



Australian
Industry and
Skills Committee

COMMERCIAL PILOT REGULATORY UPDATE

Aviation Release 9.0 Case for Endorsement

Name of allocated IRC: Aviation

Name of the SSO: Australian Industry Standards

1. Administrative details of the Case for Endorsement

Refer to Attachment A for the title and code for each of the training package components that are submitted for approval, and an indication of whether these are updated (including equivalence or non-equivalence status), new or deleted products.

1.1 Case for Change details

This Case for Endorsement references one aviation project for AVI Aviation Training Package Release 9.0. The Case for Change was approved at the 22 June 2021 AISC meeting and directed by the Commonwealth through Activity Order AIS/TPD/2020-21/007 executed on 30 June 2021.

The purpose of the project was to review three Units of Competency in the Diploma of Aviation (Commercial Pilot Licence - Aeroplane). Units of Competency that contained aspects of 'spinning', in particular 'incipient spin', were updated to address changes to regulations published in 2021.

1.2 Timeframes and delays

These projects were launched on 30 June 2021 and submitted on 30 December 2021 in agreed timeframe.

2. Changes to training products and how these will meet the needs of industry

Refer to Attachment B for information on how the proposed updates to qualifications will better support job roles in industry.

Three Units of Competency in the Diploma of Aviation (Commercial Pilot Licence - Aeroplane) were reviewed to align with the Civil Aviation Safety Authority (CASA) Manual of Standards (MOS).

3. Stakeholder consultation strategy

Refer to Attachment C for:

- *list of stakeholders that actively participated in consultation on the project*
- *summary feedback provided by stakeholder type and the IRCs response to this feedback*
- *summary of issues raised during stakeholder consultation and the IRCs response to these issues.*

3.1 Identification of stakeholders

Australian Industry Standards (AIS) maintains a comprehensive stakeholder database including aviation contacts.

AIS liaises with key stakeholders, including Registered Training Organisations (RTOs), industries, other Service Skills Organisations (SSOs) and the Australian Association for Unmanned Systems (AAUS) as the Peak Body. AIS also engages in regular contact with the following interstate and regional stakeholders:

- Industry Skills Advisor Council (NT)
- Aviation Australia
- TAFE QLD
- TAFE NSW
- CASA (Regulator).

AIS worked with the Industry Reference Committee (IRC) appointed Aviation subject matter experts throughout this project. This included videoconferencing meetings.

3.2 Strategies for engaging stakeholders

Engagement was driven through the Aviation IRC to maximise reach and depth of engagement with appropriate stakeholders.

Throughout the development, AIS used the following communications strategies to ensure relevant stakeholders were consulted:

- IRC member communications to their relevant industry networks using various methods.
- Phone, video/teleconference meetings and emails to key industry stakeholders.
- Establishment of a Technical Advisory Committee (TAC) comprising a CASA subject matter expert
- Communication with State and Territory Training Authorities (STAs) and VET regulators.

Project updates are sent to over 1000 aviation registered subscribers via direct email, with links to draft products on the website for public consultation and validation periods. The project was also promoted through the AIS newsletter.

Formal feedback was received from 18 stakeholders across the two consultation periods.

As part of the AIS communication strategy, key industry stakeholders' views were sought, and all feedback presented to the TAC during initial drafting, redrafting and finalisation of products. Stakeholder feedback was considered and discussed with TAC members and all decisions made at TAC meetings were documented. As part of the AIS communication strategy, all key industry stakeholders were regularly informed of the expected changes and impacts during the consultation periods.

Public consultation periods were conducted:

- 9 August 2021
- 24 September 2021

3.3 Participation by different types of stakeholders

Consultation with various stakeholders was facilitated through virtual meetings, teleconferences, emails and via the AIS website. This enabled participation by the Aviation regulator, peak industry bodies, industry subject matter experts, RTOs and STAs from all states and territories, including regional areas.

4. Evidence of industry support

4.1 Industry support

Industry support is evidenced in the letters of support in Attachment G. Feedback and support was received from industry, including:

The TAC for this Aviation Release 9.0 project provided unanimous support at the Sign-Off TAC meeting on 22 October 2021.

4.2 Engagement of States and Territories

STAs contributed to feedback formatively throughout the projects and the following sign off achieved during consultation in December 2021

The following table shows confirmed support from STA consultation:

State/Territory	Organisation	Response
Australian Capital Territory	Skills Canberra	No Response
New South Wales	Department of Education	Supported
Northern Territory	Department of Trade, Business and Innovation	Supported
Queensland	Department of Employment, Small Business and Training	Supported
South Australia	Department for Innovation and Skills	Supported
Tasmania	Skills Tasmania	Supported
Victoria	Department of Education and Training	Supported
Western Australia	Department of Training and Workforce Development	Supported

4.3 Mitigation strategies

RTOs and agencies are acutely aware of delivery and resource issues as they have been directly involved in the development and validation of the draft endorsed components. This involvement means that RTOs and agencies have planned implementation arrangements for their workers.

The components have been developed to comply with the Standards for Training Packages 2012.

Aviation products that have been identified for deletion are not addressed in this submission, however, will be addressed in future aviation projects.

4.4 Letters of industry support

Refer to **Attachment G** for the following letters of support:

- Ryan Feuk Box Hill Institute
- Rory O’Hehir, RTO Manager, AAPA Victoria

5. Dissenting views

5.1 Dissenting views/issues raised

TBA following all consultation periods.

5.2 Rationale for approval

N/A

6. Reports by exception

Nil raised.

7. Mandatory Workplace Requirements

Refer to Attachment D for a list of the units of competency, the MWR, the rationale for this, and evidence of employer support for this requirement.

There are no mandatory workplace requirements associated with this release.

8. Implementation of the new training packages

8.1 Implementation issues

Supporting implementation across a range of settings

The thoroughness of the development, consultation and validation processes, and the resource requirements specified in the products, ensures that the Training Package components can be delivered and assessed in a variety of contexts. A range of models may be used, including common training at a single training location, which means trainees and/or trainers are transported to the training location with assessment being completed during the course and/or finalised in the workplace.

