



Australian Government

AVIM0013 Conduct flight 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 flight training in compliance with relevant regulatory requirements of the Civil Aviation Safety Authority (CASA) and national operating standards.

It includes conducting pre-flight and post-flight briefings, conducting airborne training, and completing post-training administration. It also includes satisfying the requirements for the issuing of Grade 3 Training Endorsement.

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	Conduct pre-flight briefing	1.1	Confirm trainee mental and physical preparation for flight training
		1.2	Check trainee knowledge required for flight exercise
		1.3	Discuss environmental conditions and their suitability for the training exercise
		1.4	Brief trainee on training objectives, performance criteria and assessment requirements and actions required during a flight
		1.5	Brief trainee on how flight will be conducted to meet training objectives
		1.6	Discuss threat and error management (TEM) issues applicable to proposed flight with trainee and confirm trainee responsibility for managing relevant TEM issues (airmanship)
		1.7	Confirm trainee understanding of training outcomes, knowledge evidence relevant to outcomes, aircraft handling techniques and planned flight sequences
2	Conduct airborne training	2.1	Explain and implement control handover/takeover procedures
		2.2	Provide instructions and explanations in a clear, concise, systematic and timely manner
		2.3	Introduce tasks in manageable portions while being aware of trainee overload
		2.4	Demonstrate tasks to specified standards through coordinated control inputs, without abrupt manoeuvring, using accepted handling techniques and appropriate instructional techniques whilst maintaining situational awareness

		2.5	Direct and monitor trainee through task performance using appropriate levels of information, explanation and feedback consistent with trainee progress
		2.6	Integrate segmented tasks progressively according to workplace procedures
		2.7	Intervene as required to assist trainee progress or to maintain flight safety
		2.8	Provide trainee with sufficient opportunity to practise techniques through assisted and unassisted practice sequences
		2.9	Assess, monitor and manage trainee cognitive load throughout training sequences
3	Conduct post-flight briefing	3.1	Encourage trainee to self-assess performance against the required performance criteria
		3.2	Describe clearly and accurately significant details of the trainee's performance, and assess their achievement against the training outcomes for the lesson and associated performance criteria
		3.3	Identify areas requiring improved performance and suggest remedial actions and training
		3.4	Discuss TEM issues encountered during flight training activities
		3.5	Brief trainee on the details of the next required training exercise if necessary
4	Complete post-training administration	4.1	Record achievement of competency or of any remedial training required and identify content of the next required training exercise
		4.2	Complete administration procedures required for issue of an endorsement or military equivalent where applicable
		4.3	Inform relevant stakeholders of the trainee's performance and results where required
		4.4	Review effectiveness of training and identify and discuss any adjustments to delivery, presentation and content improvements, with appropriate stakeholders

5	Satisfy requirements for the issue of Grade 3 Training Endorsement	5.1	Complete all requirements of ground component according to Part 61 Manual of Standards, Schedule 2
		5.2	Complete requirements of ground component according to Part 61 Manual of Standards, Schedule 5

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 AVIM0013 Conduct flight training

Performance Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria on at least two separate occasions and include:

- adhering to pilot in command (PIC) responsibilities
- applying appropriate level of responsibility for trainee progress and welfare
- applying crew resource management (CRM) principles applicable to flight training and the role of the instructor in assisting the trainee to develop these skills
- applying precautions and required actions to minimise, control or eliminate identified training hazards
- assessing learning and performance
- assessing, monitoring, and managing trainee cognitive load
- communicating effectively with others
- completing relevant documentation
- completing training endorsement requirements for a Flight Instructor Grade 3
- conducting briefings and debriefings with 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
- developing an appropriate training plan that includes TEM
- evaluating instructional effectiveness and developing strategies for continuous improvement
- implementing handover/takeover procedures for control of aircraft
- implementing work health and safety procedures and relevant regulations
- integrating segmented tasks progressively
- intervening as required to assist trainee progress or to maintain flight safety
- maintaining and reviewing assessment records and trainee progress
- maintaining situational awareness while providing instruction

- monitoring current environmental factors
- providing appropriate levels of information, explanation, and feedback
- providing sufficient opportunity for practice
- recording and debriefing training events
- recording results for flight and post-flight administration according to workplace procedures
- reporting and/or rectifying problems, faults or malfunctions promptly according to workplace procedures
- responding appropriately to cultural differences in the workplace
- reviewing and reflecting on instructional performance

Knowledge Evidence

Evidence required to demonstrate competence in this unit must be relevant to and satisfy all of the requirements of the elements and performance criteria and include knowledge of:

- adult learning issues
- adult learning principles
- application of instructional principles to airborne instruction
- application of risk management principles to emergency procedure simulations in flight
- cognitive basis of airmanship, situational awareness, captaincy, prioritisation, load shedding and decision making
- common trainee errors and suggested suitable remedial instruction
- communication process factors:
 - communication barriers
 - monitoring whether communication has been achieved
 - receiver
 - source
 - symbols
- CRM principles
- debriefing and feedback techniques
- different forms of assessment and application in flight training
- factors that hinder the learning process:
 - aggression
 - cognitive load

- flight
- how rate of learning varies with practice
- levels of learning
- positive and negative motivation
- rationalisation
- reinforcement
- relationship between perception and understanding
- resignation
- stress levels and impact on learning
- transfer and habit formation
- flight rules for flight instructor ratings:
 - legislation
 - privileges and limitations
- fundamentals of instructing, questioning, engaging and motivating learners
- instructor professionalism, including interpersonal skills, implications of being a role-model, self-reflection and self-managed professional development
- lesson planning and development:
 - aim/motivation/revision
 - explanation of principles
 - explanation/demonstration of technique
 - outcomes
 - practice
 - review
 - TEM
- operational concept of TEM in relation to flight training in terms of:
 - managing errors
 - managing threats
 - managing undesired aircraft state
- principles of flight
- principles of instruction:
 - role of the instructor
 - rote learning, understanding of knowledge and correlation, and application to flight training

- principles of learning:
 - adult learning process
 - attitudes, discipline and responsibility
 - factors affecting perception and understanding
 - learning as a behavioural change
 - motivation, positive and negative
 - sensory perception
- relevant procedures and strategies for developing trainee TEM skills
- relevant procedures for making decisions in-flight and for developing trainee decision-making skills
- 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 assessing consistency of performance of flight crew standards
- requirements for completing relevant documentation
- role of instructor for each phase of review and evaluation:
 - competency assessment
 - fault analysis (diagnosis)
 - trainee self-assessment
 - training effectiveness
- role of instructor in providing skill practice to trainees:
 - demonstration
 - evaluation
 - explanation
 - performance
 - supervision
- task prioritisation system to assist the development of trainee task management skills in terms of:
 - aircraft control
 - communication
 - navigation
- teaching process:
 - application

- preparation
- presentation
- review and evaluation
- techniques for introducing tasks in manageable segments to avoid overloading a trainee and principles for integrating task segments
- training and assessment competency standards
- training syllabus and competency-based standards
- transfer of control (handover and takeover or follow-through) drills and procedures
- types of stress likely to affect trainee performance and methods of assisting trainees to cope with stress:
 - physical
 - physiological
 - psychological

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>.

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