



**Australian Government**

**Assessment Requirements for AVIM0009  
Facilitate training in a synthetic  
environment**

**Release: 1**

# Assessment Requirements for AVIM0009 Facilitate training in a synthetic environment

## 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:

- adapting to differences in equipment and operating environment in accordance with standard operating procedures (SOPs)
- applying flexibility in facilitation when using synthetic devices, including:
  - applying intervention techniques
  - assessing learning and performance
  - effectively using a variety of activities or providing directions for different trainee needs
- conducting briefings and debriefings
- confirming technical and human factor requirements for a synthetic environment
- following safety and emergency procedures, including established procedures and industry safe practice
- coordinating activities involving a range of complex tasks
- coordinating information communications technology related activities
- debriefing significant details of trainee performance
- developing a delivery plan that ensures logical progression of learning content, trainee safety and continuity of trainee progress, including:
  - determination of learning management tools, such as feedback systems and support mechanisms
  - individual/group learning objectives or outcomes for learning program or segment of learning program to be addressed
  - learning/activities/events to be addressed in e-learning sessions
  - number of trainees and their specific support requirements
  - resources and/or tools to be used
  - timing, sequence and number of pre-planned sessions
  - types of pre-planned sessions – synchronous (in real time using conferencing, chats and forums) or asynchronous (not in real time using email, offline forums and bulletin boards)
  - topics to be addressed in learning sessions
- evaluating instructional effectiveness
- identifying potential risks, including those associated with human factor aspects of synthetic

training devices

- identifying potential risks, including:
  - effects on what is learned and relationship with the real world
  - negative learning
- implementing handover/takeover procedures for control of synthetic device in accordance with workplace procedures
- implementing work health and safety (WHS) procedures and relevant regulations
- interpreting trainee needs and directing them to new learning opportunities
- maintaining trainee records in accordance with workplace procedures
- managing an environment that fosters learning and performance
- monitoring and addressing abnormal/unusual conditions
- monitoring and documenting trainee progress in accordance with workplace procedures
- reading, comprehending and interpreting written technical English
- reading, interpreting and following relevant regulations, instructions, procedures, information and signs
- reporting and/or rectifying problems, faults or malfunctions promptly in accordance with workplace procedures
- selecting and employing appropriate simulation equipment
- selecting and using required personal protective (PPE) equipment conforming to industry and WHS standards
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment.

## 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:

- abnormal conditions, including hardware, software and equipment malfunction/failure and poor/unusual trainee performance, including:
  - emergency communication
  - equipment malfunction/failure
  - hardware malfunction/failure
  - loading stops
  - motion stops
  - participant simulation sickness
  - personnel equipment malfunction/failure
  - poor/unusual participant performance
  - smoke or overheat warnings
  - software malfunction/failure
- advantages of synthetic training environments in facilitating learning
- limitations of synthetic training devices, including:

- fidelity
- instrumentation
- movement
- resolution
- good practice in facilitating learning in a synthetic environment, including:
  - assisting trainees in locating, using and evaluating online information
  - facilitating group work
  - guiding learning activities through setting up questions, issues, scenarios to be addressed
  - knowing when to intervene/when to let trainees direct themselves
  - maintaining momentum and motivation of trainees through ongoing individual contact and feedback
  - moderating disruptive, abusive or dominant trainees
  - observing trainee interaction and intervening as required to maintain focus/momentum/engagement
- application of simulation and synthetic activities including live, virtual and constructive (LVC) simulations
- common trainee errors and suggested suitable remedial instruction
- risk management issues, including:
  - emergency communication
  - equipment malfunction/failure
  - fidelity and resolution constraints/limitations smoke or overheat warnings
  - loading stops
  - motion stops
  - negative learning
  - simulator access/egress
  - simulation/motion sickness
  - threat and error management (TEM)
- debriefing and feedback techniques, including:
  - individual versus group debrief
  - basic techniques:
    - review simulation event
    - recall what happened
    - clarify facts
    - correct misconceptions
    - reinforce specific learning outcomes
  - intermediate techniques:
    - guided reflection of event
    - coaching methodology
    - transfer learning responsibility to participants
    - decision-making analysis

- cost versus benefit/trade-offs
- skill and knowledge technique enhancement
- advanced techniques:
  - less guidance
  - using media/checklists/video
  - oral and written evaluation
  - part of group talks/part listens
  - varied perspective (observers)
  - developing and evaluating new concepts
  - developing self-evaluative learning in participants
- debrief of stakeholders, including:
  - feedback to manufacturer, contracted suppliers and contracted maintainers
  - feedback to relevant organisational authorities
  - feedback to relevant personnel on conclusion of simulator activity
- documentation production and safe storage
- effective use of a course of training, curricula/syllabus and lesson plans
- effects of simulation sickness:
  - nausea subscale:
    - increased salivation
    - sweating
    - nausea
    - stomach awareness
    - burping
  - oculomotor subscale:
    - fatigue
    - headache
    - eyestrain
    - difficulty focusing
  - disorientation subscale:
    - vertigo
    - dizzy (eyes open)
    - dizzy (eyes closed)
    - blurred vision
    - established procedures applicable to simulation operations
- variations to training activity:
  - changes made in response to a strategic requirement
  - changes made in response to a training need
- functions of single-user, multi-user and distributed user operating systems
- fundamentals of instructing, questioning, engaging and motivating trainees
- handover/takeover procedures for controlling synthetic device/s

- how to distinguish between a technical problem and a content problem, and how to respond accordingly
- human factors implication and risks in a synthetic training environment
- information communications technology in a simulation and synthetic environment
- intervention strategies, principles and implications for a synthetic environment
- relevant learning management systems
- relevant WHS and environmental procedures and regulations applicable to simulation operations and personnel safety
- relevant sections of national and state/territory regulatory requirements and codes of practice
- sequencing and developing synthetic training activities and their relationship with real world training activities
- structure and content of relevant training resources
- techniques for introducing tasks in manageable segments to avoid overloading a trainee
- training and assessment competency standards
- cognitive load assessment, including:
  - anxiety
  - apathy
  - fatigue
  - impatience
  - inadequate demonstration
  - inadequate fault analysis
  - inadequate opportunity to practice
  - information overload
  - lack of preparation
  - outside pressures
  - physical discomfort
  - task complexity
  - unreasonable expectations
- when to intervene and when to let trainees direct themselves
- when interventions must be made to:
  - address safety
  - engage trainee
  - highlight a key learning point
  - initiate remedial actions
  - maintain momentum
- review of training, including:
  - effectiveness of learning protocols, their application and proposed changes
  - feedback from trainees, colleagues, learning designers via survey or discussion
  - identification of issues in managing/monitoring e-learners and the need for changes to contact/monitoring processes
  - identification of issues in using a delivery plan and the need for changes/modifications to

the plan

- technology effectiveness
- self-reflection, including:
  - asking critical questions about performance, problems, methods used and success of trainees
  - seeking, listening to and acting on feedback from trainees and others.

## 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 simulations
- acceptable means of simulation assessment
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and personal protective equipment (PPE) currently used in industry.

Synthetic training devices must include one of the following:

- associated simulator computer hardware and software
- desktop simulator
- flight training device
- full motion simulator
- operating system
- part-task trainer
- simulator
- single, multiple or team operator simulator
- synthetic training device
- virtual reality training system.

## 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>