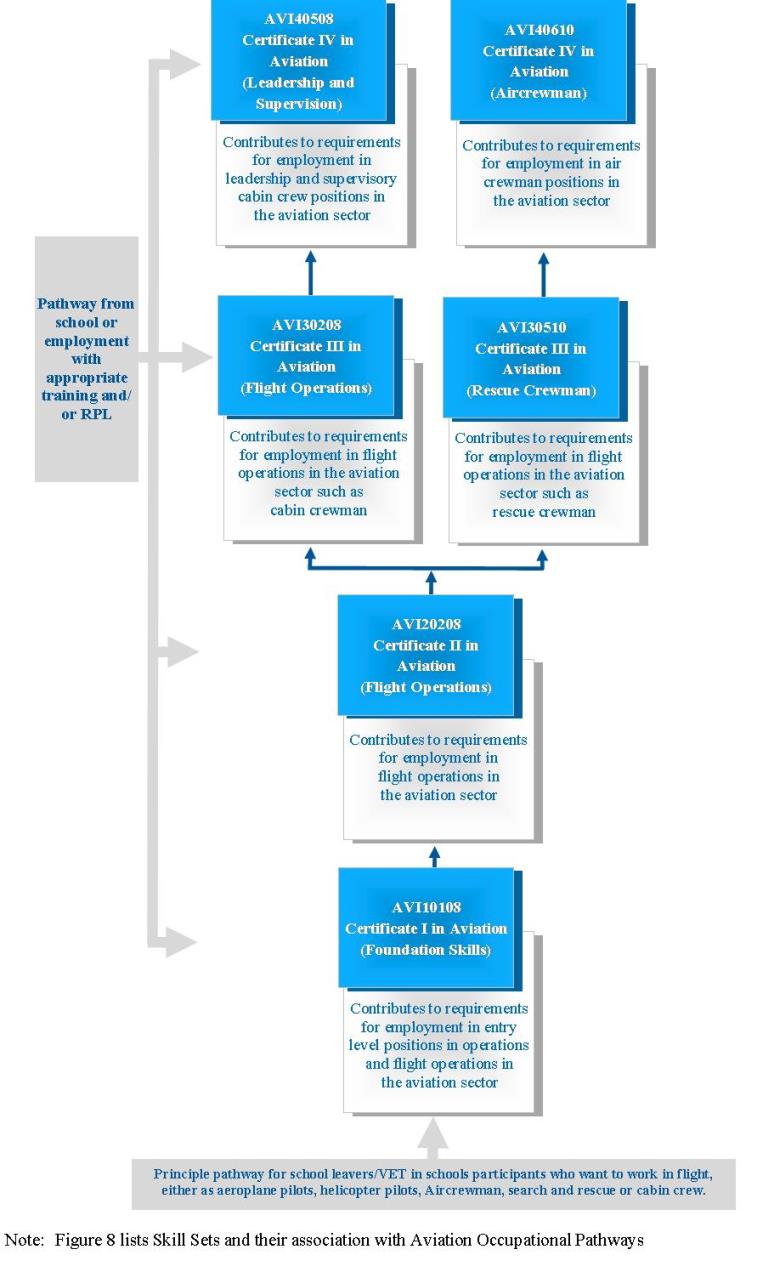
#### Figure 1: Aviation Pathways Pilots

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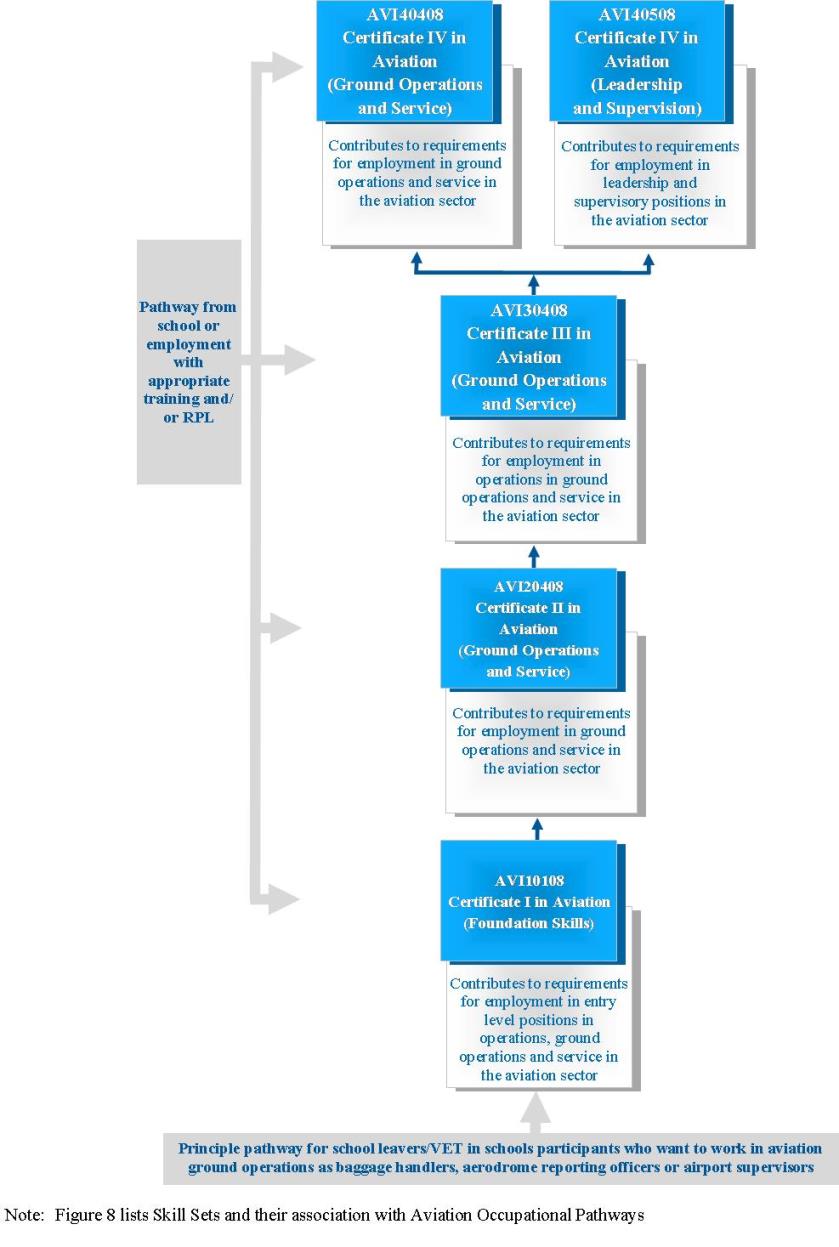
#### Figure 2: Aviation Pathways Flight Operations

