

CIVIL AVIATION  
SAFETY AUTHORITY  
AUSTRALIA

# **MOS Part 65—Standards Applicable to Air Traffic Services Licensing and Training Requirements**

**VERSION 1.1: MARCH 2003**

UNCONTROLLED VERSION

## MOS Part 65—Standards Applicable to Air Traffic Services Licensing and Training Requirements

This is a CASA policy manual. It contains specifications (standards) prescribed by CASA, of uniform application, determined to be necessary for the safety of air navigation.

This manual is incorporated in the Civil Aviation Safety Regulations Part 65 – Air Traffic Services Licensing by reference.

Copies of this manual are available from:

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The current manual can be viewed at any time via CASA's website at [www.casa.gov.au](http://www.casa.gov.au).

This manual may be amended from time to time. Such amendment service will be provided by the Document Control Unit, Civil Aviation Safety Authority.

Any comments about the content or requests for clarification should be directed to:

Branch Head, Airspace, Air Traffic and Aerodrome Standards Branch, Aviation Safety Standards, CASA.

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## **FOREWORD**

The Civil Aviation Safety Authority is responsible under section 9(1)(c) of the [Civil Aviation Act 1988](#) for developing and promulgating appropriate, clear and concise aviation safety standards.

CASA is also responsible under section 9(2)(b) and section 16 of the Act for promoting full and effective consultation and communication with all interested parties on aviation safety issues, and must, in performing its functions and exercising its powers, where appropriate, consult with government, commercial, industrial, consumer and other relevant bodies and organisations.

The Manual of Standards (MOS) is the means CASA uses to meet its responsibilities under the Act for promulgating aviation safety standards. The MOS prescribes the detailed technical material (aviation safety standards) that is determined to be necessary for the safety of air navigation.

The MOS is referenced in the particular regulation. You should refer to the applicable provisions of the Civil Aviation Act and Civil Aviation Safety Regulations, together with this manual, to ascertain the requirements of, and the obligations imposed by or under, the civil aviation legislation.

Amendments to the manual are the responsibility of the Branch Head, Airspace, Air Traffic and Aerodrome Standards. Readers should forward advice of errors, inconsistencies or suggestions for improvement to that officer.

Jim Shirley  
Head  
Airspace, Air Traffic and Aerodrome Standards Branch

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## CHAPTER 1: INTRODUCTION

### Section 1.1: General

#### 1.1.1 Background

The Air Traffic Services (ATS) licensing structure expanded in this document is established by Civil Aviation Safety Regulations and reflects Australia's commitment to the International Civil Aviation Organisation (ICAO) Standards and Recommended Practices (SARPs).

#### 1.1.2 Document Set

1.1.2.1 The document hierarchy consists of:

- (a) relevant Civil Aviation Safety Regulations (CASRs);
- (b) the Manual of Standards (MOS); and
- (c) Advisory Circulars (ACs).

1.1.2.2 The regulatory documents establish, for service providers, a comprehensive description of system requirements and the means of meeting them.

1.1.2.3 **CASRs** establish the regulatory framework (*Regulations*) within which all service providers must operate.



1.1.2.4 The **MOS** comprises specifications (*Standards*) prescribed by CASA, of uniform application, determined to be necessary for the safety of air navigation. In those parts of the MOS where it is necessary to establish the context of standards to assist in their comprehension, the sense of parent regulations has been reiterated. The MOS is a disallowable instrument. This means that it is a legislative instrument that becomes effective on publication in the Government Gazette and it must be tabled in Parliament within fifteen sitting days from when it was made and is subject to scrutiny by Parliament.



1.1.2.5 Readers should understand that in the circumstance of any perceived disparity of meaning between MOS and CASRs, primacy of intent rests with the regulations. Where there is any inconsistency between the regulations and the MOS, the regulations prevail.

1.1.2.6 Service providers must document internal actions (*Rules*) in their own operational manuals, to ensure the maintenance of and compliance with standards.

1.1.2.7 **ACs** are intended to provide recommendations and guidance to illustrate a means, but not necessarily the only means of complying with the Regulations. ACs may explain certain regulatory requirements by providing interpretive and explanatory materials. It is expected that service providers will document internal actions in their own operational manuals, to put into effect those, or similarly adequate, practices.

### 1.1.3 Differences between ICAO Standards and those in MOS

- 1.1.3.1 Notwithstanding the above, where there is a difference between a standard prescribed in ICAO documents and the Manual of Standards (MOS), the MOS standard shall prevail.
- 1.1.3.2 To meet the ICAO convention, the hierarchy for an authority to act in a licensed ATS operational function (i.e. Air Traffic Control or Flight Service) is based on:
- (a) the issue of a Licence for that purpose; and
  - (b) the issue of a Rating under the Licence, defining the generic functions in terms of the ICAO operational categories.

### 1.1.4 ICAO Rating Categories

- 1.1.4.1 The operational rating categories defined by ICAO are:
- (a) Aerodrome Control Rating;
  - (b) Approach Control Rating;
  - (c) Approach Radar Control Rating;
  - (d) Approach Precision Radar Control Rating;
  - (e) Area Control Rating; and
  - (f) Area Radar Control Rating.

**Note:** The Approach Precision Radar Control Rating is not relevant in the Australian context.

### 1.1.5 Australian Requirements

- 1.1.5.1 To meet Australian operational needs, the hierarchy for an authority to act in a licensed ATS operational function has been identified as:
- (a) meeting the ICAO requirement for a Licence; and
  - (b) meeting the ICAO requirement for Ratings; and
  - (c) the issue of an Endorsement or Endorsements under one or more Ratings held, to perform activities within specific portions of airspace, or relating to specific operating positions or discrete functions; and
  - (d) the issue of ATS-specific Qualifications to authorise other particular responsibilities (as necessary and appropriate).
- 1.1.5.2 This document establishes and defines a firm hierarchy of licence/rating/endorsement/qualification which meets contemporary Australian requirements.

## 1.1.6 Differences Published in AIP

- 1.1.6.1 Differences from ICAO Standards, Recommended Practices and Procedures are published in AIP Gen 1.7.

## 1.1.7 MOS Documentation Change Management

- 1.1.7.1 Responsibility for the approval of the publication and amendment of the Manual of Standards (MOS) resides with the Branch Head, Airspace, Air Traffic and Aerodrome Standards Branch of the Aviation Safety Standards Division, Civil Aviation Safety Authority.
- 1.1.7.2 This document is issued and amended under the authority of the Branch Head, Airspace, Air Traffic and Aerodrome Standards Branch.
- 1.1.7.3 Requests for **any change** to the content of the MOS may be intimated from:
- (a) Technical areas within CASA;
  - (b) Aviation industry Service Providers;
  - (c) Other Aviation Industry Service Providers.
- 1.1.7.4 The need to **change standards** in the MOS may be generated by a number of causes. These may be to:
- (a) ensure safety;
  - (b) ensure standardisation;
  - (c) respond to changed CASA standards;
  - (d) respond to ICAO prescription;
  - (e) accommodate new initiatives or technologies.

## 1.1.8 Related Documents

- 1.1.8.1 These standards should be read in conjunction with:
- (a) ICAO Training Manual (Doc 7192 Part D-2);
  - (b) ICAO Annex 1 (Personnel Licensing);
  - (c) ICAO Annex 11 (Air Traffic Services).

