



Australian Government

**Assessment Requirements for AVIM5004
Facilitate training in a synthetic
environment**

Release: 1

Assessment Requirements for AVIM5004 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
- applying flexibility in facilitation when using synthetic devices, for example:
 - 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 factors requirements for a synthetic environment including safety and emergency procedures
- 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
- evaluating instructional effectiveness
- identifying potential risks including those associated with human factors aspects of synthetic training devices
- implementing handover/takeover procedures for control of synthetic device in accordance with workplace procedures
- implementing work health and safety (WHS)/occupational health and safety (OHS) 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 clothing and equipment conforming to industry and WHS/OHS 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
- advantages and limitations of synthetic training environments in facilitating learning
- application of simulation and synthetic activities including live, virtual and constructive (LVC) simulations
- common trainee errors and suggested suitable remedial instruction
- debriefing and feedback techniques:
 - 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
- 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
- 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/OHS 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
- 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.

Assessment Conditions

As a minimum, assessors must satisfy applicable regulatory requirements, which include requirements in *the Standards for Registered Training Organisations* current at the time of assessment.

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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.

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

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 currently used in industry.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=4725260a-0af3-4daf-912b-ef1c2f3e5816>