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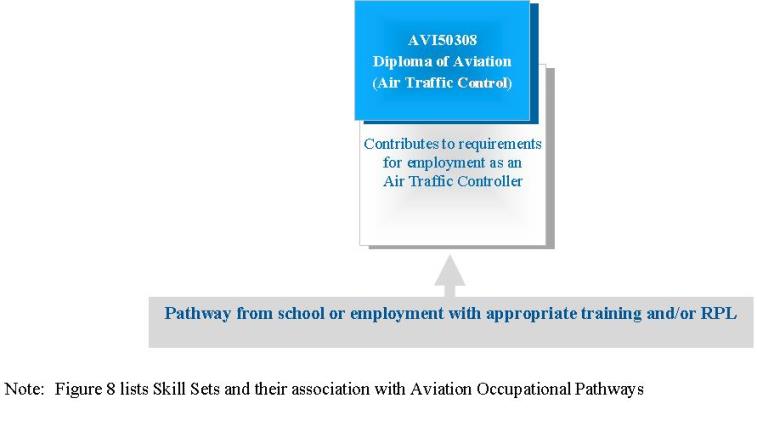
#### Figure 3: Aviation Pathways Ground Operations

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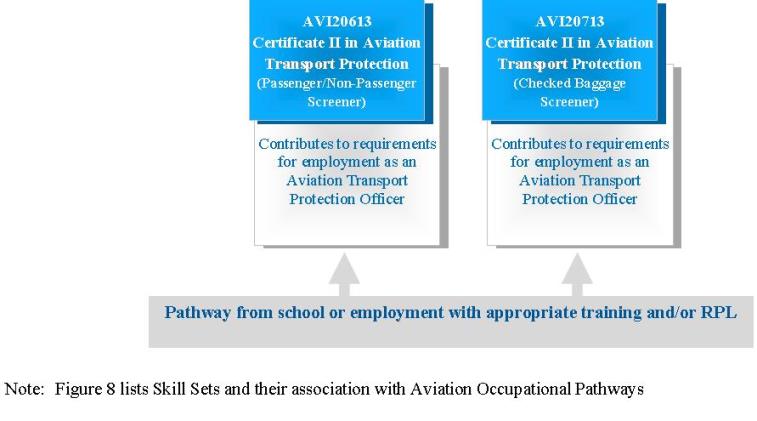
#### Figure 4: Aviation Pathways Air Traffic Control