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## Section 1.2: Definitions

Definition	Meaning
<b>Air Traffic Services (ATS)</b>	A generic term, meaning, variously, flight information service, alerting service, air traffic advisory service, air traffic control service (area control service, approach control service or aerodrome control service) and any other service which CASA designates to be an air traffic service.
<b>ATC Licence</b>	A licence issued as an authority to act in a licensed air traffic control function and issued in accordance with ICAO Annex 1.
<b>ATS Certificate</b>	A certificate authorising an entity to provide air traffic services.
<b>ATS Certificate Holder</b>	An entity authorised under <a href="#">Part 172</a> of the Civil Aviation Safety Regulations to provide air traffic services at the location and in the airspace specified by the Airspace Authority.
<b>ATS Licence</b>	Either an Air Traffic Controller Licence or a Flight Service Licence, issued as an authority to act in a licensed ATS function.
<b>Competency</b>	The defined knowledge and/or skill including the minimum performance standard in that knowledge and/or skill area, required of the relevant air traffic services licence holder.  <b>Note:</b> An individual is either competent or not.
<b>Currency</b>	Satisfactory completion of relevant written examinations and performance assessment within the time frame specified.
<b>Endorsement</b>	An authorisation associated with a rating, and forming part thereof, which defines the location and discrete function at and/or for which a specified service may be performed by its holder.
<b>FS Licence</b>	A licence issued as authority to act in a licensed flight service function.
<b>Functional group</b>	A group of one or more sectors and/or work stations that provide an array of air traffic services identified by the ATS provider as requiring a common core of knowledge and skills.

Definition	Meaning
<b>Like type endorsement</b>	An endorsement defined by the ATS provider which has attributes and requirements sufficiently similar to other within the functional group to be suited to generic recency requirements of familiarisation, training and assessment.
<b>Manual of Standards</b>	The CASA manual which prescribes operational and technical standards pertaining to the licensing, and training for licensing, of air traffic service personnel.
<b>Proficiency</b>	The assessed level of ability to carry out the functions of an Endorsement as measured against the minimum prescribed standard in a formal performance assessment.  <b>Note:</b> Individuals are variously proficient.
<b>Qualification</b>	An authorisation associated with a licence, and forming part thereof, which defines a specified ancillary activity for which the holder is authorised.
<b>Rating</b>	An authorisation entered on or associated with a licence and forming part thereof, stating special conditions, privileges or limitations pertaining to such a licence.
<b>Recency</b>	The on-going practical application of a function for a required minimum period within the time frame specified.
<b>Recommended practice</b>	Any specification of uniform application recognised as desirable for the safety of air navigation, and including any means proposed by a regulator to put that specification into effect.
<b>Rule</b>	A direction prescribed by a service provider to satisfy maintenance of and compliance with a standard.
<b>Sector</b>	A volume of airspace defined for the purpose of providing an air traffic service.
<b>Standard</b>	Any specification of uniform application recognised as necessary for the safety of air navigation, and including any direction prescribed by a regulator to ensure conformity with that specification.

## CHAPTER 2: AUTHORITY TO ACT IN AIR TRAFFIC CONTROL

### Section 2.1: General

#### 2.1.1 Standards

2.1.1.1 This chapter contains standards establishing ‘authority to act’ in air traffic control.

#### 2.1.2 Authority

2.1.2.1 Air Traffic Controller Licences conform to the specifications for personnel licences as established in ICAO Annex 1.

#### 2.1.3 Annotations

2.1.3.1 For the purposes of Civil Aviation Safety Regulations (CASRs), an Air Traffic Controller Licence is considered to have been annotated whenever CASA documentation, (including electronic data files), pertaining to such licence, or such documentation of an ATS certificate holder, as appropriate, has been up-dated to include any rating, endorsement or qualification information relevant to the licence holder.

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## CHAPTER 3: ANNOTATION OF AIR TRAFFIC CONTROLLER LICENCES

### Section 3.1: General

#### 3.1.1 Introduction

3.1.1.1 This chapter contains standards for the annotation of Air Traffic Control Licences.

#### 3.1.2 Ratings

3.1.2.1 The classes of ratings that may be annotated on Air Traffic Controller Licences are defined by ICAO. A Rating may be granted when a person has:

- (a) met the competency requirements, as required by this chapter, Chapter 3 (Endorsements), for at least one endorsement under that rating; and
- (b) successfully completed a written examination relevant to that rating and being of a type required by [Chapter 4](#) (Training), and [Chapter 6](#) (Ratings), as appropriate.

#### 3.1.3 Aerodrome Control Rating

3.1.3.1 An aerodrome control rating authorises the holder of the rating to provide, or supervise the provision of, such aerodrome control services, for such aerodromes, as are specified for endorsements also annotated on the licence.

3.1.3.2 The holder of an aerodrome control rating must have:

- (a) demonstrated a level of knowledge in at least the following subjects in so far as they affect the area of responsibility:
  - (i) aerodrome layout; physical characteristics and visual aids;
  - (ii) airspace structure;
  - (iii) applicable rules, procedures and sources of information;
  - (iv) air navigation facilities;
  - (v) air traffic control equipment and its use;
  - (vi) terrain and prominent landmarks;
  - (vii) characteristics of air traffic;
  - (viii) weather phenomena; and
  - (ix) emergency and search and rescue plans.

- (b) achieved a level of experience, under the supervision of an appropriately qualified air traffic controller, equivalent to not less than 90 hours or one month whichever is greater, at the unit for which accreditation is sought. This experience must have been completed within the six-month period immediately preceding application.

### **3.1.4 Approach Control Rating**

3.1.4.1 An approach control rating authorises the holder of the rating to provide, or supervise the provision of, such approach control services, for such airspaces, as are specified for endorsements also annotated on the licence.

3.1.4.2 The holder of an approach control rating must have:

- (a) demonstrated a level of knowledge in at least the following subjects in so far as they affect the area of responsibility:
  - (i) airspace structure;
  - (ii) applicable rules, procedures and sources of information;
  - (iii) air navigation facilities;
  - (iv) air traffic control equipment and its use;
  - (v) terrain and prominent landmarks;
  - (vi) characteristics of air traffic and traffic flow;
  - (vii) weather phenomena; and
  - (viii) emergency and search and rescue plans.
- (b) achieved a level of experience, under the supervision of an appropriately qualified air traffic controller, equivalent to not less than 180 hours or three months whichever is greater, at the unit for which accreditation is sought. This experience must have been completed within the six-month period immediately preceding application.

### **3.1.5 Approach Radar Control Rating**

3.1.5.1 An approach radar control rating authorises the holder of the rating to provide, or supervise the provision of, such radar approach control services, for such airspaces, as are specified for endorsements also annotated on the licence.

3.1.5.2 The holder of an approach radar control rating must have:

- (a) demonstrated a level of knowledge in at least the following subjects in so far as they affect the area of responsibility:
  - (i) airspace structure;
  - (ii) applicable rules, procedures and sources of information;
  - (iii) air navigation facilities;
  - (iv) air traffic control equipment and its use;

- (v) terrain and prominent landmarks;
  - (vi) characteristics of air traffic and traffic flow;
  - (vii) weather phenomena;
  - (viii) emergency and search and rescue plans;
  - (ix) principles, use and limitations of relevant surveillance systems and associated equipment; and
  - (x) procedures for the provision of approach radar control services, including procedures to ensure appropriate terrain clearance.
- (b) achieved a level of experience, under the supervision of an appropriately qualified air traffic controller, equivalent to not less than 180 hours or three months whichever is greater, at the unit for which accreditation is sought. This experience must have been completed within the six-month period immediately preceding application.

### 3.1.6 Area Control Rating

3.1.6.1 An area control rating authorises the holder of the rating to provide, or supervise the provision of, such area control services, for such airspaces, as are specified for endorsements also annotated on the licence.

