



**Australian Government**

# **AVIM0015 Facilitate non-technical skills instruction**

## AVIM0015 Facilitate non-technical skills instruction

### 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 facilitate non-technical skills instruction in compliance with relevant regulatory requirements of the Civil Aviation Safety Authority (CASA) and national operating standards.

It includes instructing effective lookout procedures, situational awareness techniques, and decision making. It also comprises instructing task priority and management and effective communications and teamwork.

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. |                                                                                                                                                            |
| <b>1</b>                                  | <b>Instruct effective lookout procedures</b>                        | <b>1.1</b>                                                                                      | Demonstrate systematic visual scan techniques at a rate determined by traffic density, visibility and terrain and monitor and guide individual performance |
|                                           |                                                                     | <b>1.2</b>                                                                                      | Demonstrate and monitor radio listening watch procedures, including interpreting transmissions to determine traffic location and intentions                |
|                                           |                                                                     | <b>1.3</b>                                                                                      | Demonstrate and monitor airspace clearance procedures                                                                                                      |
| <b>2</b>                                  | <b>Instruct situational awareness techniques</b>                    | <b>2.1</b>                                                                                      | Describe perceived environmental elements such as volume, time and space and their impact on current and future situational contexts                       |
|                                           |                                                                     | <b>2.2</b>                                                                                      | Demonstrate methods for monitoring, gathering and interpreting appropriate information from both inside and outside the aircraft                           |
|                                           |                                                                     | <b>2.3</b>                                                                                      | Demonstrate methods to maintaining or regaining situational awareness using flight control instruments and systems                                         |
| <b>3</b>                                  | <b>Instruct effective situational awareness and decision making</b> | <b>3.1</b>                                                                                      | Demonstrate and monitor methods of receiving and processing situational awareness information                                                              |
|                                           |                                                                     | <b>3.2</b>                                                                                      | Demonstrate and monitor the conversion of information for use within current or future situations                                                          |
|                                           |                                                                     | <b>3.3</b>                                                                                      | Demonstrate, instruct and monitor the generation of decision options                                                                                       |
|                                           |                                                                     | <b>3.4</b>                                                                                      | Demonstrate, instruct and monitor the analysis of decision options                                                                                         |

|          |                                                       |            |                                                                                                                                                             |
|----------|-------------------------------------------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
|          |                                                       | <b>3.5</b> | Demonstrate and communicate the decision outcome                                                                                                            |
|          |                                                       | <b>3.6</b> | Demonstrate and monitor the evaluation of the decision for effectiveness                                                                                    |
| <b>4</b> | <b>Instruct task priority and management</b>          | <b>4.1</b> | Demonstrate, instruct and monitor task prioritisation                                                                                                       |
|          |                                                       | <b>4.2</b> | Demonstrate and monitor effective task management                                                                                                           |
| <b>5</b> | <b>Instruct effective communications and teamwork</b> | <b>5.1</b> | Demonstrate, instruct and monitor verbal communications using proficient levels of language                                                                 |
|          |                                                       | <b>5.2</b> | Monitor trainee interactions to assess effectiveness of communication techniques and styles                                                                 |
|          |                                                       | <b>5.3</b> | Apply questioning techniques to confirm trainee's understanding                                                                                             |
|          |                                                       | <b>5.4</b> | Seek and provide responses to others in a timely manner                                                                                                     |
|          |                                                       | <b>5.5</b> | Clarify, confirm, interpret and accurately report information received with due observation of ethics and protocols required of the operational environment |
|          |                                                       | <b>5.6</b> | Communicate in varying situations with culturally diverse, familiar and unfamiliar individuals, teams and crew                                              |
|          |                                                       | <b>5.7</b> | Follow appropriate protocols and procedures when using communications systems during routine and contingency aviation operations                            |

## 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 Companion 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.

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# Assessment Requirements for AVIM0015 Facilitate non-technical skills instruction

## 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:

- accepting responsibility for own instructional performance
- applying relevant knowledge of instructional methods and techniques
- demonstrating methods to maintain or regain situational awareness
- implementing work health and safety procedures and relevant regulations
- instructing to manage contingency operations:
  - abnormal situations
  - emergency conditions
- interpreting and using relevant instructions, regulations, procedures, protocols and other information
- making, interpreting and analysing decisions
- monitoring trainee interactions and assessing effectiveness
- selecting and using appropriate instruments, displays, communications equipment and aids to support non-technical skills instruction
- using appropriate communication methods
- using appropriate methods of monitoring flight path, aircraft configuration and systems to achieve desired performance using systematic scan techniques
- using appropriate normal, abnormal and emergency aviation terminology.

## 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:

- assessment principles, including:
  - fairness
  - flexibility
  - reliability
  - validity
- culturally diverse individuals and alternative communication methods

- decision processes, including:
  - analysing options
  - converting information into reality
  - generating options
  - making decisions
  - receiving information
- definitions, including:
  - airmanship
  - airspace cleared procedure
  - behavioural markers
  - error
  - flight environment
  - formative assessment
  - human factors
  - judgement
  - leadership
  - manage/management
  - non-technical skills
  - safe/safety/safely
  - safest outcome
  - situational awareness
  - stakeholder
  - standard operating procedure (SOP)
  - stress/stressors
  - summative assessment
  - technical skills
  - threat
  - threat and error management
  - undesired aircraft state
  - violation
- dimensions of competency, including:
  - management and contingency skills

- role skills
- task skills
- transfer skills
- human factors that adversely affect communications, including:
  - aggressiveness or lack of assertion
  - arrogance
  - disrespect for others
  - incorrect use of authority
  - lack of openness
  - poor reaction to criticism
  - poor tone or phrasing of communications
  - unwillingness to listen
- human factors that adversely affect task management, including:
  - arousal - increased or decreased work cycles
  - bad health - decreased physical and psychological performance
  - destination or task obsession - poor decision making and desire to 'press on'
  - discomfort - distraction and fatigue
  - distraction - diverted attention and lack of concentration
  - fatigue - poor decision making and errors
  - lack of preparation - confusion and disorganisation
  - non-use of system automation - increased work
  - overload - fixation, tunnel vision and broken work cycles
  - stress - inefficiency and distraction
- human performance limitations, including physiological, psychological and ergonomic aspects:
  - drug and alcohol management
  - fatigue
  - general health
  - illusion
  - knowledge of the functions of the eyes and ears
- indicators of human factor deficiencies, including:
  - commission of errors
  - failure to recognise threats to safety

- insufficient communication
- lack of task organisation
- poor decision making
- poor lookout
- poor situational awareness
- limitations that affect information processing and decision making, including:
  - confirmation bias (ignoring information that does not support the decision)
  - conflicting information
  - emotional state
  - expectations and anticipation
  - failure to seek or apply feedback
  - fatigue
  - fixation and destination obsession
  - forgetting requirements or information
  - insufficient knowledge
  - mental overload
  - personality traits
  - stress
  - task mismanagement
  - time constraints
- principles of evidence assessment, including:
  - authenticity
  - currency
  - sufficiency
  - validity
- principles of prioritisation and task management.

## 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 personal protective equipment (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 |
|------------------------------------------------------|-------------|----------|
| AVIM0005 Facilitate non-technical skills instruction | Equivalent  |          |

## Links

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