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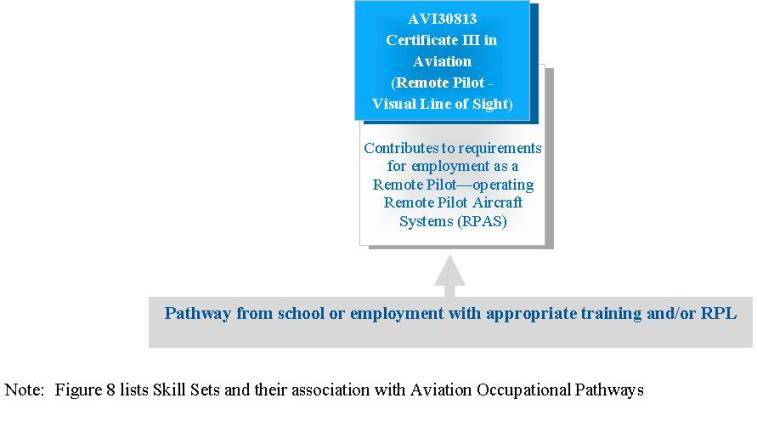
#### Figure 5: Aviation Pathways Aviation Transport Protection

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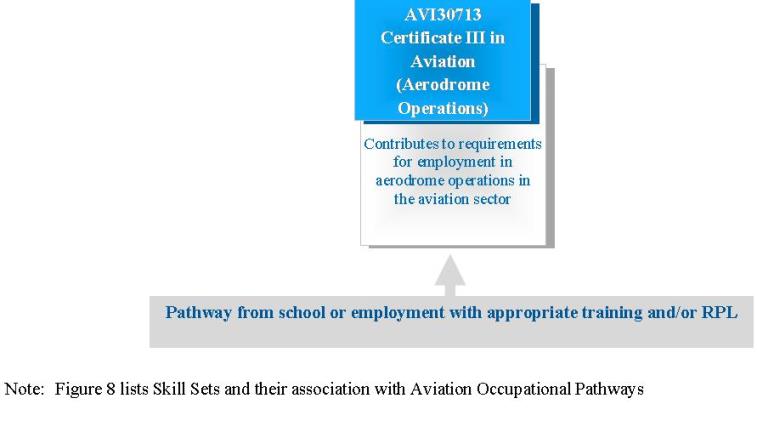
#### Figure 6: Aviation Pathways Remote Pilot

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#### Figure 7: Aviation Pathways Aerodrome Operations

#### 



#### Figure 8: Aviation Skill Sets/Pathways Matrix

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Skill Sets | Ground Operations | Flight Operations | Pilot Pathway | Air Traffic Control |
| Aviation Operator Skill Set |  |  |  |  |
| Manual Handle Freight/Baggage in Aircraft Cargo Hold Confined Spaces Skill Set |  |  |  |  |
| Airborne Rappelling Skill Set |  |  |  |  |
| Airborne Recovery Skill Set |  |  |  |  |
| Handle Dangerous Goods/Hazardous Substances Skill Set |  |  |  |  |
| Use and Maintain Minor Mechanical Equipment Skill Set |  |  |  |  |
| Aerodrome Works Safety Officer working with a Method of Works Plan (MOWP) Skill Set |  |  |  |  |
| Aerodrome Works Safety Officer working on Time Limited Works Skill Set |  |  |  |  |
| Aerodrome Reporting Officer Skill Set |  |  |  |  |
| Notice to Airmen Skill Set |  |  |  |  |
| Remotely Piloted Aircraft (RPA) Observer Skill Set |  |  |  |  |
| Maintain Security Awareness and Vigilance in the Aviation Workplace Skill Set |  |  |  |  |
| Simulator Operator Skill Set |  |  |  |  |
| Simulator Trainer Skill Set |  |  |  |  |
| Simulator Operator/Trainer Skill Set |  |  |  |  |
| Airborne Rappelling Supervisor Skill Set |  |  |  |  |
| Helicopter Wireman Skill Set |  |  |  |  |
| Aviation Supervisory Cabin Crew Skill Set |  |  |  |  |
| Night Aided Vision Aviation Operations Skill Set |  |  |  |  |
| Aircraft Underwater Escape Skill Set |  |  |  |  |
| Emergency Breathing System Skill Set |  |  |  |  |
| Aerobatic Pilot Skill Set |  |  |  |  |
| Formation Pilot Skill Set |  |  |  |  |
| Night Visual Flight Rules (NVFR) Pilot Skill Set |  |  |  |  |
| Marine Transfer Pilot Skill Set |  |  |  |  |
| External Load Pilot Skill Set |  |  |  |  |
| Rappelling and Winching Pilot Skill Set |  |  |  |  |

Skill Sets

### Definition

Skill Sets are defined as single units of competency, or combinations of units of competency from an endorsed Training Package, which link to a licence or regulatory requirement, or defined industry need.

### Wording on Statements of Attainment

Skill Sets are a way of publicly identifying logical groupings of units of competency which meet an identified need or industry outcome. Skill Sets are not qualifications.