3.1.6.2 The holder of an area control rating must have:

- (a) demonstrated a level of knowledge in at least the following subjects in so far as they affect the area of responsibility:
  - (i) airspace structure;
  - (ii) applicable rules, procedures and sources of information;
  - (iii) air navigation facilities;
  - (iv) air traffic control equipment and its use;
  - (v) terrain and prominent landmarks;
  - (vi) characteristics of air traffic and traffic flow;
  - (vii) weather phenomena; and
  - (viii) emergency and search and rescue plans.
- (b) for which the holder must have achieved a level of experience, under the supervision of an appropriately qualified air traffic controller, equivalent to not less than 180 hours or three months whichever is greater, at the unit for which accreditation is sought. This experience must have been completed within the six-month period immediately preceding application.

### 3.1.7 Area Radar Control Rating

- 3.1.7.1 An area radar control rating authorises the holder of the rating to provide, or supervise the provision of, such area radar control services, for such airspaces, as are specified for endorsements also annotated on the licence.
- 3.1.7.2 The holder of an area radar control rating must have:
- (a) demonstrated a level of knowledge in at least the following subjects in so far as they affect the area of responsibility:
    - (i) airspace structure;
    - (ii) applicable rules, procedures and sources of information;
    - (iii) air navigation facilities;
    - (iv) air traffic control equipment and its use;
    - (v) terrain and prominent landmarks;
    - (vi) characteristics of air traffic and traffic flow;
    - (vii) weather phenomena; and
    - (viii) emergency and search and rescue plans;
    - (ix) principles, use and limitations of relevant surveillance systems and associated equipment; and
    - (x) procedures for the provision of area radar control services, including procedures to ensure appropriate terrain clearance.
  - (b) achieved a level of experience, under the supervision of an appropriately qualified air traffic controller, equivalent to not less than 180 hours or three months whichever is greater, at the unit for which accreditation is sought. This experience must have been completed within the six-month period immediately preceding application.

### 3.1.8 Other Ratings

- 3.1.8.1 Other control rating or ratings, being a rating or ratings authorising the holder of the rating or ratings to provide, or supervise the provision of, such control services as are from time to time specified by CASA, for such locations and/or discrete functions as defined for endorsements may also be annotated on the licence.



### 3.1.9 Reduction of Experience Requirements


- 3.1.9.1 Notwithstanding the minimum on-the-job training requirements specified for each rating above, an ATS Certificate holder may, where a person already holds one rating, and the length of on-the-job training required for the rating held is less than that required for the rating sought, reduce the amount of on-the-job training required for the rating sought by an amount equivalent to that specified for the rating held.



### 3.1.10 Endorsements

- 3.1.10.1 Endorsements that may be annotated on Air Traffic Controller Licences must be defined and administered by the relevant ATS Certificate holder, and must relate to a discrete operational position or function.
- 3.1.10.2 An endorsement may be granted by the relevant ATS Certificate holder when a person has been assessed as being competent in the provision of services pertaining to a discrete operational position or function.
- 3.1.10.3 Such assessment of competence may only be awarded when the person has successfully completed both:
- (a) a written examination; and
  - (b) a performance assessment;
- relevant to the position or function, and being of a type required by [Chapter 4](#) (Training, Rating and Endorsement Examinations) and [Chapter 6](#) (Endorsements), as appropriate.

### 3.1.11 Qualifications

- 3.1.11.1 Additional annotations, referred to as qualifications and being specific to air traffic services, may be recorded on Air Traffic Controller Licences. Such qualifications must be administered and granted by the relevant ATS Certificate holder and need not have any relationship to a rating or endorsement already annotated on a licence.
- 3.1.11.2 Qualifications specific to instruction or assessment in an operational air traffic services environment, that may be annotated on Air Traffic Controller Licences, are:
- (a) On-the-job Training Instructor;
  - (b) Classroom Instructor; and
  - (c) Workplace Assessor.
-  3.1.11.3 An ATS provider may define, for the provider's organisation, the responsibilities of the holder of On-the-job Training Instructor, Classroom Instructor, and Workplace Assessor qualifications within the following limits:
- (a) The responsibilities of Classroom Instructor are limited to provision of classroom theory instruction and design and development of training tools for that environment and requires qualification to this manual's standards in both Workplace Assessor and Classroom Instructor roles;
  - (b) The responsibilities of On-the-job Training Instructor are limited to provision of instruction in both a live and simulated on-the-job environment and also to small groups in a classroom environment, and requires qualification to this manual's standards in both Workplace Assessor and On-the-job Instructor roles;
  - (c) The responsibilities of Workplace Assessor are limited to assessment in both a live and simulated on-the-job environment.

### 3.1.12 On-the-job Training Instructor

3.1.12.1 Before a person may undertake duties as an On-the-job Training Instructor, that person must demonstrate competency against the following requirements:



Competency Unit	Element	Performance Criteria
1. Train Small Groups	Prepare for training	i Specific needs for training are identified and confirmed through consultation with appropriate personnel
		ii Training objectives are matched to identified competency development needs
		iii Training approaches are planned and documented
	Deliver training	i Training is conducted in a safe and accessible environment
ii Training delivery methods are selected appropriate to training participants needs, trainer availability, location and resources		
iii Strategies and techniques are employed which facilitate the learning process		
iv Objectives of the training, sequence of activities and assessment processes are discussed with training participants		
v A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participants		
	Provide opportunities for practice	i Practice opportunities are provided to ensure that the participant achieves the components of competency
	Review training	i Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants
2. Review Training	Record training data	i Participants are encouraged to self evaluate performance and identify areas for improvement
		ii Participants' readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance
	Evaluate training	i Training is evaluated in the context of self assessment, participant feedback, supervisor comments and measurements against objectives
		ii Results of evaluations are used to guide further training

Competency Unit	Element	Performance Criteria
	Report on training	i Training details are recorded according to enterprise and legislative requirements
3. Plan Assessment	Establish evidence required for a specific context	<p>i The evidence required to infer competency from the industry/enterprise competency standards, or other standards of performance, is established for a specific context</p> <p>ii Relevant units of competency are read and interpreted accurately to identify the evidence required</p> <p>iii Specified evidence requirements:</p> <ul style="list-style-type: none"> <li>• assure valid and reliable inferences of competency</li> <li>• authenticate the performance of the person being assessed and</li> <li>• confirm that competency is current</li> </ul> <p>iv Sufficient evidence is specified to show consistent achievement of the specified standards</p> <p>v The cost of gathering the required evidence is established</p>
	Establish suitable assessment methods	<p>i Assessment methods are selected which are appropriate for gathering the type and amount of evidence required</p> <p>ii Opportunities to consolidate evidence gathering activities are identified</p> <p>iii Allowable adjustments in the assessment method are proposed to cater for the characteristics of the persons being assessed</p>
	Development assessment tools appropriate to a specific assessment context	<p>i An assessment tool is developed to gather valid, reliable and sufficient evidence for a specific assessment context</p> <p>ii The assessment tool is designed to mirror the language used to demonstrate the competency in a specific context</p> <p>iii Clear instructions (spoken or written) are prepared including any adjustments which may be made to address the characteristics of the person(s) being assessed</p> <p>iv The assessment tool is checked to ensure flexible, fair, safe and cost-effective assessment to occur</p>
	Trial assessment procedure	i Assessment methods and tools are trialed with an appropriate sample of people to be assessed

