



Australian Government

AVIM0012 Conduct aeronautical knowledge training

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Modification History

Release	Comments
1	This unit of competency was first released in AVI Aviation Training Package Release 12.0.

Application

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

It includes planning training and conducting aeronautical knowledge training.

This unit incorporates aviation non-technical skill requirements (mental, social, and personal-management abilities) for flight instructor personnel that complement the technical skills of the individual and contributes to safe and effective performance in flight training environments.

Flight instruction operations are conducted as part of recreational, commercial and/or military aviation training across a variety of operational contexts within the Australian aviation industry.

Work may be performed independently or under limited supervision as a single instructor or within a multi-crew environment.

Licensing/Regulatory Information

Flight training is conducted under Parts 61, 141 or 142 of the Civil Aviation Safety Regulations (CASR) or its replacement. Flight training for licences and ratings is conducted under a Part 141 or Part 142 Approval Certificate, conducted according to the certificate holder's operations manual or exposition. Other flight training is conducted under Part 61, according to an organisation's operations manual or exposition, or relevant CASR, as appropriate.

Pre-requisite unit(s)

Not applicable.

Competency field(s)

M - Training and Assessment

Unit sector(s)

Not applicable

Elements and Performance Criteria

Elements		Performance criteria	
Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	Plan training	1.1	Review training records to confirm trainee readiness for proposed training and to establish their competency status
		1.2	Identify training objectives based on the performance criteria
		1.3	Identify underpinning knowledge relevant to the instructional period to confirm trainee understanding
		1.4	Select appropriate training methods to facilitate training objectives and knowledge transfer
		1.5	Apply principles of threat and error management (TEM) or work health and safety (WHS) principles within ground-based instructional periods
		1.6	Identify potential threats and errors within airborne instructional periods associated with simulation of abnormal or emergency procedures or aircraft mishandling by trainee, and determine suitable mitigators
		1.7	Select appropriate ground, simulation or airborne training resources
		1.8	Confirm availability and serviceability of required facilities, equipment, training aids, reference material and training aircraft or devices
2	Conduct knowledge briefing	2.1	Establish learning environment and motivation suitable to trainee characteristics
		2.2	Present materials to trainee for briefing
		2.3	State training objectives to trainee
		2.4	Follow lesson plan and modify as required to achieve training objectives and transfer of knowledge
		2.5	Link new concepts to previous knowledge and present in a meaningful and logical framework

		2.6	Use training aids to illustrate and enhance explanations
		2.7	Present accurate technical information clearly and to the required standard
		2.8	Provide opportunities for trainee participation and practice
		2.9	Discuss applicable TEM issues
		2.10	Confirm trainee ability to apply TEM principles to the material presented
		2.11	Confirm achievement of training objectives through questioning, review and other suitable methods
		2.12	Provide feedback on trainee performance
		2.13	Develop trainee self-assessment skills
		2.14	Manage timing to complete training objectives
		2.15	Conduct training effectively and safely
		2.16	Apply appropriate instructional techniques

Foundation skills

Foundation and digital skills essential to successful completion of this unit are mapped to the Australian Core Skills Framework (ACSF) and the European Digital Competence Framework (DigComp 3.0).

Further information is available in the AVI Companions Volume V1.1.

Range of conditions

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

Refer to the AVI Aviation Companion Volume Implementation Guide for non-essential items for this unit of competency.

Assessment Requirements for AVIM0012 Conduct aeronautical knowledge training

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:

- achieving transfer of knowledge and required training outcomes
- applying relevant aeronautical knowledge
- completing training objectives in the time available
- conducting briefings and debriefings with trainees
- conducting training effectively and safely
- confirming achievement of training objectives via questioning, reviewing and other suitable methods
- developing an appropriate lesson plan based on performance and assessment of training objectives
- developing trainee self-assessment skills
- discussing applicable TEM considerations relevant to the lesson content
- identifying and correctly using relevant equipment
- implementing WHS procedures and relevant regulations
- maintaining and reviewing assessment records and trainee progress
- managing an environment that fosters learning and performance
- presenting accurate technical knowledge clearly and to the required standard
- providing feedback on trainee performance
- providing opportunities for trainee participation and practice
- using training aids to illustrate and enhance explanations.

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:

- adult learning issues
- adult learning principles
- application of risk management principles to emergency procedure simulations in flight

- appropriate use of scenario-based training in flight instruction
- common trainee errors and suggested suitable remedial instruction
- debriefing and feedback techniques
- effective use of a course of training, curricula/syllabus and lesson plans
- fundamentals of instructing, questioning, engaging and motivating learners
- how to gather and measure evidence used to determine an individual's competency against a standard
- instructor professionalism, including interpersonal skills, implications of being a role-model, self-reflection and self-managed professional development
- learning domains
- lesson planning and development
- levels of learning
- operational concept of TEM in relation to flight training
- positive and negative learning transfer
- principles and methods of instruction as prescribed in the Manual of Standards (MOS)
- principles of flight
- principles of instruction
- principles of learning
- procedures and strategies for developing trainee TEM skills
- purpose and use of training aids
- reasons to limit the duration of lessons and desirable duration of a typical lesson
- 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
- relevant WHS and environmental procedures and regulations
- requirements for completing relevant documentation
- risk management principles applicable to emergency procedure simulations in flight
- role of instructor in providing skill practice to trainees
- role of instructor in steps towards skill practice
- teaching methods, including advantages and disadvantages
- teaching process:
 - application
 - preparation

- presentation
- review and evaluation
- techniques for developing self-assessment skills
- techniques for introducing tasks in manageable segments to avoid overloading a trainee and principles for integrating task segments
- the process of making an objective assessment against a standard
- training syllabus and competency-based standards
- use and abuse of teaching aids

Assessment Conditions

Assessment must occur in workplace operational situations where it is appropriate to do so; where this is not appropriate, assessment must occur in simulated workplace operational situations that replicate workplace conditions.

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.

Resources for assessment must include access to:

- a range of relevant exercises, case studies and/or other simulations
- applicable documentation, including workplace procedures, regulations, codes of practice and operation manuals
- relevant materials, tools, equipment and PPE currently used in industry.

Mandatory Workplace Requirements

Assessment of performance evidence may be in a workplace setting or an environment that accurately represents a real workplace.

Unit Mapping Information

Previous Code and Title	Equivalence	Comments
AVIM0003 Conduct aeronautical knowledge training and flight training	Not equivalent	

Links

Companion volumes, including implementation guides, are found on the national training register - <https://training.gov.au/training/details/AVI>.