Where Skill Sets are identified in a Training Package, the Statement of Attainment can set out the competencies a person has achieved in a way that is consistent and clear for employers and others. This is done by including the wording ‘these competencies meet [insert Skill Set title or identified industry area] need’ on the Statement of Attainment. This wording applies only to Skill Sets that are formally identified as such in the endorsed Training Package. See the 2013 edition of the AQF Implementation Handbook for advice on wording on Statements of Attainment.

### Skill Sets in this Training Package

This section provides information on Skill Sets within this Training Package, with the following important disclaimer: Readers should ensure that they have also read the part of the Training Package that outlines licensing and regulatory requirements.

The Skill Sets within this Training Package are as follows:

* Aviation Operator Skill Set
* Manual Handle Freight/Baggage in Aircraft Cargo Hold Confined Spaces Skill Set
* Airborne Rappelling Skill Set
* Airborne Recovery Skill Set
* Simulator Operator Skill Set
* Simulator Trainer Skill Set
* Simulator Operator/Trainer Skill Set
* Airborne Rappelling Supervisor Skill Set
* Helicopter Wireman Skill Set
* Aviation Supervisory Cabin Crew Skill Set
* Night Aided Vision Aviation Operations Skill Set
* Aircraft Underwater Escape Skill Set
* Emergency Breathing System Skill Set
* Aerobatic Pilot Skill Set
* Formation Pilot Skill Set
* Night Visual Flight Rules (NVFR) Pilot Skill Set
* Marine Transfer Pilot Skill Set
* External Load Pilot Skill Set
* Rappelling and Winching Pilot Skill Set
* Handle Dangerous Goods/Hazardous Substances Skill Set
* Use and Maintain Minor Mechanical Equipment Skill Set
* Aerodrome Reporting Officer Skill Set
* Aerodrome Works Safety Officer working with a Method of Works Plan (MOWP) Skill Set
* Aerodrome Works Safety Officer working on Time Limited Works Skill Set
* Notice to Airmen Skill Set.
* Maintain security awareness and vigilance in the aviation workplace Skill Set
* Remotely Piloted Aircraft (RPA) Observer Skill Set

Glossary

The following is an explanation of aviation-specific terms, acronyms and phonetic alphabet referred to in the AVI08 Aviation Training Package.

These definitions are advisory only. The definitions should also be confirmed against the definitions provided in the relevant Manuals of Standards issued by the Civil Aviation Safety Authority (CASA) as part of Civil Aviation Safety Regulations (CASRs). Compliance with relevant regulations, checks and actions in approved checklists, placards, Flight Manual/Pilot Operating Handbooks, or Operations Manuals have precedence and must be maintained.

It should also be noted that the glossary does not include the various terms used in aviation weather forecasts and related products. Training Package users should refer to the relevant publications issued by the Australian Bureau of Meteorology and CASA for definitions of terms used in aviation weather products.