Downstream impacts

The development, consultation and validation processes undertaken to develop draft Training Package material, ensures that the Training Package products can be implemented to meet the requirements of RTO regulators.

8.2 Potential for traineeship or apprenticeships

The Training Package products are not intended for traineeship or apprenticeships but are available and could be completed as a traineeship or apprenticeship.

8.3 Occupational and licensing requirements

Commercial Pilot Regulatory Update: Students who complete the Diploma may undertake the Commercial Pilot Licence under Part 61 of the Civil Aviation Safety Regulations (CASRs).

8.4 Extension to transition period

Where the need for an extension to the transition period is identified for training products that are the subject of this Case for Endorsement, the SSO will apply to the relevant regulator for an extension to transition, to mitigate the identified impact on other training products, particular student cohorts or industry business needs.

The Training Package products in this project do not require an extension to the transition period.

9. Quality Assurance

The Case for Endorsement meets the following requirements:

Standards for Training Packages 2012

✓

Training Package Products Policy

✓

Training Package Development and Endorsement Process Policy

✓

Companion Volume Implementation Guide is available and quality assured.

✓

*Copies of quality assurance reports are included in **Attachment F**.*

10. Implementation of the Minister's priorities in training packages

*Refer to **Attachment E** for information on no enrolment and low enrolment qualifications reviewed as part of this project, and the outcomes of this review (i.e. product proposed for deletion or retention). Attachment D also includes the rationale for retaining no and/or low enrolment products when this is the proposal.*

Please include an explanation of how approval of the proposed training products will support the reform priorities for training packages agreed by skills ministers in November 2015 and October 2020:

<i>Streamlining/rationalisation of training products</i>	Streamlining/rationalisation of the training products did not apply to this product release.
	Based on a review of the existing aviation products, the Aviation IRC recommended that the review of the Qualification and three Units of Competency be approved.
	Aviation Release 9.0 will not add any new products to the aviation Training Package.

<i>Ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices</i>	Implementation information is available in the Aviation Companion Volume Implementation Guide. Throughout the revision and development of the AVI Aviation Training Package products, industry's expectation was to ensure flexible delivery was available to enable all industry sub-sectors to utilise the qualifications and Units of Competency.
<i>Ensure the training system better supports individuals to move more easily between related occupations</i>	It is expected that the outcomes delivered will address industry job role expectations and compliance with regulatory requirements.
<i>Improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors</i> <i>Foster greater recognition of skill sets and work with industry to support their implementation</i>	The Aviation Training Package Companion Volume Implementation Guide (CVIG) describes additional requirements applicable to the learner's characteristics and describes industry's expectations for training delivery.
11. A link to the full content of the proposed training package component(s)	
The AISC should be provided with a link to the full, developed training package component(s) to be approved under the Case for Endorsement. <i>A link to the training package components proposed for endorsement is included here.</i>	

This Case for Endorsement was agreed to by the [name] IRC

Name of Chair

Stephen Leahy

Signature of Chair



Date

02 December 2021

Attachment A: Training products submitted for approval

Please set out in the table below, the training products submitted for approval, including showing whether this is an updated, new or deleted product.

Training Product Name	Code	Type	For existing products, equivalence/non-equivalence status	For updated products, rationale for equivalence/non-equivalence status
<i>Qualifications</i>				
Diploma of Aviation (Commercial Pilot Licence - Aeroplane)	AVI50221	Updated	Equivalent	Updated two core Units of Competency and one elective Unit of Competency where changes have not affected the vocational outcome.
<i>Units of competency</i>				
Licence to operate a commercial aeroplane	AVILIC0003	Updated	Equivalent	Changes made to change 'incipient spin' to 'wing drop at the stall' clarify the intent of the spin procedure.
Control aircraft in advanced flight manoeuvres	AVIY0017	Updated	Equivalent	Changes made to change 'incipient spin' to 'wing drop at the stall' clarify the intent of the spin procedure.
Execute advanced aeroplane manoeuvres and procedures	AVIY0083	Updated	Equivalent	Changes made to change 'incipient spin' to 'wing drop at the stall' clarify the intent of the spin procedure.

Attachment B: How qualification updates support job roles

Please use the table below to demonstrate how the proposed updates to qualifications will better support job roles

Job role	Qualification	Proposed updates and how these, better support the job role
Aviation Commercial Pilot	Diploma of Aviation (Commercial Pilot Licence - Aeroplane)	Units of Competency that contain aspects of 'spinning', in particular 'incipient spin' have been updated to address changes to regulations published in 2021. This safety related adjustment will ensure alignment with industry and CASA requirements so that this process will be instructed on and assessed safely.

Attachment C: Stakeholder consultation

List of stakeholders that actively participated in stakeholder consultation for the project:

Name	Organisation	Title	Industry	Representation Type	State
Shannon Wandmaker	Cain Wandmaker Pty Ltd	Director	Aviation Security	Employer	QLD
Stewart Highnett	TAFE NSW	Product Development Coordinator	Aviation training	RTO	NSW
Brett Thomson	Box Hill Institute TAFE	Teacher/Instructor	Aviation training	RTO	VIC
Rory O'Hehir	AAPA Victoria	RTO Administrator	Aviation training	RTO	VIC
Ryan Feuk	Box Hill Institute TAFE	Lead Teacher	Aviation training	RTO	VIC
Gordon Brown	Aviation Australia	Manager - Product Design and Development	Aviation training	RTO	QLD
Ian Ryan	Tristar Aviation Company Pty Ltd	Charter Pilot & Flight Instructor Moorabbin Airport, Mentone, Victoria, 3194	Flight Training – Scenic Flights – Air Charter	RTO	VIC
Alana Treagus	Industry Skills Advisory Council	Workforce and Skills Team	Industry Skills Advisory Council	Advisory Council	NT
Capt. David Mogford	Australian Airline Pilots' Association (Member of IFALPA)	Safety & Technical Representative	Aviation	Union	VIC