Competency Unit	Element	Performance Criteria
		<ul style="list-style-type: none"> <li data-bbox="786 322 1356 443">ii Evaluation of the methods and tools used in the trial provides evidence of clarity, reliability, validity, fairness, cost effectiveness and ease of administration</li> <li data-bbox="786 456 1356 555">iii Appropriate adjustments are made to improve the assessment method and tools in light of the trial</li> <li data-bbox="786 568 1356 748">iv Assessment procedures, including evidence requirements, assessment methods and tools, are ratified with appropriate personnel in the industry/enterprise and/or training organisation where applicable</li> </ul>
4. Conduct Assessment	Identify and explain the context of assessment	<ul style="list-style-type: none"> <li data-bbox="786 770 1356 869">i The context and purpose of assessment are discussed and confirmed with the persons being assessed</li> <li data-bbox="786 882 1356 1025">ii The relevant performance standards to be used in the assessment (e.g. current endorsed competency standards for the specific industry) are clearly explained to the person being assessed</li> <li data-bbox="786 1039 1356 1137">iii The assessment procedure is clarified and expectations of assessor and candidate are agreed</li> <li data-bbox="786 1151 1356 1249">iv Any legal and ethical responsibilities associated with the assessment are explained to the persons being assessed</li> <li data-bbox="786 1263 1356 1361">v The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure</li> <li data-bbox="786 1375 1356 1487">vi Information is conveyed using language and interactive strategies and techniques to communicate effectively with the persons being assessed</li> </ul>
	Plan evidence gathering opportunities	<ul style="list-style-type: none"> <li data-bbox="786 1509 1356 1666">i Opportunities to gather evidence of competency, which occur as part of workplace or training activities, are identified covering the dimensions of competency</li> <li data-bbox="786 1680 1356 1778">ii The need to gather additional evidence which may not occur as part of the workplace or training activities is identified</li> <li data-bbox="786 1792 1356 1904">iii Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure</li> </ul>

Competency Unit	Element	Performance Criteria
	Organise assessment	<ul style="list-style-type: none"> <li>i The resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment</li> <li>ii Appropriate personnel are informed of the assessment</li> <li>iii Spoken interactions and any written documents employ language and strategies and techniques to ensure the assessment arrangements are understood by all persons being assessed and other appropriate personnel</li> </ul>
	Gather evidence	<ul style="list-style-type: none"> <li>i Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence</li> <li>ii The evidence specified in the assessment procedure is gathered using the assessment methods and tools</li> <li>iii Evidence is gathered in accordance with specified allowable adjustments where applicable</li> <li>iv The evidence gathered is documented in accordance with the assessment procedures</li> </ul>
	Make the assessment decision	<ul style="list-style-type: none"> <li>i The evidence is evaluated in terms of: <ul style="list-style-type: none"> <li>• validity</li> <li>• authenticity</li> <li>• sufficiency</li> <li>• currency</li> <li>• consistent achievement of the specified standard</li> </ul> </li> <li>ii Evidence is evaluated according to the dimensions of competency: <ul style="list-style-type: none"> <li>• task skills</li> <li>• task management skills</li> <li>• contingency management skills</li> <li>• job/role environment skills</li> <li>• transfer and application of knowledge and skills to new contexts</li> </ul> </li> <li>iii If in doubt, guidance is sought from more experienced assessors</li> <li>iv The assessment decision is made in accordance with the criteria specified in the assessment procedure</li> </ul>

Competency Unit	Element	Performance Criteria
	Record assessment results	<ul style="list-style-type: none"> <li data-bbox="786 322 1359 412">i Assessment results are recorded accurately in accordance with the specified record keeping requirements</li> <li data-bbox="786 434 1359 539">ii Confidentiality of assessment outcomes is maintained and access to the assessment records is provided only to authorised personnel</li> </ul>
	Provide feedback to persons being assessed	<ul style="list-style-type: none"> <li data-bbox="786 573 1359 752">i Clear and constructive feedback in relation to performance is given to the person being assessed using appropriate language and strategies and may include guidance on further goals/training opportunities</li> <li data-bbox="786 775 1359 880">ii Opportunities for overcoming any gaps in competency, as revealed by the assessment, explored with the persons being assessed</li> <li data-bbox="786 902 1359 1008">iii The person being assessed is advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged</li> </ul>
	Report on the conduct of the assessment	<ul style="list-style-type: none"> <li data-bbox="786 1048 1359 1153">i Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure</li> <li data-bbox="786 1176 1359 1281">ii Any assessment decision disputed by the person being assessed is recorded and reported promptly to those responsible for the assessment procedure</li> <li data-bbox="786 1303 1359 1408">iii Suggestions for improving any aspect of the assessment process are made to appropriate personnel</li> </ul>

Competency Unit	Element	Performance Criteria
5. Review Assessment	Review the assessment procedure	<ul style="list-style-type: none"> <li>i Appropriate personnel are given the opportunity to review the assessment outcomes and procedures using agreed evaluation criteria</li> <li>ii The review process established by the enterprise, industry or registered training organisation is followed</li> <li>iii The assessment procedures are reviewed at a specified site in cooperation with persons being assessed, and any appropriate personnel in the industry/enterprise/training establishment and/or any agency identified under the legislation</li> <li>iv Review activities are documented, findings are substantiated and the review approach evaluated</li> </ul>
	Check the consistency of assessment decision	<ul style="list-style-type: none"> <li>i Evidence from a range of assessments is checked for consistency across the dimensions of competency</li> <li>ii Evidence is checked against the key competencies</li> <li>iii consistency of assessment decisions with defined performance standards are reviewed and discrepancies and inconsistencies are noted and acted upon</li> </ul>
	Report review findings	<ul style="list-style-type: none"> <li>i Recommendations are made to appropriate personnel for the modifications to the assessment procedure(s) in light of the review outcomes</li> <li>ii Records are evaluated to determine whether the needs of appropriate personnel have been met</li> <li>iii Effective contributions are made to system-wide reviews of the assessment process and feedback procedures</li> </ul>

3.1.12.2 In addition to the competency requirements above, On-the-job Instructors must have completed and passed a course of training which must include the following knowledge objectives:

OJT Instructor Knowledge Objectives	Level of Understanding
Describe the duty of care associated with delivering on-the-job training in an ATS operational environment in regard to licensing and ensuring safe operations.	5
Employ instructional intervention techniques appropriate to an operational training environment.	5
Prior to commencing training, brief students in both their role and the role of the instructor in the operational environment: <ul style="list-style-type: none"> <li>• planning training duration;</li> <li>• briefing on communication procedures;</li> <li>• explaining circumstances requiring intervention.</li> </ul>	5
Meet, or have met, the licensing provisions required to perform operational duties in the function for which the training is to be conducted.	5
Understand the competencies, and their related performance criteria, applicable to the function for which the student is being trained.	5
<p><b>Note:</b>  ‘Level of Understanding 5’, denotes:  “Extensive knowledge of the subject...”  (ICA0 Training Manual, ICA0 DOC 7192 Part D-2).</p>	

### 3.1.13 Classroom Instructor

3.1.13.1 Before a person may undertake duties as a classroom instructor, that person must demonstrate competency against the following requirements:

Competency Unit	Element	Performance Criteria
1. Train Small Groups	Prepare for training	<ul style="list-style-type: none"> <li>i Specific needs for training are identified and confirmed through consultation with appropriate personnel</li> <li>ii Training objectives are matched to identified competency development needs</li> <li>iii Training approaches are planned and documented</li> </ul>



