



Australian Government

Department of Education, Employment and Workplace Relations

AVIM6006A Deliver operational flight management training

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit Descriptor

This unit involves the skills and knowledge required to conduct operational flight management training, including designing and delivering a flight scenario which allows the trainee to practise and develop skills to cope with unexpected and realistic events that require appropriate management and decision-making skills to achieve the safest outcome. Licensing, legislative, regulatory or certification requirements are applicable to this unit.

Application of the Unit

Application of the Unit

Work must be carried out in compliance with the relevant licensing and aircraft rating requirements of the Civil Aviation Safety Authority (CASA); relevant airspace control requirements; and aircraft control principles; and regulations.

Use for Australian Defence Force (ADF) Aviation is to be in accordance with relevant Defence Orders and Instructions.

Operations are conducted across a variety of operational contexts within the Australian aviation industry.

Work is performed under limited supervision.

This unit of competency is nominally packaged at Advanced Diploma level.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan an operational flight management training scenario	1.1 Typical commercial or military flight operation conditions including normal and abnormal operations are identified 1.2 Training scenarios that require management of planned and unplanned in flight situations are designed including simulated abnormal and emergency operations 1.3 Training scenarios that involve knowledge based solutions and flight management activities that assess and resolve less defined events are designed 1.4 Sufficient time frames and realistic workloads are allocated in the scenario design to enable trainee/s to meet objectives without being overloaded 1.5 A realistic scenario plan is developed with sufficient detail to ensure learning outcomes can be achieved without improvisation when airborne 1.6 Learning activities are designed that ensure components of competency are emphasised and reinforced
2 Prepare trainee/s for scenario based flight training	2.1 Trainee/s existing level of subject matter knowledge is identified and gaps in knowledge are rectified if required 2.2 Scenario based session plan is discussed with trainee/s 2.3 Objectives and outcomes of session plan are explained to trainee/s 2.4 Application and context of session is explained and confirmed to trainee/s 2.5 Trainee/s role with regard to command status, decision implementation and trainer assumption of control are confirmed 2.6 Scenario based learning including multiple solutions to problems and that the session is not formally assessed is explained and confirmed to trainee/s
3 Deliver training	3.1 Presentation and delivery methods are adjusted to cater for trainee/s characteristics and to meet learning outcomes 3.2 Trainee/s responsibility for planning and conduct of the flight is explained 3.3 An environment that simulates a typical air transport or military air operation is established as applicable 3.4 Components of competency are emphasised and reinforced during presentation of training sessions 3.5 Flight scenarios are logically sequenced with clear transition and linking of events that provides variety, encourages participation and reinforces competencies 3.6 Verbal feedback and motivation is provided to assist trainee/s in

ELEMENT	PERFORMANCE CRITERIA
4 Conduct post-flight discussion	achieving session outcomes 3.7 Trainer intervention and assumption of control is applied when necessary to ensure safety of flight 3.8 Situational awareness is maintained to ensure situations that might jeopardise safety are not allowed to develop 3.9 A detailed record of flight events is maintained 3.10 Training sessions are reviewed and modified as required to meet trainee/s needs
	4.1 Process, rationale and benefits of post-flight discussion are explained to trainee/s
	4.2 Trainee/s are encouraged to lead discussion including evaluation of their own performance and quality of self-assessment
	4.3 Assistance in recalling the sequence of events is provided as required
	4.4 Flight events, actions and results of decisions are identified, analysed and feedback is provided to trainee/s
	4.5 Trainee/s are encouraged to examine whether alternative actions may have resulted in better outcomes
	4.6 Constructive feedback and reinforcement is provided to trainee/s
	5.1 Training delivery is assessed against program goals, session plans and training outcomes
	5.2 Delivery and effectiveness of training session is discussed with appropriate personnel
	5.3 Adjustment of scenarios and delivery are incorporated as appropriate to improve learning outcomes

Required Skills and Knowledge

REQUIRED KNOWLEDGE AND SKILLS

This describes the essential knowledge and skills and their level required for this unit.

Required knowledge:

- Relevant sections of Civil Aviation Safety Regulations and Civil Aviation Orders
- In Australian Defence Force context, relevant Defence Orders and Instructions
- Relevant sections of national and state or territory regulatory requirements and codes of practice
- Relevant OH&S and environmental procedures and regulations applicable to operational flight management training
- Common risks that exist when delivering operational flight management training
- Common problems that may occur when delivering operational flight management training, and appropriate action that should be taken in each case
- Manual of Standards-Pilot Licensing (MOS-PL)
- Assessment and workplace training competency standards
- Principles of adult teaching and learning
- Human performance and limitations factors relevant to the training tasks
- Psychological factors affecting satisfaction of human needs, defence mechanisms and stress management
- Relevant workplace policies and procedures
- Appropriate methods of analysis and training planning
- Lesson planning and development
- Preparation of training resources
- Principles of assessment
- Assessment of behaviour
- Self-assessment and evaluation
- Questioning techniques

Required skills:

- Communicate effectively with others when delivering operational flight management training
- Read and interpret instructions, regulations, procedures and other information relevant to operational flight management training
- Interpret and follow operational instructions and prioritise work
- Complete documentation related to operational flight management training
- Provide leadership and work collaboratively with others when delivering operational flight management training
- Adapt appropriately to cultural differences in the workplace, including modes of behaviour and