Summary of Feedback by Stakeholder type:

Stakeholder Type	Key Feedback Points	Actions Taken to Address Feedback
<p>Industry Reference Committee (IRC) Representatives</p>	<p>I have reviewed per your request the material for AVISS68Y & 69Y along with AVILIC3Y,17Y & 46Y (leading 0s omitted).</p> <p>While I have not done a sit down comparison of the MOS as I believe this was the primary driver for the updates in the initial instance, I am unable to comment further. The language appears to align with current terminology, and I saw nothing specific worth flagging given the high level nature of the material.</p> <p>I would be interested however in any feedback that suggested further changes / additions or deletions. Especially given the elective nature of the competency (rightly so - happy to elaborate further if you are curious given the critical safety learnings availed by such training).</p> <p>Spin training within the civil space has always been elective, predominately due to aircraft and to a lesser extent human limitation. While an understanding of the aerodynamic functions that lead to an incipient spin and of course how to recover from a theoretic perspective has always been important, the manoeuvre is never demonstrated or trained outside of an elective option (similar to aerobatics).</p> <p>Most aircraft are simply not spin training approved outside of those specifically certified for aerobatic flight.</p> <p>Many of the go to aircraft options in a training setting are not approved for this purpose, though I concede this is gradually changing due to the increased deployment of aircraft built from composite aero-structures. To this day, I honestly can't think of any twin engine aircraft types that are capable of safely and legally being spun. To this end, there have been past instances of aircraft entering inadvertent spins and suffering structural failure either during the spin or more often than not a poorly executed recovery.</p> <p>While I don't profess to know the situation in the defence space, I do know that spinning is almost never performed (at least deliberately) in jet powered equipment due to the complexity of engine restart, should the engine experience stall and flameout which is a highly likely outcome from a spin.</p>	<p>N/A</p>

Peak Industry Bodies	No Feedback	N/A
Employers (Non-IRC)	No Feedback	N/A
Regulators	No Feedback	N/A
Commercial Pilot Regulatory	<p>There is confusion in the training space about what constitutes an “incipient spin”.</p> <p>By definition - Incipient Spin is a term assigned to the transition phase during which a stall is propagating towards a developed spin. I have firsthand knowledge of schools continuing this exercise until the spin actually develops. I have even had an instructor claim there must be two rotations! (Clearly this is a fully developed spin).</p> <p>One of the big challenges in Australia and why I am supportive of this change is that many schools are now using the Diamond DA40 aircraft for ab initio & CPL training. There was a fatal accident in 2017 involving a Diamond DA40, which the ATSB determined that “The aircraft entered a developed spin during manoeuvres consistent with advanced stall recovery training which likely included intentional incipient spins.”</p> <p>Further to this - the aircraft manufacturer advised that the DA40’s limitation prohibiting intentional spins was intended to include incipient spins. However, the incipient spin manoeuvre was not defined and some operators considered that an incipient spin was not an intentional spin.</p> <p>So – in summary, this new change just adds a little more of a safety buffer, especially for schools using Diamond aircraft.</p>	Addressed by the IRC
	<p>I think overall the whole package looks ok. I do think that references to "turning the aircraft steeply" should not be used, instead large angles of bank or large bank angles should be preferred. Also stating that any aircraft used for spin training/recovery should be aircraft certified to do so and examples of these aircraft stated.</p> <p>Also, any Instructor conducting this training be specifically endorsed to do so and ideally appropriately employed. Stating that any Instructor conducting any and all abnormal flight attitude training and spin training MUST have all appropriate Ratings and have regency, say no more than 90 days, to conduct the previous mentioned training.</p>	

	<p>Changes correctly reflect the current CASA Part 61 standards and terminologies.</p> <p>I feel that the qualification and units are now at satisfactory standard.</p>	
	<p>Firstly, it was great to see this get updated to ensure no confusion with the training, and it would be great to see the new Unit of Competency match both the CASA and ICAO standards. In addition, I would like to see the Performance Criteria in 'AVIY0046Y Execute advanced aeroplane manoeuvres and procedures match what the industry has changed to teaching and assessing 'avoid spin'.</p> <p>For example, here is a list of what is required to teach and assess 'avoid spin' under CASA's Manual of Standard.</p> <ul style="list-style-type: none"> (a) perform stalling pre-manoeuve checks (b) recognise wing drop at the stall (c) from balanced flight, recover from stall in the attitudes and configurations most likely to cause a wing drop (d) perform recovery where the aeroplane exhibits a tendency to drop a wing at the stall, in accordance with paragraph h (d) of subclause 2.1 (5.1 – Enter and recover from stall); (e) perform stall recovery at simulated low altitude. <p>If I compare this to the unit of competency, although there are some things similar, there are things I feel do not need to be included.</p> <p>Performance Criteria 6.1 is covered in the Manual of Standards; therefore, training and assessing will match industry requirements.</p>	
	<p>Performance Criteria 6.2 is covered in the Manual of Standards; therefore, training and assessing will match industry requirements.</p> <p>Performance Criteria 6.3 is going over and above what is required by CASA. Currently, it states a student controls the airplane through a stall during straight and level flight, climbing, and turning. CASA does not require a student to complete it as it has already been assessed elsewhere. It should be moved to Performance Criteria 5.4 or included in Element 5 'Enter and recover from stall.' Having it in Element 5 would also actually match the industry</p>	