Competency Unit	Element	Performance Criteria
	Deliver training	<ul style="list-style-type: none"> <li>i Training is conducted in a safe and accessible environment</li> <li>ii Training delivery methods are selected appropriate to training participants needs, trainer availability, location and resources</li> <li>iii Strategies and techniques are employed which facilitate the learning process</li> <li>iv Objectives of the training, sequence of activities and assessment processes are discussed with training participants</li> <li>v A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participants</li> </ul>
	Provide opportunities for practice	<ul style="list-style-type: none"> <li>i Practice opportunities are provided to ensure that the participant achieves the components of competency</li> <li>ii Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants</li> </ul>
	Review training	<ul style="list-style-type: none"> <li>i Participants are encouraged to self evaluate performance and identify areas for improvement</li> <li>ii Participants readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance</li> <li>iii Training is evaluated in the context of self assessment, participant feedback, supervisor comments and measurements against objectives</li> <li>iv Training details are recorded according to enterprise and legislative requirements</li> <li>v Results of evaluation are used to guide further training</li> </ul>
2. Plan and Promote a Training Program	Identify the competency needs	<ul style="list-style-type: none"> <li>i The client, target group and appropriate personnel are identified and required goals and outcomes of the training program are negotiated and confirmed with the client</li> <li>ii Relevant competency or other performance standards for the target group are obtained and verified with appropriate personnel</li> <li>iii Gaps between the required competencies and current competencies of the target group are determined</li> </ul>

Competency Unit	Element	Performance Criteria
		<p>iv Current competencies and any relevant characteristics of each participant in the target group are identified using appropriate investigation methods</p>
	<p>Document training program requirements</p>	<p>i Training program goals are identified to specify required knowledge and skill and links to specified units of competency qualification and/or other standards of performance</p> <p>ii Training documentation specifies the range of workplace applications, activities and tasks that must be undertaken to develop the requisite competencies</p> <p>iii Available training programs and resources are customised to meet specific client needs, where required</p> <p>iv Appropriate grouping of activities is identified to support formative and summative assessments</p> <p>v Overview of training sessions including appropriate timing and costs is prepared and confirmed with appropriate personnel including those relating to language, literacy and numeracy</p> <p>vi Methods of supporting and guiding participants within the target group are identified and specified</p>
	<p>Identify program resources</p>	<p>i Resources required for the program are identified and approved by appropriate personnel and allocated to meet participants' characteristics</p> <p>ii A safe and accessible training environment is identified and arranged to support the development of competencies</p> <p>iii Arrangements are made with personnel to support the training program</p> <p>iv A register of training resources is maintained and held in an accessible form</p>
	<p>Promote training</p>	<p>i Advice on the development of the training program is provided to appropriate personnel</p> <p>ii Information on planned training events is made widely available, utilising a variety of methods</p> <p>iii Promotional activities are mentioned for effectiveness in collaboration with the client and appropriate personnel</p>

Competency Unit	Element	Performance Criteria
3. Plan a Series of Training Sessions	Identify training requirements	<ul style="list-style-type: none"> <li>i Current competencies of the target group are identified</li> <li>ii Relevant training package documentation or approved training course documentation is obtained where applicable</li> <li>iii Qualification requirements, competencies and/or other performance standards to be attained are interpreted</li> <li>iv Training requirements are identified from the gap between the required competencies and the current competencies of the target group.</li> <li>v Training requirements are confirmed with appropriate personnel</li> </ul>
	Develop outlines of training sessions	<ul style="list-style-type: none"> <li>i The training program goals, outcomes, performances and underpinning knowledge requirements are identified</li> <li>ii The training program requirements, workplace application, activities and tasks required to develop the requisite competencies are analysed</li> <li>iii A range of training delivery methods are identified which are appropriate for: <ul style="list-style-type: none"> <li>• the competencies to be achieved</li> <li>• training program's goals</li> <li>• characteristics of training participants</li> <li>• language, literacy and numeracy skill level of training participants</li> <li>• availability of equipment and resources</li> <li>• industry/enterprise contexts and requirements</li> </ul> </li> <li>iv Training session outlines are mapped against required competencies and deficiencies are identified and addressed</li> <li>v Special requirements for resources, particular practice requirements and training experiences are documented</li> <li>vi Methods of supporting and guiding training participants including appropriate training resources, language, literacy and numeracy support are specified</li> </ul>

Competency Unit	Element	Performance Criteria
	Develop training materials	<ul style="list-style-type: none"> <li>i Available materials to support the training program are checked for relevance appropriateness in terms of the language, style, characteristics of training participants and copyright</li> <li>ii Existing materials are customised or resources are developed to enhance the learning capability of training participants</li> <li>iii Instructions for the use of learning materials and any required equipment are provided</li> <li>iv Copyright laws are observed</li> <li>v Training resources are identified and approvals are obtained from appropriate personnel</li> <li>vi Clear and comprehensive documentation, resources and materials are developed and used</li> </ul>
	Develop training sessions	<ul style="list-style-type: none"> <li>i Training sessions are developed to meet the goals of the training program</li> <li>ii Training session plans specify planned sessions outcomes</li> <li>iii Opportunities are created within training session design for participants own competency acquisition and apply the relevant competencies in practice</li> <li>iv Session plans identify delivery methods which are appropriate for: <ul style="list-style-type: none"> <li>• the competency to be achieved</li> <li>• training program's goals</li> <li>• training participants' characteristics</li> <li>• language, literacy and numeracy skill level of training participants</li> <li>• learning resources and consumable resources available</li> <li>• industry/enterprise/workplace contexts and requirements</li> <li>• each outlined training session</li> </ul> </li> <li>v Training sessions are designed to measure participant progress towards the program goals</li> <li>vi Sequence and timing of the training sessions are documented</li> </ul>

Competency Unit	Element	Performance Criteria
	Arrange resources	<ul style="list-style-type: none"> <li>i Resources required for the training sessions are identified and, where special access is required, approved by appropriate personnel</li> <li>ii appropriate training locations are identified and arranged</li> <li>iii Arrangements are made with (any) additional personnel required to support the training program</li> <li>iv The training environment is arranged to be safe, accessible and suitable for the acquisition of the identified competencies</li> <li>v Learning resources, documentation on required competencies, assessment procedures and information on available support for participants are organised and held in an accessible form</li> </ul>
4. Deliver Training Session	Prepare training participants	<ul style="list-style-type: none"> <li>i Training program goals and training session outcomes are explained to, and discussed with, training participants</li> <li>ii The training program workplace applications, training activities and tasks are explained and confirmed with the training participants</li> <li>iii Needs of training participants for competency acquisition are identified</li> <li>iv The series of training sessions for the training program are explained to the training participants</li> <li>v Ways in which the competencies are to be developed and assessed are explained to, and confirmed with participants</li> <li>vi Language is adjusted to suit the training participants and strategies/techniques are employed to confirm understanding (eg: paraphrasing and questioning)</li> </ul>
	Present training session	<ul style="list-style-type: none"> <li>i Presentation and training delivery are appropriate to the characteristics of training participants and the development of competencies</li> <li>ii Presentation of training and design of learning activities emphasise and reinforce the components of competency: <ul style="list-style-type: none"> <li>• task skills</li> <li>• task management skills</li> <li>• contingency management skills</li> <li>• job/role environment skills</li> <li>• transfer and application of skills and knowledge to new contexts</li> </ul> </li> </ul>