REQUIRED KNOWLEDGE AND SKILLS

interactions with others

- Promptly identify, report and/or rectify any identified problems that may occur when delivering operational flight management training in accordance with regulatory requirements and workplace procedures
- Implement contingency plans for unexpected events that may arise when delivering operational flight management training
- Apply precautions and required action to minimise, control or eliminate hazards that may exist during the delivery of operational flight management training
- Monitor and anticipate operational problems and hazards and take appropriate action
- Monitor work activities in terms of planned schedule
- Modify activities dependent on differing workplace contingencies, situations and environments
- Work systematically with required attention to detail without injury to self others, or damage to goods or equipment
- Adapt to differences in equipment and operating environment in accordance with standard operating procedures
- Select and use required personal protective clothing and equipment conforming to industry and OH&S standards
- Implement OH&S procedures and relevant regulations
- Identify and correctly use equipment required to deliver operational flight management training

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required knowledge and skills, the range statement and the assessment guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

- The evidence required to demonstrate competency in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria of this unit and include demonstration of:
 - applying the underpinning knowledge and skills
 - identifying typical commercial or military flight operation conditions including normal and abnormal operations
 - designing training scenarios that require management of planned and unplanned in flight situations that involve knowledge based solutions and flight management activities that assess and resolve less defined events and include simulated abnormal and emergency operations
 - developing a realistic scenario plan with sufficient detail to ensure learning outcomes can be achieved without improvisation when airborne
 - preparing trainee/s for scenario based flight training including explaining the objectives, outcomes, application and context of the session
 - confirming trainee/s role with regard to command status, decision implementation and trainer assumption of control
 - explaining scenario based learning to trainee/s
 - establishing an environment that simulates a typical air transport or military air operation
 - emphasising and reinforcing components of competency during presentation of training sessions
 - logically sequencing flight scenarios including clear transition and linking of events that provide variety, encourage participation and reinforce competencies
 - applying trainer intervention and assumption of control where necessary to ensure safety of flight
 - maintaining situational awareness to ensure situations that might jeopardise safety are not allowed to develop
 - conducting post-flight discussion including process, rationale and benefits of the discussion
 - providing constructive feedback to trainee/s on each event that occurred during the flight including analysis of actions and results of decisions

EVIDENCE GUIDE

	• assessing training delivery against the program goals, session plans and training outcomes • discussing training session delivery with appropriate personnel to determine effectiveness
Context of and specific resources for assessment	• Performance is demonstrated consistently over a period of time and in a suitable range of contexts • Resources for assessment include: • a range of relevant exercises, case studies and/or other simulated practical and knowledge assessment, and/or • access to an appropriate range of relevant operational situations in the workplace • In both real and simulated environments, access is required to: • relevant and appropriate materials and equipment, and • applicable documentation including workplace procedures, regulations, codes of practice and operation manuals
Method of assessment	• Assessment of this unit must be undertaken by a registered training organisation • As a minimum, assessment of knowledge must be conducted through appropriate written/oral tests • Practical assessment must occur: • through activities in an appropriately simulated environment at the registered training organisation, and/or • in an appropriate range of situations in the workplace

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance.

Simulated abnormal and emergency operations must require the trainee to:

- maintain situation awareness
- assess situations and make decisions
- set priorities and manage tasks
- manage threats and errors
- maintain effective communications and interpersonal relationships

A realistic scenario plan must provide the trainee with the ability to:

- independently complete all associated tasks
- conduct the flight without assistance

Components of competency must include:

- task management skills
- contingency management skills
- task skills
- transfer and application of skills and knowledge to new contexts
- job/role environment skills
- threat and error management skills

Dependent on the type of organisation concerned and the local terminology used, workplace procedures may be referred to as:

- company procedures
- enterprise procedures
- organisational procedures
- standard operating procedures
- manufacturers guidelines
- established procedures
- workplace instructions
- in Defence context, relevant Defence Orders and Instructions

Information/documents may include:

- relevant sections of Civil Aviation Safety Regulations and Civil Aviation Orders pertaining to the delivery of operational flight management training
- in Defence context, relevant Defence Orders and Instructions
- Flight Manual/Pilot's Operating Handbook (POH)
- Manual of Standards-Pilot Licensing (MOS-PL)
- Aeronautical Information Publication (AIP)
- En Route Supplement Australia (ERSA)
- charts
- operations manuals
- workplace procedures and instructions and job

RANGE STATEMENT

	specification
Applicable regulations and legislation may include:	• induction and training materials • conditions of service, legislation and industrial agreements including workplace agreements and awards • relevant Civil Aviation Safety Regulations and Civil Aviation Orders • in Defence context, relevant Defence Orders and Instructions • relevant state/territory OH&S legislation • relevant state/territory environmental protection legislation • relevant Australian Standards
Appropriate personnel may include:	• instructional staff • coaching staff • mentors • experienced personnel • subject matter experts (e.g. pilots, aircrew) • technical staff • trainees

Unit Sector(s)

Not applicable.

Competency field

Competency Field	M - Training and Assessment
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