



Australian Government

AVIM5003 Conduct flight training

Release: 1

AVIM5003 Conduct flight training

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 flight training, in compliance with relevant regulatory requirements of the Civil Aviation Safety Authority (CASA) and national operating standards.

It includes planning flight training, conducting pre-flight briefings, and conducting airborne training. It also includes managing trainee performance, managing the flight, conduct post-flight briefings and reviewing training.

This unit addresses aviation non-technical skill requirements (physical, mental and task-management abilities) related to training and assessment duties that complement the non-technical skills of flight instructors, 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 or under limited supervision as a single operator or within a team environment.

Work is performed independently or under limited supervision 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.

PERFORMANCE CRITERIA

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

1 Plan flight training

- 1.1 Trainee records are reviewed and appropriate prerequisite training and performance are confirmed
- 1.2 Training outcomes based on prescribed performance criteria and associated assessment requirements, and required training plans are identified
- 1.3 Flight training exercise is planned to ensure an effective, efficient and safe outcome and lesson plans, learner materials and study guides are developed as required
- 1.4 Hazards are identified, risks are assessed and hazard management is implemented
- 1.5 Potential and actual threats and errors are identified, including those associated with simulation of abnormal or emergency procedures or aircraft mishandling by trainee, and suitable countermeasures are planned
- 1.6 Availability and suitability of flight training resources is confirmed
- 1.7 Environmental conditions suitable for conducting flight training are determined

2 Conduct pre-flight briefing

- 2.1 Trainee mental and physical preparation for flight training is confirmed
- 2.2 Trainee knowledge required for flight exercise is checked
- 2.3 Trainee is briefed on training objectives, performance criteria and assessment requirements, and actions required during a flight
- 2.4 Trainee is briefed on how flight will be conducted to meet training objectives
- 2.5 Threat and error management (TEM) issues applicable to proposed flight are discussed with trainee and trainee responsibility for managing relevant TEM issues (airmanship) is confirmed
- 2.6 Trainee understanding of training outcomes, knowledge

		evidence relevant to outcomes, aircraft handling techniques and planned flight sequences is confirmed
3 Conduct airborne training	3.1	Aircraft control handover/takeover procedures are explained and implemented
	3.2	Instructions and explanations are provided in a clear, concise, systematic and timely manner
	3.3	Tasks are introduced in manageable portions while being aware of trainee overload
	3.4	Tasks are demonstrated to trainee and performed to specified standards through coordinated control inputs, without abrupt manoeuvring, using accepted handling techniques and appropriate instructional techniques
	3.5	Trainee is directed through task performance using appropriate levels of information, explanation and feedback consistent with trainee progress
	3.6	Trainee is monitored through task performance using appropriate levels of information, explanation and feedback consistent with trainee progress
	3.7	Segmented tasks are integrated progressively in accordance with established workplace procedures
	3.8	Interventions are made as required to assist trainee progress or to maintain flight safety
	3.9	Trainee is provided with sufficient opportunity to practise techniques through assisted and unassisted practice sequences
	3.10	Trainee cognitive load is assessed, monitored and managed throughout training sequences
4 Manage trainee performance	4.1	Trainee strengths and development needs are identified to trainee through feedback, and additional instruction and demonstration is provided as required to assist trainee
	4.2	Trainee is encouraged to develop self-assessment skills during debriefing sequences
	4.3	Training events are noted for recording trainee performance, debriefing and assessment purposes
5 Manage the flight	5.1	Responsibilities as pilot in command (PIC) are managed for safe operation of aircraft

- 5.2 Situational awareness is maintained while providing instruction
- 5.3 Actual or potential threats and errors are identified and managed
- 5.4 Intervention to recover aircraft is applied if an undesired aircraft state is not managed by trainee
- 5.5 Crew resource management (CRM) principles are applied
- 6 Conduct post-flight briefing**
 - 6.1 Trainee achievement against training outcome for lesson, and associated performance criteria and assessment requirements is assessed
 - 6.2 Significant details of trainee performance are clearly and accurately described and debriefed
 - 6.3 Deficiencies in trainee performance are identified and remedial actions and training requirements are suggested
 - 6.4 TEM issues encountered during flight are discussed
 - 6.5 Trainee is briefed about details of next training event
 - 6.6 Flight results are recorded and post-flight administration is completed in accordance with workplace procedures
 - 6.7 Relevant staff are informed about trainee performance and results
- 7 Review training**
 - 7.1 Training effectiveness is evaluated with relevant stakeholders
 - 7.2 Final session outcomes are evaluated against desired session outcomes
 - 7.3 Review and reflection on instructional performance is conducted
 - 7.4 Adjustments to delivery, presentation and content of training and assessment materials are identified and incorporated as required

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.

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|---|---|
| Airborne instructional techniques must include: | <ul style="list-style-type: none">• demonstrate• direct• monitor• follow me through |
| Significant details of trainee performance will include one or more of the following: | <ul style="list-style-type: none">• deficiencies• remedial actions• self-awareness and insight• self-management• strengths |
| Relevant stakeholders must include one or more of the following: | <ul style="list-style-type: none">• administrative staff• instructional staff• logistics staff• maintenance staff• management staff• trainee |

Unit Mapping Information

This unit replaces and is equivalent to AVIM5003A Conduct flight training.

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 AVIM5003 Conduct flight training

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.

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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