Glossary of terms

|  |  |
| --- | --- |
| Accident | An unplanned, unmeasured event or outcome which may or may not result in injury or property damage. |
| Aiming point | The ‘aiming point’ related to a visual approach and landing of a helicopter is that point at which a pilot looks to achieve a predetermined touchdown, hover or termination point. |
| Air Traffic Services (ATS) | A generic term, meaning, variously, flight information service, alerting service, air traffic advisory service, air traffic control service (area control service, approach control service or aerodrome control service) and any other service which CASA designates to be an air traffic service. |
| Air Waybill | The document entitled, ‘Air Waybill/Air Consignment Note’ made out by or on behalf of the shipper which evidences the contract between the shipper and carrier(s) for carriage of goods over routes of the carrier(s). |
| Aircraft – narrow-body | Any type of passenger aircraft with six seats abreast or less and a single aisle in the passenger cabin, for example, 737. |
| Aircraft – wide-body | Designates aircraft types with two aisles in the passenger cabin, for example, 747 ,767 and A380. |
| Aircraft configuration | Planned utilisation layout of aircraft interior space. |
| Airport – destination | Ultimate intended terminating airport of a flight. |
| Airport – origin | The place from where the flight commences. |
| Airspace cleared | Collision avoidance must always be practised and a procedure followed to ensure a collision does not occur. This procedure is performed before all turns and manoeuvres. The procedure is:  when turning left, 'Clear right, clear ahead, clear left-turning left' or  when turning right, 'Clear left, clear ahead, clear right-turning right'.  If an object is closing and remains on a line of constant bearing (stays at the same point on the windscreen), a collision will occur if avoiding action is not taken. |
| Approach to hover | The process of maintaining a specified track and glide slope at reducing ground speed to a nominated termination point at the hover. |
| Approved checklist | A checklist derived from information set out in the Flight Manual/POH, placards or other approved documents provided with the aircraft, necessary to ensure the safe operation of the aircraft. |
| ATC Licence | A licence issued as an authority to act in a licensed air traffic control function and issued in accordance with ICAO Annex 1. |
| ATS Certificate | A certificate authorising an entity to provide air traffic services. |
| ATS Certificate Holder | An entity authorised under Part 172 of the Civil Aviation Safety Regulations to provide air traffic services at the location and in the airspace specified by the Airspace Authority. |
| ATS Licence | Either an Air Traffic Controller Licence or a Flight Service Licence issued as an authority to act in a licensed ATS function. |
| Avoid area | The area delineated on the height-velocity envelope chart in a helicopter's Flight Manual which shows the parameters within which operations should be avoided. |
| Baggage – cabin | Baggage of which the passenger retains custody (also as 'Hand' and/or 'Unchecked'). |
| Baggage – checked | Equivalent to 'Registered Luggage' means baggage of which the carrier takes sole custody and for which carrier has issued a baggage check. |
| Baggage – crew | Baggage which is the property of operating crew and which is separately identified. |
| Baggage – transfer | Baggage arriving at a point on one flight and continuing its journey there from on another flight within a defined time limit. |
| Boarding | Equivalent to term, 'Embarkation' means passengers entering an aircraft. |
| Bulkhead – stressed | A bulkhead which in combination with the aircraft structure has been designated to restrain load. |
| Cargo | Any goods carried on an aircraft which are covered by an air waybill. |
| Carriers | The air carrier issuing the ticket (or air waybill) and 311 air carriers that carry or undertake to carry the passenger and/or his baggage for the cargo thereunder or to perform any other services related to such air carriage. |
| Closure rate | The apparent speed at which a helicopter moves towards a specified point or object. |
| Compartment | A space designated within a hold. |
| Competency | The defined knowledge and/or skill including the minimum performance standard in that knowledge and/or skill area required of the relevant air services licence holder. Note: an individual is either competent or not yet competent. |
| Consignment | Equivalent to the term 'Shipment'. One or more pieces of goods accepted by the carrier from one shipper at one time and at one address, receipted for in one lot and moving on one air waybill to one consignee at one destination address. |
| Controlled corrective action | Smooth, timely and coordinated use of controls made to achieve specified performance. |
| Controlled rate of descent on landing | 'Controlled rate of descent' associated with a landing means that the touchdown is without harshness and the successful outcome of the landing is not in doubt. |
| Crew Resource Management (CRM) | The application of human factors knowledge within the working environment. This includes the special case of flight crew and cabin crew, their interactions with each other, with other groups, and with the technology of the system. It is an active process to identify threats to safety, communicate them to the Pilot in Command (PIC), and to carry out a plan to avoid or mitigate their potential consequences. CRM is the utilisation of all available human, informational, and equipment resources toward the goal of safe and efficient operations (e.g. flight, maintenance, air traffic control). CRM deals directly with the avoidance of human errors and the management and mitigation of the consequences of those errors that do occur. |
| Currency | Satisfactory completion of relevant written examinations and performance assessment within the time frame specified. |
| Dangerous goods | Articles or substances which are capable of posing a significant risk to health, safety or property when transported by air and which are classified as such in the IATA Dangerous Goods Regulations. |
| Disciplined behaviour | The implementation of successful strategies to manage all personality traits and mental and physical limitations that, if ignored, could compromise safety. |
| Effect of turbulence | The effect of turbulence must be considered when measuring standards of flying competency. Assessors must evaluate each situation and then apply considered judgement to compensate for variations to the published standards. |