	<p>requirements of the same name. The Element they have this technique it is even called 'Enter and recover from a stall.'</p> <p>Adjusting this would not only match the industry standard but also stops us from over-assessing.</p> <p>This Element should reflect directly to controlling aircraft to avoid a spin and recover from a wing drop when a wing drop occurs rather than recovery from a wing drop through different aircraft configurations.</p> <p>Performance Criteria 6.4 is covered in the Manual of Standards; therefore, training and assessing will match industry requirements.</p> <p>Lastly, the Knowledge Evidence states that you must enter and recover from an incipient stall. There is no such thing as an incipient stall as the aircraft is either stalled or not stall.</p>	
<p>Ian Ryan, Tristar Aviation Company Pty Ltd</p>	<p>AVILIC0003Y Licence to operate a commercial aeroplane</p> <ul style="list-style-type: none"> • Recommendations 1-4 <p>AVIY0017Y Control aircraft in advanced flight manoeuvres</p> <ul style="list-style-type: none"> • Recommendations 5-9 <p>AVIY0046 Execute advanced aeroplane manoeuvres and procedures</p> <ul style="list-style-type: none"> • Recommendation 10 	<p>Detailed feedback was provided related to the three units in 10 recommendations.</p> <p>These were assessed individually and applied as appropriate.</p>
	<p>Reviewing the docs with respect to spinning only – I can see no issue with the concepts of “avoid spin” in place of “incipient spin” –which is, of itself, a manoeuvre deliberately induced.</p> <p>I note that in unit AVIY0017Y that the performance evidence requires inverted spins... this will be difficult to achieve as the availability of aircraft capable of this is quite limited... just so all are aware!</p> <p>However, the inverted spin for this unit is certainly relevant and given the unit is elective – the lack of availability of capable aircraft should not preclude any trainee from completing the over-arching course.</p>	
<p>Training Boards/Other</p>	<p>No feedback provided.</p>	

State and Territory Training Authorities (STAs)		
Unions	No feedback provided.	

Summary of Issues raised during stakeholder consultation

Issue raised	Key Feedback Points	Actions Taken to Address Feedback
N/A		

Attachment D: Mandatory Workplace Requirements in Training Products

Please set out in the table below training products which include a mandatory workplace requirement (i.e. which must be completed in a workplace)

Code/title	Description of the Requirement (e.g. work placement, assessment requirement)	Rationale for Inclusion	Evidence of employer support
N/A	N/A	N/A	N/A

Attachment E: No enrolment and low enrolment training products

No Enrolment:

Please set out in the table below those training products that have had no enrolments over the past three years for which data is available

Units of Competency		
Name of Unit/Unit Code	Proposed for retention/deletion	Rationale for Retention
AVIC4002 Administer airside driving	NA	Required as industry benchmark and a necessary elective
AVIE0002 Maintain airspace interactions in remote pilot aircraft systems BVLOS operations	NA	Required as industry benchmark and a necessary elective
AVIF0016 Manage network data links	NA	Required as industry benchmark and a necessary elective
AVIF0017 Develop a risk management plan for beyond visual line of sight operations	NA	Required as industry benchmark and a necessary elective
AVIF0018 Manage risks with unmanned aerial systems (UAS) beyond visual line of sight (BVLOS)	NA	Required as industry benchmark and a necessary elective
AVIF0019 Implement complex human factors in remote pilot aircraft systems beyond visual line of sight (BVLOS)	NA	Required as industry benchmark and a necessary elective
AVIF0020 Manage human factors and situational awareness in an aviation operational environment	NA	Required as industry benchmark and a necessary elective
AVIF0022 Maintain work health and safety procedures in remote pilot aircraft systems	NA	Required as industry benchmark and a necessary elective
AVIF4008 Supervise cabin safety and security	NA	Required as industry benchmark and a necessary elective

AVIG0002 Lead a work team or group in a controlled environment	NA	Required as industry benchmark and a necessary elective
AVII0011 Carry out food preparation and service on an aircraft	NA	Required as industry benchmark and a necessary elective
AVII4013 Supervise cabin operations	NA	Required as industry benchmark and a necessary elective
AVII4015 Monitor and enhance customer service excellence	NA	Required as industry benchmark and a necessary elective
AVIO0021 Conduct screening using 3D CT X-ray scanning techniques	NA	Required as industry benchmark and a necessary elective
AVIW0001 Operate and manage advanced remote pilot aircraft systems	NA	Required as industry benchmark and a necessary elective
AVIW0002 Manage multi-crew operation in beyond visual line of sight (BVLOS) operations	NA	Required as industry benchmark and a necessary elective
AVIW0005 Determine meteorological factors for remote pilot aircraft operations	NA	Required as industry benchmark and a necessary elective
AVIW0022 Coordinate aircraft movements and storage	NA	Required as industry benchmark and a necessary elective
AVIY0024 Operate remote pilot airship	NA	Required as industry benchmark and a necessary elective
AVIY0025 Operate powerlift and tilt rotor remote pilot aircraft systems	NA	Required as industry benchmark and a necessary elective
AVIY0028 Operate remotely piloted aircraft in excluded category sub-2 kg operations	NA	Required as industry benchmark and a necessary elective
AVIY0029 Operate rotary wing remote pilot aircraft systems	NA	Required as industry benchmark and a necessary elective

AVIY0030 Operate fixed wing remote pilot aircraft systems	NA	Required as industry benchmark and a necessary elective
AVIY0032 Apply RPAS payload and configuration management principles	NA	Required as industry benchmark and a necessary elective
AVIY5048 Provide approach control services	NA	Required as industry benchmark and a necessary elective
Qualifications		
Name of Qualification/ Qualification Code	Proposed for retention/deletion	Rationale for Retention
Certificate IV in Aviation (Remote Pilot-Beyond Visual Line of Sight)	NA	Required as industry benchmark and a necessary elective
Certificate I in Aviation (Foundation Skills)	NA	Required as industry benchmark and a necessary elective

Low Enrolment:

Please set out in the table below those training products that have had low enrolments over the past three years for which data is available¹

