



Australian Government

AVIM0001 Conduct a flight test

Release: 1

AVIM0001 Conduct a flight test

Modification History

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

Application

This unit involves the skills and knowledge required to conduct a flight test, in compliance with relevant regulatory requirements of the Civil Aviation Safety Authority (CASA) and national operating standards.

This unit also applies to conducting and administering a proficiency check.

It includes planning a flight test, preparing an applicant for a flight test and conducting a flight test. It also includes making assessment decisions, conducting post-flight test briefing and completing administrative requirements.

This unit addresses aviation non-technical skill requirements (mental, social and personal-management abilities) related to training and assessment duties of flight examiners, and contributes to safe and effective performance in complex aviation operational environments.

Operations are conducted as part of recreational, commercial and military aircraft activities across a variety of operational contexts within the Australian aviation industry.

Work is performed independently within a single-pilot or multi-crew environment.

Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Use for Defence Aviation is to be in accordance with relevant Defence Orders, Instructions, Publications and Regulations.

Pre-requisite Unit

Not applicable.

Competency Field

M – Training and Assessment

Unit Sector

Not applicable.

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1 Plan a flight test

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1 Applicable flight test to be conducted is identified and appropriate flight test is extracted from relevant licensing regulations
- 1.2 Applicant eligibility to participate in flight test to be conducted is confirmed
- 1.3 Competency standards that must be assessed are identified
- 1.4 Evidence gathering activities and methods are identified to provide sufficient, reliable, valid and fair evidence of competency
- 1.5 Completion of flight test applicant's knowledge deficiency report (KDR) and certification of this by flight training operator are confirmed
- 1.6 Additional flight test applicant KDR assessments are planned as required
- 2.1 Flight test applicant identity and flight test recommendation issued by flight training operator are confirmed
- 2.2 Flight test applicant's eligibility to be issued a licence and/or a rating/s as a result of assessment, is confirmed
- 2.3 Knowledge evidence specified for the unit of competency being assessed is confirmed through ground-based assessment or identified airborne practical assessment
- 2.4 KDR assessments are conducted as required
- 2.5 Context, purpose and content of flight test is explained to and confirmed with applicant
- 2.6 Flight test assessment procedures and expected performance requirements are explained to and confirmed with applicant
- 2.7 Function of flight examiner, including role-playing, simulation and procedures in an emergency are explained to and confirmed with applicant
- 2.8 Applicant specific needs are identified and provisions for

- reasonable adjustments to the assessment procedure are made
- 2.9 Action to be taken as a result of flight test applicant's failure to achieve required performance standard is explained to and confirmed with applicant
 - 2.10 Information is conveyed using appropriate language, interactive strategies and techniques to communicate effectively with applicant
- 3 Conduct flight test**
- 3.1 Flight test process is correctly applied in accordance with relevant sections of flight examiner manual
 - 3.2 Clear, logical, systematic and unambiguous explanations are used to convey information to applicant to ensure the effective conduct of flight test
 - 3.3 Intervention is limited to ensuring effective conduct of the flight test and management of contingencies and abnormal or emergency situations
 - 3.4 Applicant's performance is monitored and assessed and a comprehensive record of events maintained
 - 3.5 Safe completion of the flight test is ensured and situational awareness maintained throughout flight test activities
- 4 Make assessment decisions**
- 4.1 Evidence of the applicant's performance in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standards is evaluated
 - 4.2 Evidence of the applicant's performance is evaluated using a holistic procedure that ensures all dimensions of competency when conducting tasks, managing tasks and contingencies, operating in a flight environment and transferring skills and knowledge to new situations and contexts is considered
 - 4.3 Assessment decision is made based on objective evaluation of the evidence against the specified competency or proficiency standards
- 5 Conduct post-flight test briefings**
- 5.1 Applicant is advised of the achievement of competency, or failure to achieve competency
 - 5.2 Clear and constructive feedback about performance is provided to the applicant using appropriate language and strategies, including guidance on further training if appropriate