| Endorsement | An authorisation associated with a rating, and forming part thereof, which defines the location and discrete function at and/or for which a specified service may be performed by its holder. |
| Engine ingestion | Due to the suction power of the jet engine intake, foreign objects and nearby people can be sucked into the engine. |
| Equipment operators licence | Issued by the relevant airport authority. |
| Errors | Deviation from intentions. |
| Flight number | The alpha-numerical designator of a flight, prefixed by a two-letter or three-character designator. |
| Foreign object damage (FOD) | Engine damage resulting from foreign matter being ingested by the engine either on the ground or in the air. |
| FS Licence | A licence issued as authority to act in a licensed flight service function. |
| Functional Group | A group of one or more sectors and/or work stations that provide an array of air traffic services identified by the ATS provider as requiring a common core of knowledge and skills. |
| Hazard | Any situation, condition or circumstance capable of causing injury or damage. |
| Helicopter | A heavier-than-air aircraft supported by the reaction of the air on one or more normally power-driven rotors on substantially vertical axes. |
| Helicopter is balanced | The skid ball in the balance indicator is less than a quarter of the ball diameter from the centre in forward flight. |
| Hold | A space confined by calling, floor, walls, and bulkhead, used for carrying load. |
| Hover helicopter | To maintain the helicopter over the hover point at nominated height and heading. |
| Hover point | That point on the surface of the earth over which a nominated part of the helicopter is maintained. |
| Human Factors | A developing and dynamic multi-disciplinary activity that aims to optimise the relationship between people and their activities by the systematic application of human sciences, integrated within the framework of systems engineering. Human Factors involves the study of the human's capabilities, limitations, and behaviours and the integration of that knowledge into the design of systems to enhance the safety, performance and the general well being of the operators of the systems. |
| Igloo - non-structural | A bottomless rigid shell made of fibreglass, metal or other suitable material. Its shape conforms to the contours of cargo aircraft envelopes. It covers the maximum usable area of an aircraft pallet to which it is secured during flight. This shell used in combination with an aircraft pallet and net assembly is known as a non-structural igloo. |
| In ground effect (IGE) | Hovering the helicopter less than 2/3 rotor diameter above a surface that restricts the induced flow. |
| Incident | An occurrence with the potential to cause ground damage or personal injury. |
| Interline | Transfer from one carrier to another. |
| Jet blast | The exhaust from a jet engine. This blast can create winds of up to 160 kph and high temperatures - stay clear. |
| Joining | Boarding or loading at a transit station. |
| Leadership | The ability to manage actions to induce other people to use their skills and knowledge to pursue a defined objective. |
| Lift off | The process of lifting the helicopter vertically from the surface to a stabilised hover. |
| Light on the skids or wheels | That with collective pitch (power) applied, and the helicopter still in contact with the ground, any application of cyclic pitch or anti torque pedal will produce a discernible movement by the helicopter. |
| Like type endorsement | An endorsement defined by the ATS provider which has attributes and requirements sufficiently similar to other within the functional group to be suited to generic recency requirements of familiarisation, training and assessment. |
| Line up checks | These checks are performed before take-off when lined up in the runway or take-off direction. The checks should include:  compass checked and aligned with take-off direction  engine instruments indicate engine within operating limits. |
| Load control | A function to ensure the optimum utilisation of the aircraft capacity and distribution of load as dictated by safety and operational requirements. |
| Loading instruction | Instructions given by Load Control to the person responsible for the aircraft loading. |
| Mail – diplomatic | Governments' property carried under special agreements. |
| Manual of Standards | The CASA manual which prescribes operational and technical standards pertaining to the licensing, and training for licensing, of specified aviation personnel including flight crew, air traffic service personnel, and so on. |
| Minimum power speed | The speed at which level flight can be maintained with minimum power required. |
| Movement | The arrival or departure of an aircraft. |
| Nets | A network of webbing affixed to an aircraft within its holds or to aircraft ULD for the purpose of restraining a load within the hold or in the ULD. |
| Pallet – aircraft | A platform with a flat under surface to standard aircraft requirements on which goods are assembled and secured by nets, straps, igloos, and so on, and subsequently locked into the aircraft to achieve rapid loading/unloading on compatible aircraft conveying and restraint systems. As such, it becomes a component of the aircraft loading and restraint system. |
| Pedal/spot turn | Turning a hovering helicopter about a vertical axis which passes through a nominated part (normally the mast) of the aircraft. |
| Pre-manoeuvre checks | These checks are completed before performing manoeuvres that involve rapid changes of altitude, attitude or heading. The mnemonic 'HASELL' may be used as a reminder for this check:  H Height is sufficient to safely complete all manoeuvres  A Airframe configuration is appropriate for manoeuvres  S Security of harnesses and loose objects is ensured  E Engine instruments are checked, RPM, mixture, boost pumps and carburettor heat are set as required. Fuel remaining is adequate  L Location is correct, clear of built up areas, controlled airspace and restricted areas  L Lookout is maintained before and during manoeuvres |
| Pre-descent or navigation turning point checks | These checks are completed before descending for approach and landing or operations at low level. The mnemonic 'CLEAR' may be used as a reminder for this check:  C Compasses are synchronised and checked  L Log position and ETA to next reporting point  E Engine instruments and fuel are checked  A Altimeter sub scale is set and new altitude is confirmed  R Radio is tuned to operating frequency and intentions broadcast |
| Proficiency | The assessed level of ability to carry out the functions of an Endorsement as measured against the minimum prescribed standard in a formal performance assessment. Note: individuals are variously proficient. |