Units of Competency		
Name of Unit/Unit Code	Proposed for retention/deletion	Rationale for Retention
AVIW0017 Operate aircraft embarkation and disembarkation equipment	NA	Required as industry benchmark and a necessary elective
AVIE0004 Conduct radio procedures in an aviation operational environment	NA	Required as industry benchmark and a necessary elective
AVIF2007 Implement regulations and policies during check-in procedures	NA	Required as industry benchmark and a necessary elective
AVIM0008 Operate a simulator	NA	Required as industry benchmark and a necessary elective
AVIM0009 Facilitate training in a synthetic environment	NA	Required as industry benchmark and a necessary elective
AVIY0067 Conduct airborne extraction operations	NA	Required as industry benchmark and a necessary elective
AVIW0003 Undertake helicopter aquatic rescue and recovery	NA	Required as industry benchmark and a necessary elective
AVIW0009 Conduct aerial delivery/retrieval operations using remote piloted aircraft systems	NA	Required as industry benchmark and a necessary elective
AVIW0016 Rappel from a helicopter	NA	Required as industry benchmark and a necessary elective

¹ Low enrolment training products are qualifications or units of competency that have had less than 42 enrolments in each of the past three years (*this is the maximum no. of enrolments for the bottom 25% of qualifications based on average enrolments over 2016 - 2018*)

Training Package Quality Assurance

Attachment F: Quality assurance reports

Editorial Report

1. Cover page	
Information required	Detail
Training Package title and code	AVI Aviation Training Package (Release 9.0)
Number of new qualifications and their titles ¹	NA
Number of revised qualifications and their titles	One (1) revised qualification: AVI5021 Diploma of Aviation (Commercial Pilot Licence – Aeroplane)
Number of new units of competency and their titles	NA
Number of revised units of competency and their titles	One (1) revised unit of competency: AVIY0083 Execute advanced aeroplane manoeuvres and procedures
Confirmation that the draft training package components are publication-ready	The draft Training Package components will be publication ready once uploaded onto training.gov.au
Is the Editorial Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide a name.	Yes. Trish Gamper (Gamper Consulting Services)
Date of completion of the report	27 November 2021

2. Content and structure

Units of competency

Editorial requirements	Comments
Standard 5: <ul style="list-style-type: none"> The structure of units of competency complies with the unit of competency template. 	The structure of the unit of competency complies with the unit of competency template and contains all necessary requirements.
Standard 7: <ul style="list-style-type: none"> The structure of assessment requirements complies with the assessment requirements template. 	The structure of the assessment requirements complies with the assessment requirements template.

¹ When the number of training products is high the titles can be presented as an attachment.

Training Package Quality Assurance

Editorial requirements	Comments
	Performance and knowledge evidence contain adequate frequency and/or volume of evidence required and the assessment conditions outline mandatory conditions for assessment and details relevant equipment and resources required.

Qualifications

Editorial requirements	Comments by the editor
Standard 9: <ul style="list-style-type: none"> The structure of the information for qualifications complies with the qualification template. 	The structure of the qualification complies with the qualification template and contains all necessary components.
Standard 10: <ul style="list-style-type: none"> Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template. 	NA

Companion Volumes

Editorial requirements	Comments by the editor
Standard 11: <ul style="list-style-type: none"> A quality assured companion volume implementation guide is available and complies with the companion volume implementation guide template. 	Australian Industry Standards (AIS) provided a Companion Volume Implementation Guide (CVIG) for editing which complies with the CVIG template. The CVIG has been quality assured in accordance with AIS internal processes.

3. Proofreading

Editorial requirements	Comments by the editor
<ul style="list-style-type: none"> Unit codes and titles and qualification codes and titles are accurately cross-referenced throughout the training package product(s) including mapping information and packaging rules, and in the companion volume implementation guide. 	The unit and qualification codes and titles were cross-referenced throughout the draft components, including packaging rules, CVIG, mapping and the Case for Endorsement, and corrected where necessary.
<ul style="list-style-type: none"> Units of competency and their content are presented in full. 	The unit of competency was provided in full.
<ul style="list-style-type: none"> The author of the Editorial Report is satisfied with the quality of the training products, specifically with regard to: <ul style="list-style-type: none"> absence of spelling, grammatical and typing mistakes consistency of language and formatting logical structure and presentation of the document. compliance with the required templates 	<p>The unit of competency was reviewed for:</p> <ul style="list-style-type: none"> spelling, grammatical and typing errors consistency of language and formatting structure and presentation compliance with required templates. <p>Minor edits were marked up using track changes and forwarded to AIS before a final review of Training Package components.</p> <p>I am satisfied with the quality of the Training Package component with regard to the above points.</p>

Training Package Quality Assurance

Equity Report - AVI Aviation Training Package - Release 9.0

Section 1 – Cover page

Information required	Detail
Training Package title and code	AVI Aviation Training Package
Number of new qualifications and their titles ¹	
Number of revised qualifications and their titles	One revised qualification: <ul style="list-style-type: none"> • AVI50221 Diploma of Aviation (Commercial Pilot Licence - Aeroplane)
Number of new units of competency and their titles	
Number of revised units of competency and their titles	One revised units of competency: <ul style="list-style-type: none"> • AVIY0083 Execute advanced aeroplane manoeuvres and procedures
Confirmation that the draft training package components meet the requirements in Section 2 <i>Equity checklist of draft training package components</i>	The revised AVI qualification and unit of competency meet the requirements as outlined in Section Two: Equity checklist of draft training package components.
Is the Equity Report prepared by a member of the Quality Assurance Panel? If 'yes' please provide the name.	No ²
Date of completion of the report	25 November 2021

¹ When the number of training products is high the titles can be presented as an attached list.

² Person that is not a member of the Training Package Quality Assurance Panel is required to provide to the SSO information demonstrating experience in analysis of equity issues in the training or educational context; demonstrated understanding of vocational education and training; and details of relevant qualifications and/or professional memberships.