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| | 5.3 | Opportunities for overcoming any identified gaps in competency as revealed by the assessment are explored with applicant |
| | 5.4 | Applicant is advised of reassessment procedures and appeals mechanism if assessment decision is challenged |
| | 5.5 | Relevant flight instructors and flight training operator are advised of flight test result and reasons for outcome, including positive and negative aspects of applicant performance and information to assist in improving training outcomes |
| 6 Complete administrative requirements | 6.1 | Relevant flight test application and appropriate flight test forms are completed |
| | 6.2 | Applicant flight test results are recorded in approved training documentation and/or recordkeeping systems |
| | 6.3 | Applicant flight test report, licence application form and notification of ratings and endorsements that have been issued are forwarded to civil licensing or military regulatory agencies |

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

Range is restricted to essential operating conditions and any other variables essential to the work environment.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - <https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=4725260a-0af3-4daf-912b-ef1c2f3e5816>

Assessment Requirements for AVIM0001 Conduct a flight test

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Performance Evidence

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

- analysing and interpreting flight test requirements to:
 - unpack units of competency and their associated assessment requirements
 - interpret assessment tools and other assessment information, including those used in skills recognition
 - identify flight test applicant needs
 - make judgements based on assessment of available evidence
- applying relevant aeronautical knowledge
- communicating effectively to:
 - explain assessment, including skills recognition processes
 - give clear and precise instructions
 - ask effective questions
 - provide clarification
 - discuss processes with relevant people
 - give appropriate feedback
 - discuss assessment outcomes
 - establish a working relationship with applicant
- guiding applicants in gathering their own evidence to support recognition of prior learning (RPL)
- observing applicant and making decisions to:
 - identify when applicant may need assistance and/or reasonable adjustment during assessment processes
 - recognise applicant's existing skills
 - determine applicant's competence
- preparing required flight test documentation, records and/or reports of assessment outcomes in required format
- reading and interpreting relevant flight test information to conduct assessment
- researching and evaluating assessment processes to:
 - access human and material resources required for assessment
 - access assessment system policies and procedures
 - access skills recognition policies and procedures

- evaluate evidence
- evaluate assessment process
- thinking about applicant in relation to assessment requirements to:
 - use language appropriate to applicant and assessment environment
 - weigh up evidence and make a judgement
 - consider and recommend reasonable adjustments.

Knowledge Evidence

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

- applicable flight test subject matter
- appropriate methods of analysis and training planning
- assessment of behaviour
- CASA Flight Examiner Handbook (Civil aviation only)
- competency-based assessment, including:
 - vocational education and training as a competency-based system
 - criterion-referenced assessment as distinct from norm-referenced assessment
 - competency standards as the basis of qualifications
 - structure and application of competency standards
 - principles of assessment and how they are applied
 - rules of evidence and how they are applied
 - range of assessment purposes and assessment contexts, including skills recognition
 - different assessment methods, including suitability for gathering various types of evidence, suitability for content of units, and resource requirements and associated costs
 - reasonable adjustments and when they are applicable
 - types and forms of evidence, including assessment instruments relevant to gathering different types of evidence used in competency-based assessment, including skills recognition
 - potential barriers and processes relating to assessment tools and methods
 - assessment system, including policies and procedures established by industry, organisation or training authority
- cultural sensitivity and equity considerations
- human performance and limitations factors relevant to training tasks
- lesson planning and development
- organisational RPL and skills recognition policies and procedures
- preparation of training resources
- principles of adult teaching and learning
- principles of assessment

- principles of equity
- psychological factors affecting satisfaction of human needs, defence mechanisms and stress management
- questioning techniques
- relevant policy, legislation, codes of practice and national standards, including commonwealth and state/territory legislation that may affect training and assessment in the vocational education and training sector, such as:
 - copyright and privacy laws in terms of electronic technology
 - security of information
 - plagiarism
 - training packages and competency standards
 - licensing requirements
 - industry and workplace requirements
 - duty of care under common law
 - recording information and confidentiality requirements
 - anti-discrimination, including equal employment opportunity, racial vilification and disability discrimination
 - workplace relations
 - industrial awards and enterprise agreements
- relevant workplace policies and procedures
- self-assessment and evaluation
- training and assessment competency standards
- WHS/OHS responsibilities associated with assessing competence, such as:
 - requirements for reporting hazards and incidents
 - emergency procedures
 - procedures for using relevant personal protective equipment
 - safe use and maintenance of relevant equipment
 - sources of WHS/OHS information.

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.

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

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.

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