| Protective equipment | Equipment when worn minimises the risk of injury or disease, for example, ear muffs, gloves, shoes, sunglasses (if applicable), and so on. |
| Pushback | Push aircraft clear of aerobridge or bay for departure. |
| Qualification – education | The formal certification issued by a RTO under the Australian Qualifications Framework that a person has achieved all the requirements for a qualification as specified in a national Training Package endorsed by the National Skills Standards Council (NSSC) (in this case the Aviation Industry Training Package). |
| Qualification – regulatory | An authorisation associated with a licence issued by CASA, and forming part thereof, which defines a specified ancillary activity for which the holder is authorised. |
| Ramp | The area of an airport intended for accommodation of aircraft for loading, unloading, fuelling, parking and maintenance. Also known as the apron or tarmac. |
| Rating | An authorisation entered on or associated with a licence and forming part thereof, stating special conditions, privileges or limitations pertaining to such a licence. |
| Recency | The on-going practical application of a function for a required minimum period within the time frame specified. |
| Recommended Practice | Any specification of uniform application recognised as desirable for the safety of air navigation, and including any means proposed by a regulator to put that specification into effect. |
| Registration – aircraft | A unique alphanumeric designation for an aircraft. SECTOR Equivalent to 'Leg' means the space between two consecutive scheduled stops on any given flight. |
| Rule | A direction prescribed by a service provider to satisfy maintenance of and compliance with a standard. |
| Safe(ly) | That a manoeuvre or flight is completed without injury to persons, damage to aircraft or breach of aviation safety regulations, while meeting the requirements of the Australian National Competency Standards for Private and Commercial Helicopter Pilots. |
| Safest outcome | That the manoeuvre or flight is completed with minimum damage or injury under the prevailing circumstances. |
| Sector | A volume of airspace defined for the purpose of providing an air traffic service. |
| Shut down checks | These checks are completed when committed to a forced landing after an engine failure. The purpose is to isolate fuel and electrical source that could lead to a fire. These checks may include:  throttle closed  boost pumps 'off'  mixture 'idle cut off'  fuel 'off'  magnetos off'  generator(s)/alternator(s) 'off'  safety harness 'secure'  any other checks detailed in Flight Manual/POH  master switch 'off' when electrical services no longer required. |
| Situation awareness | An appreciation of all factors relevant to the safe progress of a flight. |
| Slip port | Any port which may be visited other than the home port of the worker. |
| Special load | A load which, owing to its nature or value, requires special attention and treatment during the process of acceptance, storage, transportation, loading and unloading. |
| Stakeholder | Any person involved with, or affected by the flying operation to be performed. |
| Standard | Any specification of uniform application recognised as necessary for the safety of air navigation, and including any direction prescribed by a regulator to ensure conformity with that specification. |
| Standard operating procedures | Any procedure included in documents and publications authorised by the CASA. |
| Stress(ors) | A disturbing physiological or psychological influence on human performance which may impact adversely on the safe conduct of a flight or situation. |
| Take off | The process of accelerating the helicopter through translational lift with the intent of departing. |
| Tare weight | The weight of an empty unit load device. It includes all liners and/or fittings, and so on. when these are required by the specification or as registered with IATA. |
| Terminate with power (and recover to the hover) | When associated with autorotative flight this term means that the application of collective pitch with engine and rotor RPM coordinated (needles joined) brings the helicopter to a stabilised hover (auto to powered flight). |
| Termination point | The 'termination point' associated with a landing, is the point at which the helicopter terminates the approach to the hover. |
| Tie-down | Equivalent to 'Restrain/Secure/Lash' means the term used to describe the securing of the bulkload or part thereof to fixed restraint points within an aircraft or in a ULD, to conform to restraint and safety requirements. |
| Tie-down – equipment | May comprise any or all of the following items which have, been authorised for use:  tie-downflashing rings, straps, webbing, nets, ropes, cable and chains. |
| Tie-down – points | Attachment points for the tie-dawn equipment to secure load on aircraft and/or ULDs. |
| Touchdown point | The 'touchdown point ' associated with a landing, is the point at which the helicopter landing gear first contacts the runway or landing area. |
| Transfer | Traffic which arrives on a flight and continues on another flight of the same airline or another airline within a defined time limit. |
| Tranship | A direct aircraft to aircraft transfer of ULD and/or its load. |
| Transit | Traffic which arrives on a flight and continues on the same flight. |
| Transit flight or through flight | A flight transiting one or more airports en route. |
| Transit station/airport | A scheduled en route stopping place on a flight. |
| Transit time | The time an aircraft remains in transit. |
| Trouble checks | Trouble checks are performed to determine the cause(s) of an engine failure and to prepare the engine for a restart. Trouble checks may include:  carburettor heat set as required  fuel selected to a tank containing fuel  mixture set to optimum  fuel boost pumps selected in accordance with Flight Manual/POH  throttle set  magnetos on. |
| Ullage | The space in a tank not occupied by its contents. Used as a measure of storage space still available |
| Unit load device (ULD) | A unit in which deadload (i.e. baggage) is bulk loaded. The unit is then loaded into the aircraft. |
| Unserviceable | No longer able to be used, for example, because of wear, damage, and so on. |
| Violations | Intentional deviations from known rules or standards. |
| Visual cues | Visual cues associated with hovering, means any visual features or references that are used to determine the position or movement of a helicopter relative to the hover point. |
| Visual references | 'Visual references' associated with hovering means the features within the visual range of the pilot that are used as visual cues to maintain the helicopter over a hover point. |