Training Package Quality Assurance

Section 2 – Equity checklist of draft training package components

Equity requirements	Equity reviewer comments
<p>The training package component(s) comply with Standard 2 of the <i>Standards for Training Packages 2012</i>. The standard requires compliance with the <i>Training Package Products Policy</i>, specifically with the access and equity requirements:</p> <ul style="list-style-type: none"> • Training Package developers must meet their obligations under Commonwealth anti-discrimination legislation and associated standards and regulations. • Training Package developers must ensure that Training Packages are flexible and that they provide guidance and recommendations to enable reasonable adjustments in implementation. 	<p>Provide brief commentary on whether the draft endorsed components meet each of the equity requirements</p> <p>It is the view of the equity reviewer, the Training Package developer complied with the Standard 2 of the Standards for Training Packages 2012 and Training Package Products Policy.</p>

Section 3 - Training Package Quality Principles

Quality Principle 4

Be **flexible** to meet the diversity of individual and employer needs, including the capacity to adapt to changing job roles and workplaces.

Key features

Do the units of competency meet the diversity of individual and employer needs and support equitable access and progression of learners?

What evidence demonstrates that the units of competency and their associated assessment requirements are clearly written and have consistent breadth and depth so that they support implementation across a range of settings?

Are there other examples that demonstrate how the key features of flexibility are being achieved?

Equity requirements	Equity reviewer comments
1. What evidence demonstrates that the draft components provide flexible qualifications/units of competency that enable application in different contexts?	The AVI qualification is structured to reflect the current and future needs of the aviation sector. The AVI qualification is a core and elective model.
2. Is there evidence of multiple entry and exit points?	The units of competency and qualification offer a limited entry and exit points.
3. Have prerequisite units of competency been minimised where possible?	<i>There are no prerequisite units.</i>
4. Are there other examples of evidence that demonstrate how the key features of the flexibility principle are being achieved?	<i>In this reviewer's opinion, AVI qualification has been based on a structure in relation to the industry occupational outcome requirements. This qualification does include a range of elective units.</i>

Training Package Quality Assurance

Quality Principle 5

Facilitate **recognition** of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors.

Key features

Support learner transition between education sectors.

Equity requirements	Equity reviewer comments
1. What evidence demonstrates pathways from entry and preparatory level as appropriate to facilitate movement between schools and VET, from entry level into work, and between VET and higher education qualifications?	<p><i>The linear pathway provided by these units of competency and qualification is limited to skilled and/or specialised job role outcomes within the aviation sector.</i></p> <p><i>Learner transition between education sectors is facilitated via VET qualifications.</i></p>

Quality Principle 6

Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements.

Key features

Support implementation across a range of settings and support sound assessment practices.

Equity requirements	Equity reviewer comments
<p>1. Does the Companion Volume Implementation Guide include advice about:</p> <ul style="list-style-type: none"> • Pathways • Access and equity • Foundation skills? <p>(see Training Package Standard 11)</p>	<p><i>The equity reviewer has cited the Companion Volume Implementation Guide (CVIG) and it includes advice about:</i></p> <ul style="list-style-type: none"> • <i>Pathways</i> • <i>Access and equity</i> • <i>Foundation skills</i> <p><i>Simple, concise language and clear articulation of assessment requirements is in evidence. Assessment processes across a range of settings and the support of sound assessment practices is in evidence.</i></p>
2. Are the foundation skills explicit and recognisable within the training package and do they reflect and not exceed the foundation skills required in the workplace?	<p><i>During the review of the unit of competency performance criteria, foundation skills essential to performance, were explicit in units sampled.</i></p>

Training Package Quality Assurance

AVI Aviation Training Package (Release 9) Equity Report prepared by:

Ron Horne, MEdu

Industry Skills Manager, Australian Industry Standards (AIS)

I am not a member of the current Training Package Quality Assurance Panel.

I have extensive business, transport and logistics industry, course design and Training Package experience in development, consultation and validation processes and in working with industry on equity issues.

I have been actively involved in the evaluation of Training Packages, including confirming that contents comply with access and equity policy.

Demonstrated experience in management of the following programmes:

- WELL
- NWDF and State funding to address access and equity
- Compliance - inclusive of addressing access and equity for learners and resolving complaints related to these issues
- Worker/learner assistance related to employment – this including assessing assistance required

Demonstrated experience in analysis of equity issues in the training or educational context

- Post graduate studies on VET sector policy and implementation

Demonstrated understanding of vocational education and training

- Worked in this sector in a variety of positions
- Current role with TLISC/AIS since January 2014

Demonstrated commitment by the person to ongoing professional development

- Participation in ongoing Commonwealth Departmental forums
- Upgrading qualifications - Post graduate studies
- Completion of courses and professional development programmes related to VET

Details of relevant qualifications

- Master of Education
- Bachelor of Business (Transport Studies)
- Advanced Diploma of Logistics Management
- Diploma of Management
- Diploma of Quality Auditing
- Diploma of Training Design and Development
- Diploma of Vocational Education and Training

Training Package Quality Assurance

Quality Report

Section 1 – Cover page

Information required	Detail
Training Package title and code	AVI Aviation Training Package (Release 9.0)
Number of new qualifications and their titles ¹	NA
Number of revised qualifications and their titles	One (1) revised qualification: AVI5021 Diploma of Aviation (Commercial Pilot Licence – Aeroplane)
Number of new units of competency and their titles	NA
Number of revised units of competency and their titles	One (1) revised unit of competency: AVIY0083 Execute advanced aeroplane manoeuvres and procedures
Confirmation that the panel member is independent of: <ul style="list-style-type: none"> the Training Package or Training Package components review ('Yes' or 'No') development and/or validation activities associated with the Case for Endorsement ('Yes' or 'No') undertaking the Equity and/or Editorial Reports for the training package products that are the subject of this quality report ('Yes' or 'No') 	I confirm through affirmation: Yes Yes Yes
Confirmation of the Training Packages or components thereof being compliant with the <i>Standards for Training Packages 2012</i>	These Training Package components are compliant with the <i>Standards for Training Packages 2012</i> .
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Products Policy</i>	This Training Package and its component parts are compliant with the <i>Training Package Products Policy</i> .
Confirmation of the Training Packages or components thereof being compliant with the <i>Training Package Development and Endorsement Process Policy</i>	These Training Package components are compliant with the <i>Training Package Development and Endorsement Process Policy</i> .