Competency Unit	Element	Performance Criteria
		<ul style="list-style-type: none"> <li data-bbox="786 315 1342 405">iii Presentation and training delivery methods provide variety, encourage participation and reinforce competencies</li> <li data-bbox="786 416 1318 539">iv Spoken language and communication strategies/techniques are used to encourage participation and to achieve the outcomes of training sessions</li> <li data-bbox="786 551 1286 640">v Training sessions are reviewed and modified as necessary meet training participants' needs</li> </ul>
	Facilitate individual and group learning	<ul style="list-style-type: none"> <li data-bbox="786 656 1326 745">i The requirements for effective participation in the learning process are explained</li> <li data-bbox="786 757 1294 824">ii Timely information is given to training participants during training sessions</li> <li data-bbox="786 835 1350 925">iii Training presentations are enhanced with the use of appropriate training resources</li> <li data-bbox="786 936 1302 1037">iv Clear and accurate information is presented in a sequence to foster competency development</li> <li data-bbox="786 1048 1286 1115">v Language is adjusted to suit training participants</li> <li data-bbox="786 1126 1334 1249">vi Training participants are encourage to ask questions, clarify points of concern and contribute comments at appropriate and identified stages</li> <li data-bbox="786 1261 1302 1328">vii Training equipment and materials are used in a way that enhances learning</li> <li data-bbox="786 1339 1350 1440">viii Supplementary information is provided to enhance and clarify understanding as required by individuals or the group</li> <li data-bbox="786 1451 1350 1518">ix Key points are summarised at appropriate times to reinforce learning</li> <li data-bbox="786 1529 1326 1619">x Individual learning and group dynamics are monitored and managed to achieve program goals</li> <li data-bbox="786 1630 1334 1731">xi Language, literacy and numeracy issues are taken into account to facilitate learning by training participants</li> </ul>

Competency Unit	Element	Performance Criteria
	Provide opportunities for practice and feedback	<p>i Process, rationale and benefits of practice of competency are discussed with training participants</p> <p>ii Practice opportunities are provided to match:</p> <ul style="list-style-type: none"> <li>• specific competencies to be achieved</li> <li>• context of the training program</li> <li>• specific outcomes of the training sessions</li> </ul> <p>iii Training participants readiness for assessment is monitored and discussed with participants</p> <p>iv Constructive feedback and reinforcement are provided through further training and/or practice opportunities</p>
	Review delivery of training sessions	<p>i Training participants' review of training delivery is sought</p> <p>ii The delivery of the training session is discussed with appropriate personnel at appropriate times</p> <p>iii Training delivery is evaluated by the trainer against program goals, session plans and Assessment and Workplace Training Competency Standards</p> <p>iv The reactions of relevant personnel to the deliver are sought and discussed at appropriate times</p> <p>v Adjustments to delivery, presentation and training are considered and incorporated</p>
5. Review Training	Record training data	<p>i Details of training program and target group's competency attainment are recorded in accordance with the training system requirements and securely stored</p> <p>ii Training records are made available to authorised persons and training participants at the required times, as specified in the training system recording and reporting policy documents</p>
	Evaluate training	<p>i Training is evaluated against needs and goals of the training program</p> <p>ii Feedback on the training program is sought form training participants and appropriate personnel</p> <p>iii Training participants are encouraged to evaluate how progress toward achieving competency was enhanced by the training sessions</p>

Competency Unit	Element	Performance Criteria
		iv Trainers' performance is reviewed against: <ul style="list-style-type: none"> <li>• program goals</li> <li>• the Assessment and Workplace Training Competency Standards</li> <li>• training participants' comments</li> <li>• training participants' competency attainment</li> </ul> v Results of the evaluation are used to improve current and future training vi Suggestions are made for improving any aspect of the recording procedure
	Report on training	i Reports on outcomes of the training sessions are developed and distributed to appropriate personnel

### 3.1.14 Workplace Assessor

3.1.14.1 Before a person may undertake duties as a Workplace Assessor, that person must demonstrate competency against the following requirements:



Competency Unit	Element	Performance Criteria
1. Plan Assessment	Establish evidence required for a specific context	i The evidence required to infer competency from the industry/enterprise competency standards, or other standards of performance, is established for a specific context ii Relevant units of competency are read and interpreted accurately to identify the evidence required iii Specified evidence requirements: <ul style="list-style-type: none"> <li>• assure valid and reliable inferences of competency</li> <li>• authenticate the performance of the person being assessed and</li> <li>• confirm that competency is current</li> </ul> iv Sufficient evidence is specified to show consistent achievement of the specified standards v The cost of gathering the required evidence is established
	Establish suitable assessment methods	i Assessment methods are selected which are appropriate for gathering the type and amount of evidence required ii Opportunities to consolidate evidence gathering activities are identified



Competency Unit	Element	Performance Criteria
		<ul style="list-style-type: none"> <li>iii Allowable adjustments in the assessment method are proposed to cater for the characteristics of the persons being assessed</li> </ul>
	Develop assessment tools appropriate to a specific assessment context	<ul style="list-style-type: none"> <li>i An assessment tool is developed to gather valid, reliable and sufficient evidence for a specific assessment context</li> <li>ii The assessment tool is designed to mirror the language used to demonstrate the competency in a specific context</li> <li>iii Clear instructions (spoken or written) are prepared including any adjustments which may be made to address the characteristics of the person(s) being assessed</li> <li>iv The assessment tool is checked to ensure flexible, fair, safe and cost-effective assessment to occur</li> </ul>
	Trial assessment procedure	<ul style="list-style-type: none"> <li>i Assessment methods and tools are trialed with an appropriate sample of people to be assessed</li> <li>ii Evaluation of the methods and tools used in the trial provides evidence of clarity, reliability, validity, fairness, cost effectiveness and ease of administration</li> <li>iii Appropriate adjustments are made to improve the assessment method and tools in light of the trial</li> <li>iv Assessment procedures, including evidence requirements, assessment methods and tools, are ratified with appropriate personnel in the industry/enterprise and/or training organisation where applicable</li> </ul>
2. Conduct Assessment	Identify and explain the context of assessment	<ul style="list-style-type: none"> <li>i The context and purpose of assessment are discussed and confirmed with the persons being assessed</li> <li>ii The relevant performance standards to be used in the assessment (e.g. current endorsed competency standards for the specific industry) are clearly explained to the person being assessed</li> <li>iii The assessment procedure is clarified and expectations of assessor and candidate are agreed</li> </ul>

Competency Unit	Element	Performance Criteria
		<ul style="list-style-type: none"> <li>iv Any legal and ethical responsibilities associated with the assessment are explained to the persons being assessed</li> <li>v The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure</li> <li>vi Information is conveyed using language and interactive strategies and techniques to communicate effectively with the persons being assessed</li> </ul>
	Plan evidence gathering opportunities	<ul style="list-style-type: none"> <li>i Opportunities to gather evidence of competency, which occur as part of workplace or training activities, are identified covering the dimensions of competency</li> <li>ii The need to gather additional evidence which may not occur as part of the workplace or training activities is identified</li> <li>iii Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure</li> </ul>
	Organise assessment	<ul style="list-style-type: none"> <li>i The resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment</li> <li>ii Appropriate personnel are informed of the assessment</li> <li>iii Spoken interactions and any written documents employ language and strategies and techniques to ensure the assessment arrangements are understood by all persons being assessed and other appropriate personnel</li> </ul>
	Gather evidence	<ul style="list-style-type: none"> <li>i Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence</li> <li>ii The evidence specified in the assessment procedure is gathered, using the assessment methods and tools</li> <li>iii Evidence is gathered in accordance with specified allowable adjustments where applicable</li> <li>iv The evidence gathered is documented in accordance with the assessment procedures</li> </ul>