Acronyms

|  |  |
| --- | --- |
| AC | Advisory Circular |
| ACMA | Australian Communications and Media Authority |
| AD | Airworthiness Directive |
| ADF | Automatic Direction Finder |
| ADF | Automatic Direction Finder |
| AGL | Above Ground Level |
| AIP | Aeronautical Information Publication |
| AME | Aircraft Maintenance Engineer |
| AOC | Air Operators Certificate |
| ARCOP | Aircraft Radiotelephone Operator Certificate of Proficiency |
| ARN | Aviation Reference Number |
| ASA | Air Services Australia |
| ASIC | Aviation Security Identity Card |
| ATC | Air Traffic Control |
| ATIS | Automatic Terminal Information Service |
| ATO | Approved Testing Officer |
| ATPL | Airline Transport Pilot’s Licence |
| ATS | Air Traffic Services |
| ATSB | Australian Transport Safety Bureau |
| AV | Air Vehicle |
| AVFAX | Meteorological and NOTAM Facsimile Service |
| AVID | Aviation Identification |
| BAK | Basic Aeronautical Knowledge |
| BASI | Bureau of Safety Investigation |
| BVLOS | Beyond Visual Line of Sight |
| CAAP | Civil Aviation Advisory Publication |
| CAO | Civil Aviation Orders |
| CAR | Civil Aviation Regulations |
| CASA | Civil Aviation Safety Authority |
| CASR | Civil Aviation Safety Regulations |
| CFI | Chief Flying Instructor |
| CIR | Command Instrument Rating |
| CPL | Commercial Pilot Licence |
| CRM | Crew Resource Management |
| CTA | Control Area |
| CTAS | Common Traffic Advisory Frequency |
| CTR | Control Zone |
| DAME | Designated Aviation Medical Examiner |
| DAMP | Drug & Alcohol Management Program |
| DECTALK | Automated Meteorological Telephone Briefing |
| DG | Dangerous Goods |
| DME | Distance Measuring Equipment |
| DR | Deduced/dead Reckoning |
| EASA | European Aviation Safety Agency |
| EP | Emergency Procedure |
| ERS(A) | En Route Supplement (Australia) |
| ETA | Estimated Time of Arrival |
| ETD | Estimated Time of Departure |
| ETM | Error and Threat Management |
| FCL | Flight Crew Licensing |
| FIR | Flight Instructor Rating |
| FOD | Foreign Object Damage |
| FROL | Flight Radio Operators Licence |
| FT | Feet |
| GAAP | General Aviation Aerodrome Procedures |
| GELP | General English Language Proficiency |
| GPS | Global Positioning System |
| HF | High Frequency |
| HLS | Helicopter Landing Site |
| IAS | Indicated Air Speed |
| IFR | Instrument Flight Rules |
| IMC | Instrument Meteorological Conditions |
| KTS | Knots |
| MAP | Manifold Air Pressure |
| MBZ | Mandatory Broadcast Zone |
| MPP | Most Probable Position |
| NAIPS | National Aeronautical Information Processing System |
| NCN | Non Compliance Notice |
| NDB | Non Directional Beacon |
| NOTAM | Notice to Airmen |
| NVG | Night Vision Goggles |
| OC | Operators Certificate |
| OM | Operations Manual |
| POH | Pilot Operating Handbook |
| PPL | Private Pilot Licence |
| QNH | Altimeter subscale setting to obtain elevation or altitude |
| RPA | Remote Pilot Aircraft |
| RPAS | Remote Pilot Aircraft Systems |
| RPM | Revolutions Per Minute |
| R/T | Radiotelephone |
| SARTIME | Time Search Action |
| SIF | Selective Identification Feature |
| SPL | Student Pilot Licence |
| SSR | Secondary Surveillance Radar |
| STD | Standard |
| TAS | True Air Speed |
| TEM | Threat and Error Management |
| TEMPO | Temporary changes to prevailing weather conditions for periods not exceeding 60 minutes |
| UAS | Unmanned Aerial Systems |
| UAV | Unmanned Aerial Vehicle |
| VHF | Very High Frequency |
| VFR | Visual Flight Rules |
| VLOS | Visual Line of Sight |
| VMC | Visual Meteorological Conditions |
| VOR | VHF Omni-directional Radio Range |
| XPDR | Transponder |

Phonetic Alphabet

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| --- | --- | --- |
| A – Alpha | J – Juliet | S – Sierra |
| B – Bravo | K – Kilo | T – Tango |
| C – Charlie | L – Lima | U – Uniform |
| D – Delta | M – Mike | V – Victor |
| E – Echo | N – November | W – Whiskey |
| F – Foxtrot | O – Oscar | X – X-ray |
| G – Golf | P – Papa | Y – Yankee |
| H – Hotel | Q – Quebec | Z – Zulu |
| I – India | R – Romeo |  |