¹ When the number of training products is high the titles can be presented as an attached list.

Training Package Quality Assurance

Information required	Detail
<p>Panel member's view about whether:</p> <ul style="list-style-type: none"> • the evidence of consultation and validation process being fit for purpose and commensurate with the scope • estimated impact of the proposed changes is sufficient and convincing 	<p>As evidenced by the Case for Endorsement (CfE), and the associated appendices, consultation was sufficient and specific to the project. The Technical Advisory Committee was nationally representative of a broad cross-section of stakeholders.</p> <p>The CfE convincingly outlines the reasons for the revision of this qualification and the associated revised unit as an update of the existing Training Package. The impact of these additions is also clear.</p> <p>The specific feedback comments highlighted in the CfE from stakeholders clearly identifies: the extreme safety considerations; the need for consistency in terminology and concept definition; and other requirements associated with this change.</p> <p>The terminology changes bring the unit into line with the licensing authority's regulatory wording.</p> <p>There are no exception reports to the consultation findings.</p>
Name of panel member completing Quality Report	Terry Smith
Date of completion of the Quality Report	29 th November, 2021

Training Package Quality Assurance

Section 2 – Compliance with the Standards for Training Packages 2012

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 1</p> <p>Training Packages consist of the following:</p> <ol style="list-style-type: none"> 1. AISC endorsed components: <ul style="list-style-type: none"> • qualifications • units of competency • assessment requirements (associated with each unit of competency) • credit arrangements 2. One or more quality assured companion volumes 	Yes	<p>I confirm that:</p> <ul style="list-style-type: none"> • revised unit of competency • assessment requirements (associated with the unit of competency) and • the AVI Training Package CVIG <p>are all evident.</p> <p>The companion volumes are quality assured.</p>
<p>Standard 2</p> <p>Training Package developers comply with the <i>Training Package Products Policy</i></p>	Yes	<p>The Training Package developers have complied with the <i>Training Package Products Policy</i>. All conditions have been met.</p>
<p>Standard 3</p> <p>Training Package developers comply with the AISC <i>Training Package Development and Endorsement Process Policy</i></p>	Yes	<p>The Training Package developers have complied with the <i>AISC Training Package Development and Endorsement Process Policy</i> in all aspects: consultation; development; and compliance.</p>
<p>Standard 4</p> <p>Units of competency specify the standards of performance required in the workplace</p>	Yes	<p>The standards of performance required in the workplace are specified in the unit of competency. They are clearly written in plain English.</p> <p>The standards of performance and associated benchmarks are evident.</p> <p>The elements and associated performance criteria are clear and logically sequenced.</p> <p>The unit is well structured and easy to understand and apply.</p>
<p>Standard 5</p> <p>The structure of units of competency complies with the unit of competency template</p>	Yes	<p>The structure meets the specified template requirements.</p> <p>I note the equity and editorial reports and concur overall with their findings.</p> <p>In reviewing I can confirm that the Foundation Skills are explicit and embedded in the performance criteria throughout all units. This was proven through analysis against the ASQA resource <i>Trigger Words for Foundation Skills</i>.</p> <p>Unit title is correct and unit application are clear, including provision of context.</p>

Training Package Quality Assurance

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
<p>Standard 6</p> <p>Assessment requirements specify the evidence and required conditions for assessment</p>	Yes	<p>Assessment requirements are clear as are the conditions for assessment including the use of appropriate simulation contexts where work-place performance can't be assessed.</p> <p>Performance evidence is specifically related to performance and is a clear and concise summary of the unit's performance requirements.</p> <p>Knowledge evidence is clearly related and specifically linked to the performance criteria of the unit. All components are clear, readily understandable and logical.</p>
<p>Standard 7</p> <p>Every unit of competency has associated assessment requirements. The structure of assessment requirements complies with the assessment requirements template</p>	Yes	<p>The revised has associated assessment requirements, which were already compliant before revision.</p> <p>The assessment requirements comply with the specified template.</p>
<p>Standard 8</p> <p>Qualifications comply with the Australian Qualifications Framework specification for that qualification type</p>	Yes	<p>The revised qualification complies with the Australian Qualifications Framework specification for the qualification type.</p>
<p>Standard 9</p> <p>The structure of the information for the Australian Qualifications Framework qualification complies with the qualification template</p>	Yes	<p>The revised qualification structures are compliant.</p>
<p>Standard 10</p> <p>Credit arrangements existing between Training Package qualifications and Higher Education qualifications are listed in a format that complies with the credit arrangements template</p>	N/A	<p>There are no credit arrangements in place, and this is specified.</p>
<p>Standard 11</p> <p>A quality assured companion volume implementation guide produced by the Training Package developer is available at the time of endorsement and complies with the companion volume implementation guide template.</p>	Yes	<p>A Companion Volume Implementation Guide (CVIG) exists and provides clear and useful information. It also includes clear guidance on the context of the range of job role environment applications in appendix form and has useful advice for implementers and educators.</p>

Training Package Quality Assurance

Standards for Training Packages	Standard met 'yes' or 'no'	Evidence supporting the statement of compliance or noncompliance (including evidence from equity and editorial reports)
Standard 12 Training Package developers produce other quality assured companion volumes to meet the needs of their stakeholders as required.	Yes	The AVI CVIG is complemented by appendices providing supplementary information. This also makes the information easier to access.

Section 3 – Compliance with the training package quality principles

Note: not all training package quality principles might be applicable to every training package or its components. Please provide a supporting statement/evidence of compliance or non-compliance against each principle.