Competency Unit	Element	Performance Criteria
	Make the assessment decision	<p>i The evidence is evaluated in terms of:</p> <ul style="list-style-type: none"> <li>• validity</li> <li>• authenticity</li> <li>• sufficiency</li> <li>• currency</li> <li>• consistent achievement of the specified standard</li> </ul> <p>ii Evidence is evaluated according to the dimensions of competency:</p> <ul style="list-style-type: none"> <li>• task skills</li> <li>• task management skills</li> <li>• contingency management skills</li> <li>• job/role environment skills</li> <li>• transfer and application of knowledge and skills to new contexts</li> </ul> <p>iii If in doubt, guidance is sought from more experienced assessors</p> <p>iv The assessment decision is made in accordance with the criteria specified in the assessment procedure</p>
	Record assessment results	<p>i Assessment results are recorded accurately in accordance with the specified record keeping requirements</p> <p>ii Confidentiality of assessment outcomes is maintained and access to the assessment records is provided only to authorised personnel</p>
	Provide feedback to persons being assessed	<p>i Clear and constructive feedback in relation to performance is given to the person being assessed using appropriate language and strategies and may include guidance on further goals/training opportunities</p> <p>ii Opportunities for overcoming any gaps in competency, as revealed by the assessment, explored with the persons being assessed</p> <p>iii The person being assessed is advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged</p>

Competency Unit	Element	Performance Criteria
	Report on the conduct of the assessment	<ul style="list-style-type: none"> <li>i Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure</li> <li>ii Any assessment decision disputed by the person being assessed is recorded and reported promptly to those responsible for the assessment procedure</li> <li>iii Suggestions for improving any aspect of the assessment process are made to appropriate personnel</li> </ul>
3. Review Assessment	Review the assessment procedure	<ul style="list-style-type: none"> <li>i Appropriate personnel are given the opportunity to review the assessment outcomes and procedures using agreed evaluation criteria</li> <li>ii The review process established by the enterprise, industry or registered training organisation is followed</li> <li>iii The assessment procedures are reviewed at a specified site in cooperation with persons being assessed, and any appropriate personnel in the industry/enterprise/training establishment and/or any agency identified under the legislation</li> <li>iv Review activities are documented, findings are substantiated and the review approach evaluated</li> </ul>
	Check the consistency of assessment decision	<ul style="list-style-type: none"> <li>i Evidence from a range of assessments is checked for consistency across the dimensions of competency</li> <li>ii Evidence is checked against the key competencies</li> <li>iii Consistency of assessment decisions with defined performance standards are reviewed and discrepancies and inconsistencies are noted and acted upon</li> </ul>
	Report review findings	<ul style="list-style-type: none"> <li>i Recommendations are made to appropriate personnel for the modifications to the assessment procedure(s) in light of the review outcomes</li> <li>ii Records are evaluated to determine whether the needs of appropriate personnel have been met</li> <li>iii Effective contributions are made to system-wide reviews of the assessment process and feedback procedures</li> </ul>

## CHAPTER 4: ELIGIBILITY FOR GRANT OF AN AIR TRAFFIC CONTROLLER LICENCE

### Section 4.1: General

#### 4.1.1 Eligibility Components



4.1.1.1 The cardinal requirements of eligibility for grant of an Air Traffic Controller Licence are that an individual must:

- (a) hold a Class 3 medical certificate;
- (b) pass both theory and functionally relevant practical (field) components of a training course;
- (c) pass Rating and Endorsement examinations;
- (d) meet Endorsement competency standards in a formal assessment;
- (e) meet language proficiency requirements.

#### 4.1.2 Medical Certificate

4.1.2.1 Where a condition is placed on or recorded against a Class 3 medical certificate in accordance with CASR Part 6, the holder's Air Traffic Controller Licence is to be annotated to reflect that condition.

#### 4.1.3 Training Plan



4.1.3.1 The candidate must have completed and passed, in turn, the theory component and the functionally relevant parts of the practical (field training) component of a course of training, based on the competencies at [Chapter 5](#) (ATC Competencies). Such a training course is to be delivered in accordance with an educationally sound curriculum.

4.1.3.2 The curriculum, (including associated syllabus material and lesson plans), must be designed to address the Learning Objectives and functionally relevant Skills Objectives within this chapter, [Chapter 4](#) of the MOS. Learning Objectives and Skills Objectives are expanded as Learning Outcomes in *Advisory Circular – Air Traffic Controller Training – License Requirement*, and are linked to their parent competencies.

**Note:**

*Learning Outcomes* of themselves are not mandatory, but, as outcomes, define a means of meeting respective *Learning Objectives* and *Skills Objectives*:

- Learning Objectives are of a generic nature and constitute college (theory) exit standards.
- Skills Objectives are of a more practical nature, are categorised according to Rating function, and constitute field training exit standards, the functionally relevant parts of which must be met prior to Rating/Endorsement examinations and assessments.

‘Functionally relevant’ in this context relates to Rating functions and means that an individual being ‘stream-trained’ for — for example, Aerodrome Control, is required to have satisfactorily completed:

- the theory component of the training course (comprising Learning Objectives), and
- as a minimum, the Skills Objectives for Aerodrome Control, before commencing the Rating and Endorsement examinations and assessment procedure.

#### 4.1.4 Training Standards



- 4.1.4.1 **Learning Objectives** are to be met by an appropriate and validated assessment process that may include written examinations, assignments or projects. The aggregate pass standard must be 70 percent for every pre-rating component of the training course.
- 4.1.4.2 **Skills Objectives** are to be met by a training assessment process in either a field or simulated field environment. Individual achievements against these objectives must be determined by an appropriate person holding an Assessor qualification.
- 4.1.4.3 **Written Examinations** must be conducted under supervision and without reference to any documents, maps, charts or other material except where required and specified for individual questions.

## 4.1.5 Knowledge and Skills Objectives

4.1.5.1 The following tables contain the generic knowledge and specific skills objectives and required level of understanding relevant to the different ratings:

**Note:**

In this chapter, the level numbers associated with Level of Knowledge or Performance Level denote the following:

1. Level 4:  
“A thorough knowledge of the subject and the ability to apply it with speed and accuracy.”
2. Level 5:  
“Extensive knowledge of the subject and the ability to apply procedures derived from it with judgement in the light of the circumstances.”

(ICAO Training Manual, ICAO DOC 7192 Part D-2).

ATC Licence Knowledge Objectives	Level of Knowledge
Apply the rules and regulations relevant to the air traffic controller	5
Apply the principles, uses and limitations of equipment used in the provision of air traffic services	5
Apply the principles of flight, principles of operation and functioning of aircraft power-plants, systems and aircraft performance relevant to air traffic control operations	5
Analyse human performance and limitations relevant to air traffic control	5
Interpret meteorological documentation, information and the origin and characteristics of weather phenomena affecting flight operations	5
Apply the principles and procedures of altimetry	5
Apply the principles, limitations and accuracy of air navigation, navigation systems and visual aids	5

<b>ATC Licence Knowledge Objectives</b>	<b>Level of Knowledge</b>
Apply air traffic control, communications, radiotelephony and phraseology, operational procedures (routine and non-routine)	5
Interpret relevant aeronautical documentation and safety practices associated with flight	5

<b>Aerodrome Control Skills Objectives</b>	<b>Performance Level</b>
Use runways and taxiways efficiently	5
Apply separation standards	5
Apply wake turbulence standards	5
Use aerodrome control facilities	5
Make runway visual range observations	5
Control ground traffic on the aerodrome	5
Process arrivals, departures and circuits using the Visual Flight Rules	5
Process instrument and visual arrivals and departures using the Instrument Flight Rules	5
Process aircraft subject to an emergency	5
Process missed approaches	5
Assign separation to the pilot in command	5
Provide air traffic services during communication and/or navigation aid unavailability	5
Process military flights	5

