



**Australian Government**

# **AVIM0002 Plan and conduct multi-crew cooperation training**

**Release: 1**

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## **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 plan and conduct multi-crew cooperation (MCC) training, in compliance with relevant regulatory requirements of the Civil Aviation Safety Authority (CASA) and national operating standards.

It includes applying knowledge of competency-based multi-crew operations training, preparing to deliver training and preparing trainees for training sessions. It also includes conducting a multi-crew training session, conducting post-session assessment and conducting post-session administration.

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

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

Work is performed independently or under limited supervision within a 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.

### PERFORMANCE CRITERIA

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

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|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>1 Apply knowledge of competency-based multi-crew operations training</b> | 1.1 Core philosophy of competency-based training is explained<br>1.2 Aviation training and assessment that is characterised by an emphasis on performance measured against identified competencies is conducted<br>1.3 Trainee is assessed on the basis of meeting prescribed competency standards<br>1.4 Competencies required by crew to operate effectively in a multi-crew operation are stated                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>2 Prepare to deliver training</b>                                        | 2.1 Administrative tasks are completed in accordance with training organisation's requirements<br>2.2 Training plan is prepared or provided that identifies each performance criteria required to achieve the standard specified for the issue of an endorsement<br>2.3 Trainee performance record is prepared or provided for recording trainee performance against all performance criteria and assessment requirements associated with the competency standard<br>2.4 Assessment guide is prepared or provided to assist with assessing trainee performance<br>2.5 Achievement record is prepared or provided to record the date a trainee is signed off as competent in a competency<br>2.6 Personal preparation to deliver training session as scheduled is completed<br>2.7 All supplied training material is checked for completeness and currency, and availability and serviceability of all equipment/classroom/simulator used to deliver training session is confirmed<br>2.8 Incomplete and/or out-of-date supplied training material is replaced with complete and up-to-date training material<br>2.9 Unavailable or faulty training equipment/classroom/simulator is reported as required and |

- replacements are obtained or training is re-scheduled
- 2.10 Trainee records are reviewed prior to training session to understand their experience level and competency level
- 3 Prepare trainees for training session**
- 3.1 Trainee fatigue is assessed prior to commencing training session
- 3.2 Trainees are set tasks to prepare for training session
- 3.3 Session objectives, unit of competency and its associated assessment requirements to meet the required level of competency are clearly communicated
- 4 Conduct a multi-crew training session**
- 4.1 Learning process is confirmed as required and applied
- 4.2 Trainee performance is assessed against performance criteria and assessment requirements associated with the relevant competency standard/s
- 4.3 Role play by trainees is used to gain insight to cockpit crew roles
- 4.4 Training sessions are structured to have outcomes that emphasise the importance of working as a highly coordinated team and of applying problem solving to real world scenarios
- 4.5 Trainee use of all information available from a range of sources to assist with problem solving is ensured
- 4.6 Non-technical skills rather than flight control skills are emphasised during exercises
- 4.7 Scenarios are used to discuss how a breakdown in crew coordination may lead to an undesired aircraft state
- 4.8 Correct use of checklists and the following of standard operating procedures (SOPs) is strictly applied at all times, and a high level of cockpit discipline is maintained through training scenarios
- 4.9 Situational awareness and the importance of applying the threat and error management (TEM) model is emphasised
- 4.10 Effects of automation induced complacency are highlighted
- 4.11 Trainee continual awareness of automation mode and its correct use and limitations is ensured
- 4.12 Development of a compromised cockpit authority gradient is

- identified to trainee
- 4.13 During periods of potential high trainee workload, task distraction, and attention diversion, priority towards aircraft flight path control is emphasised
  - 4.14 Trainees are monitored during session for signs of overload and breakdown in learning environment
  - 4.15 Session structure and pace is matched to trainee skill levels
- 5 Conduct post-session assessment**
- 5.1 Trainee performance against performance criteria and assessment requirements in the session is analysed
  - 5.2 Trainees are debriefed as a crew and then individually as required
  - 5.3 Trainees are debriefed from a macro to micro perspective, giving a general overview of performance then focusing on specific areas requiring attention to improve competence
  - 5.4 Post-session plan of action for trainee to address areas requiring attention is provided
  - 5.5 Debriefs are completed on a positive note highlighting areas of good performance
- 6 Conduct post-session administration**
- 6.1 Trainee performance record is completed in a comprehensive and legible manner, as soon as practicable after session, and before commencement of subsequent training sessions
  - 6.2 Trainee competence in a particular competency is determined
  - 6.3 Achievement record is completed when competence in a particular competency has been achieved

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