Quality principle 1. Reflect identified workforce outcomes

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance/non compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Driven by industry's needs	Yes	As stated in the CfE: There was a requirement to bring the language of the revised unit's skills and knowledge in line with changes in terminology and definition in the CASA regulations. This was essential for safety and clear interpretation of requirements. The units were already compliant and industry endorsed in all other facets. The consultation and development associated with the development of this unit ensured that processes and product were driven by industry's needs and expectations and that they met the regulatory requirements where required to do so.
Compliant and responds to government policy initiatives Training package component	Yes	The project was driven by the requirement to meet the specific changes in CASA regulatory requirement wording and interpretation on what had previously been referred to as incipient spin. As such there was no other changes to the existing unit required or the associated qualification with exception of adding an elective which had been orphaned. The unit and qualification in their non-revised form already met the 2015 training package reforms and the previous CISC now Skills Ministers' Meeting (SMM).

Training Package Quality Assurance

<p>responds to the COAG Industry and Skills Council's (CISC) training package-related initiatives or directions, in particular the 2015 training package reforms. Please specify which of the following CISC reforms are relevant to the training product and identify supporting evidence:</p> <ul style="list-style-type: none"> • ensure obsolete and superfluous qualifications are removed from the system • ensure that more information about industry's expectations of training delivery is available to training providers to improve their delivery and to consumers to enable more informed course choices • ensure that the training system better supports individuals to move easily from one related occupation to another • improve the efficiency of the training system by creating units that can be owned and used by multiple industry sectors • foster greater recognition of skill sets 		<p>The CVIG contains detailed information about industry's expectations of training delivery. The CVIG is readily available, in a useable style, to training providers to improve their delivery and to consumers to enable more informed course choices.</p>
<p>Reflect contemporary work organisation and job profiles incorporating a future orientation</p>	<p>Yes</p>	<p>The unit is future oriented and takes account of current processes and techniques. Nothing in the language of the unit excludes future application.</p> <p>The CVIG also provides critical information on job/role environment contexts.</p>

Training Package Quality Assurance

Quality principle 2: Support portability of skills and competencies including reflecting licensing and regulatory requirements

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support movement of skills within and across organisations and sectors	N/A	The only objective of this revised unit and qualification change is to align it with changes in terminology and definition in the CASA regulations.
Promote national and international portability	N/A	The revised unit and associated qualification have had definition and context changes for a specific technique in flying when required for safety contexts, so there is no change to the existing national and international portability.
Reflect regulatory requirements and licensing	Yes	The purpose of this revision was to ensure alignment between CASA regulations and the units related skills and knowledge requirements.

Quality principle 3: Reflect national agreement about the core transferable skills and core job-specific skills required for job roles as identified by industry

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Reflect national consensus	Yes	The CfE clearly demonstrates the wide national consultation that occurred and the areas of national consensus. There are no exception reports.
Recognise convergence and connectivity of skills	N/A	There was no change to this area as the revision was purely to bring the language of the unit in line with the language of the CASA regulations.

Training Package Quality Assurance

Quality principle 4: Be flexible to meet the diversity of individual and employer needs including the capacity to adapt to changing job roles and workplaces

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Meet the diversity of individual and employer needs	Yes	The CfE highlights how all relevant sectors and industry representatives were widely consulted and their needs and views incorporated into the development of the units, the associated revised qualifications and skill sets.
Support equitable access and progression of learners	N/A	There was no change to this area as the revision was purely to bring the language of the unit in line with the language of the CASA regulations.

Quality principle 5: Facilitate recognition of an individual's skills and knowledge and support movement between the school, vocational education and higher education sectors

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support learner transition between education sectors	N/A	There was no change to this area as the revision was purely to bring the language of the unit in line with the language of the CASA regulations.

Quality principle 6: Support interpretation by training providers and others through the use of simple, concise language and clear articulation of assessment requirements

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support implementation across a range of settings	N/A	There was no change to this area as the revision was purely to bring the language of the unit in line with the language of the CASA regulations.

Training Package Quality Assurance

Key features	Quality principle is met: Yes / No or N/A	Evidence demonstrating compliance with the quality principle Please see examples of evidence in the <i>Training Package Development and Endorsement Process Policy</i>
Support sound assessment practice	Yes	<p>The depth and breadth of assessment is consistent and clear as is the amount of required assessment. Sound use is made of real and simulated assessment. Assessment conditions are clearly outlined.</p> <p>The units of competency and associated assessment requirements clearly specify the outcomes required in plain English and provide specific volume and context.</p>
Support implementation	Yes	The product is compliant with TGA/National Register requirements for publication. CVIG provides clear advice about unit application and context.

Training Package Quality Assurance

Attachment G: Letters of Support



29 November 2021

Mr Paul Walsh
Chief Executive Officer
Australian Industry Standards
Level 2, 31 Market Street
South Melbourne VIC 3205

Dear Mr Walsh,

AVIATION TRAINING PACKAGE – Letter of Support

It is confirmed that our organisation has engaged in communication and support regarding the initiative to develop material within the AVI Aviation Training Package Release 9.0, specifically:

- AVI50221 Diploma of Aviation (Commercial Pilot Licence – Aeroplane)
- AVIY0083 Execute advanced aeroplane manoeuvres and procedures
- AVILIC0003 Licence to operate a commercial aeroplane
- AVIY0017 Control aircraft in advanced flight manoeuvres

The purpose of the project was to review three Units of Competency in the Diploma of Aviation (Commercial Pilot Licence - Aeroplane). Units of Competency that contained aspects of 'spinning', in particular 'incipient spin', were updated to address changes to aviation regulations.

I am pleased to support AVI Aviation Training Package Release 9.0.

Yours sincerely

Signed:

Name: Ryan Feuk

Position: Lead Teacher

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Training Package Quality Assurance



2 December 2021

Mr Paul Walsh
Chief Executive Officer
Australian Industry Standards
Level 2, 31 Market Street
South Melbourne VIC 3205

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I am pleased to support AVI Aviation Training Package Release 9.0.

Yours sincerely

Signed:

Name: Rory O'Hehir

Position: RTO Manager

Australian Airline Pilot Academy Victoria Pty Ltd

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