



**Australian Government**

# **Assessment Requirements for AVIM0005 Facilitate non-technical skills instruction**

**Release: 1**

# Assessment Requirements for AVIM0005 Facilitate non-technical skills instruction

## Modification History

Release 1. This is the first release of this unit of competency in the AVI Aviation Training Package.

## Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements, performance criteria and range of conditions on at least one occasion and include:

- accepting responsibility for own instructional performance
- applying relevant knowledge of instructional methods and techniques
- implementing work health and safety (WHS) procedures and relevant regulations
- interpreting relevant instructions, regulations, procedures and other information
- instructional methods to manage contingency operations:
  - abnormal situations
  - emergency conditions
- methods of monitoring flight path, aircraft configuration and systems to achieve desired performance using systematic scan techniques
- selecting and using appropriate instruments, displays, communications equipment and aids to support non-technical skills instruction
- using appropriate normal, abnormal and emergency aviation terminology.

## Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements, performance criteria and range of conditions and include knowledge of:

- assessment principles, including:
  - validity
  - reliability
  - flexibility
  - fairness
- decision processes, including:
  - receiving information
  - converting information into reality
  - generating options

- analysing options
- making decisions
- definitions, including:
  - airmanship
  - airspace cleared procedure
  - behavioural markers
  - error
  - flight environment
  - formative assessment
  - human factors
  - judgement
  - leadership
  - manage/management
  - non-technical skills
  - safe/safety/safely
  - safest outcome
  - situation awareness
  - stakeholder
  - standard operating procedure (SOP)
  - stress/stressors
  - summative assessment
  - technical skills
  - threat
  - threat and error management
  - undesired aircraft state
  - violation
- dimensions of competency, including:
  - task skills
  - management and contingency skills
  - role skills
  - transfer skills
- human factors that adversely affect communications, including:
  - poor tone or phrasing of communications
  - lack of openness
  - poor reaction to criticism
  - aggressiveness or lack of assertion
  - unwillingness to listen
  - disrespect for others
  - arrogance

- incorrect use of authority
- human factors that adversely affect task management, including:
  - lack of preparation - confusion and disorganisation
  - fatigue - poor decision making and errors
  - discomfort - distraction and fatigue
  - stress - inefficiency and distraction
  - arousal - increased or decreased work cycles
  - distraction - diverted attention and lack of concentration
  - non-use of system automation - increased work
  - destination or task obsession - poor decision making and desire to 'press on'
  - bad health - decreased physical and psychological performance
  - overload - fixation, tunnel vision and broken work cycles
- human performance limitations, including physiological, psychological and ergonomic aspects:
  - fatigue
  - illusion
  - drug and alcohol management
  - general health
  - knowledge of the functions of the eyes and ears
- indicators of human factor deficiencies, including:
  - poor lookout
  - poor situation awareness
  - poor decision making
  - lack of task organisation
  - insufficient communication
  - failure to recognise threats to safety
  - commission of errors
- limitations that affect information processing and decision making, including:
  - time constraints
  - mental overload
  - task mismanagement
  - conflicting information
  - expectations and anticipation
  - fatigue
  - insufficient knowledge
  - forgetting requirements or information
  - emotional state
  - confirmation bias (ignoring information that does not support the decision)
  - personality traits
  - failure to seek or apply feedback

- stress
- fixation and destination obsession
- principles of evidence assessment, including:
  - validity
  - authenticity
  - sufficiency
  - currency
- principles of prioritisation and task management.

## Assessment Conditions

Assessors must hold credentials specified within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must satisfy the Principles of Assessment and Rules of Evidence and all regulatory requirements included within the Standards for Registered Training Organisations current at the time of assessment.

Assessment must occur in workplace operational situations. Where this is not appropriate, assessment must occur in simulated workplace operational situations that reflect workplace conditions.

Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- acceptable means of simulated assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant and appropriate materials, tools, equipment and personal protective equipment (PPE) currently used in industry.

## Links

AVI Training Package Companion Volume Implementation Guide available on VET Net: - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=4725260a-0af3-4daf-912b-ef1c2f3e5816>