



Australian Government

Assessment Requirements for AVIM5003 Conduct flight 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.

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
- adhering to pilot in command (PIC) responsibilities
- anticipating the need for alternative actions
- applying appropriate level of responsibility for trainee progress and welfare
- applying crew resource management (CRM) principles
- applying precautions and required action to minimise, control or eliminate identified hazards
- applying relevant aeronautical knowledge
- communicating effectively with others
- completing relevant documentation
- conducting briefings and debriefings with a representative range of trainees
- conducting timely assessment of learning and performance
- debriefing significant details of trainee performance including any threat and error management (TEM) issues encountered
- demonstrating flight instructor role modelling
- demonstrating procedures and manoeuvres to the required skill level while giving effective flight instruction
- developing an appropriate lesson plan based on performance/assessment of training objectives
- evaluating instructional effectiveness and developing strategies for continuous improvement
- identifying and correctly using relevant equipment
- identifying errors in performance of flight manoeuvres readily, and suggesting a variety of effective strategies for improvement
- identifying potential threats and errors, including those associated with simulation of abnormal or emergency procedures or aircraft mishandling by trainee, and planning suitable countermeasures
- implementing CRM principles in flight training and instructor role when assisting trainee to develop skills
- implementing handover/takeover procedures for control of aircraft
- implementing work health and safety (WHS)/occupational health and safety (OHS) procedures and relevant regulations

- interpreting and following operational instructions and prioritising work
- intervening as required to assist trainee progress or to maintain flight safety
- maintaining levels of situational awareness and methods of developing and monitoring trainee situational awareness
- maintaining situational awareness while providing instruction
- managing an environment that fosters learning
- modifying activities depending on workplace contingencies, situations and environments
- monitoring current environmental factors
- monitoring work activities in terms of planned schedule
- reading, interpreting and following relevant regulations, instructions, procedures, information and signs
- recording and debriefing training events
- recording results for flight and post-flight administration in accordance with workplace procedures
- reporting and/or rectifying problems, faults or malfunctions promptly, in accordance with workplace procedures
- responding appropriately to cultural differences in the workplace
- reviewing and reflecting on instructional performance
- 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:

- application of risk management principles to emergency procedure simulations in flight
- appropriate use of scenario-based training in flight instruction
- checklists for single pilot or multi-crew operations as required
- cognitive basis of airmanship, situational awareness, captaincy, prioritisation, load shedding and decision making
- common trainee errors and suggested suitable remedial instruction
- crew resource management (CRM) principles
- debriefing and feedback techniques
- effective use of a course of training, curricula/syllabus and lesson plans
- emergency procedures
- goal fixation effects on good decision making
- instruction, questioning, engaging and motivating learners
- instructor professionalism including interpersonal skills, implications of being a role-model,

- self-reflection and self-managed professional development
- learning factors that will affect trainee cognitive load:
 - anxiety
 - apathy
 - fatigue
 - lack of preparation
 - impatience
 - inadequate demonstration
 - inadequate fault analysis
 - inadequate opportunity to practise
 - outside pressures
 - physical discomfort
 - task complexity
 - unreasonable expectations
 - information overload
- operational concept of TEM in relation to flight training in terms of:
 - managing errors
 - managing threats
 - managing undesired aircraft state
- performing and learning complex skills including cognitive and developmental issues and observational learning
- principles of flight
- principles, purpose and location of controls, monitoring devices, and systems
- procedures and strategies for developing trainee TEM skills
- rate of learning, enforced automaticity and the foundations of expertise
- relevant WHS/OHS and environmental procedures and regulations
- relevant sections of Civil Aviation Safety Regulations (CASRs) and Civil Aviation Orders related to flight training
- relevant sections of national and state/territory regulatory requirements and codes of practice
- requirements for completing relevant documentation
- suitable procedures for making decisions in-flight and for developing trainee decision-making skills
- task prioritisation system to assist developing trainee task management skills in terms of:
 - aircraft control
 - navigation
 - communication
- techniques for introducing tasks in manageable segments to avoid overloading a trainee and principles for integrating task segments
- three types of stress likely to affect trainee performance and methods of assisting trainees to cope with stress:
 - physical

- physiological
- psychological
- training and assessment competency standards
- transfer of control (handover and takeover or follow-through) drills and procedures.

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>