<b>Approach Control (Non-radar) Skills Objectives</b>	<b>Performance Level</b>
Apply separation standards	5
Manage airspace	4
Communicate routinely and during emergencies	5
Process instrument arrivals and departures using the Instrument Flight Rules	5



<b>Approach Control (Non-radar) Skills Objectives</b>	<b>Performance Level</b>
Process visual arrivals by IFR and VFR aircraft	5
Assign separation to the pilot in command	5
Process missed approaches	5
Process aircraft subject to an emergency	5
Facilitate weather diversions	5
Provide a traffic advisory service	5
Provide air traffic services during communication and/or navigation aid unavailability	5
Process military flights	5

<b>Area Control (Non-radar) Skills Objectives</b>	<b>Performance Level</b>
Apply separation standards	5
Manage airspace	5
Communicate routinely and during emergencies	5
Process overflying aircraft	5
Process arriving and departing aircraft	5
Process aircraft subject to an emergency	5
Facilitate weather diversions	5
Provide a traffic advisory service	5
Provide air traffic services during communication and/or navigation aid unavailability	5
Process military flights	5

<b>Radar Control Skills Objectives</b>	<b>Performance Level</b>
Use radar equipment	5
Provide limited radar services	5
Apply radar separation standards	5

#### 4.1.6 Rating Examinations

- 4.1.6.1 A candidate for a rating to be annotated in an Air Traffic Controller Licence must pass a written examination initially, and subsequently, annually, in the subjects appropriate to the particular rating. These examinations must be administered, according to the requirements of these standards, by CASA, a Certified ATS Training Organisation or an ATS Certificate holder as appropriate.
- 4.1.6.2 The overall pass standard must be 100 percent.
- 4.1.6.3 The minimum acceptable *initial* response for each group of questions must be 80 percent.
- 4.1.6.4 An average of 80 percent over the whole examination, including any questions failed, shall not in itself be an acceptable *initial* response.
- 4.1.6.5 Failure to obtain at least 80 percent for each group of questions shall necessitate supplementary written examination.
- 4.1.6.6 Where 80 percent or greater, but less than 100 percent is attained for any group of questions, the examinee must provide additional correct responses to oral examination to attain the required 100 percent.
- 4.1.6.7 An initial written rating examination must be conducted under supervision and without reference to any documents, maps, charts, or other material except where specified and required for individual questions — that is, it must be a ‘closed book’ examination. The minimum number of questions pertaining to each rating must be 20.

#### 4.1.7 Endorsement Examinations

- 4.1.7.1 A candidate for an endorsement to be annotated under a rating in an Air Traffic Controller Licence must pass a written examination initially, and subsequently, annually, in the subject matter specific to the particular endorsement. These examinations must be administered by CASA or the ATS certificate holder.
- 4.1.7.2 The overall pass standard must be 100 percent.
- 4.1.7.3 The minimum acceptable *initial* response for each group of questions must be 80 percent.
- 4.1.7.4 An average of 80 percent over the whole examination, including any questions failed, must not in itself be an acceptable *initial* response.
- 4.1.7.5 Failure to obtain at least 80 percent for each group of questions shall necessitate supplementary written examination.
- 4.1.7.6 Where 80 percent or greater, but less than 100 percent is attained for any group of questions, the examinee must provide additional correct responses to oral examination to attain the required 100 percent.
- 4.1.7.7 The initial written endorsement examination must be conducted under supervision and without reference to any documents, maps, charts, or other

material except where specified and required for individual questions - that is, it must be a 'closed book' examination. The minimum number of questions pertaining to each endorsement must be 20, except that where examinations for more than one endorsement are conducted concurrently, the minimum number of questions per endorsement must be 10. Where the number of endorsements being examined exceeds 5, the minimum number of questions must be 50, apportioned equally over each endorsement.

#### **4.1.8 Language Proficiency**

- 4.1.8.1 The candidate must have demonstrated an ability to speak English clearly and understand spoken English to a standard that allows clear spoken two way communication in the course of performing an air traffic control function to a standard as determined by the ATS Certificate holder.

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## CHAPTER 5: ATC COMPETENCIES

### Section 5.1: General

#### 5.1.1 Methodology

5.1.1.1 A candidate must have demonstrated the required practical skills relevant to the initial endorsement(s) being sought, against the competencies and performance criteria detailed in the tables below. These are structured as:

- (a) **Fields** (which broadly itemise ATC functional demands),
- (b) **Units** (which detail functions more closely and which are formally described), and
- (c) **Elements** (which reduce functional **Units** to minimum measurable components and which are aligned with various **Performance Criteria**).

*Example:*

*The Field - Maintaining Situation Awareness, comprises the following Units:*

- *Updating Traffic Picture,*
- *Interpreting and Evaluating Traffic Events, and*
- *Prioritising, Projecting and Planning.*

*The Unit - Updating Traffic Picture has one Element (in this case), identified as:*

- *Scanning, which may be assessed according to Performance Criteria, which are:*
  - a) *Never missed critical information;*
  - b) *May have occasionally suffered from information overload*
  - c) *May not always have adjusted rate of scanning to accommodate workload*
  - d) *Was always able to safely recover from b) and c).*

5.1.1.2 This process becomes the means by which candidates' compliance with required competencies may be assessed. Compliance is determined by comparative reference to lists of required Evidence Guides specific to each Element, and must be assessed by qualified assessors.

5.1.1.3 It is expected that ATS Service Providers will develop, publish and implement Evidence Guides appropriate to the type(s) of ATS services each provide.

5.1.1.4 The following section lists necessary Fields, Units, Elements and relevant Performance Criteria that constitute the training and assessment process.

**5.1.2 FIELD 1: Maintaining Situation Awareness**

Unit	Description	Element	Performance Criteria
1.1 Updating Traffic Picture	<i>Updating Traffic Picture</i> assesses a controller's scan technique.	1.1.1 Scanning	a) Never missed critical information b) May have occasionally suffered from information overload c) May not always have adjusted rate of scanning to accommodate workload d) Was always able to safely recover from b) and c)
1.2 Interpreting and Evaluating Traffic Events	<i>Interpreting and Evaluating Traffic</i> events refers to a controller's understanding of the current air traffic situation. This element pertains to a controller's <i>comprehension</i> of the interaction between the environmental stimuli e.g. aircraft, weather etc.	1.2.1 Monitoring separation standards and/or traffic information requirements, and demonstrating awareness of alternatives	a) Always monitored separation standards and/or traffic information requirements b) Was always able to identify separation standard(s) or traffic information requirements used to assure separation c) Where alternative separation standards or traffic information requirements existed, those applicable to the situation could be identified
		1.2.2 Recognising conflicts	a) Recognised all potential conflicts b) Conflicts were recognised in sufficient time to assure separation, but may not have been made in sufficient time to implement a solution that minimised disruption to pilots
		1.2.3 Evaluating sequencing	a) Evaluation of potential traffic sequences was generally accurate b) Evaluation was made in sufficient time to establish traffic sequences

Unit	Description	Element	Performance Criteria
		1.2.4 Evaluating traffic configurations	a) Identified all the critical implications of aircraft routes, levels, and requests on: <ul style="list-style-type: none"> <li>i) the efficiency and safety of overall traffic flow,</li> <li>ii) controller workload.</li> </ul>
1.3	Prioritising, Projecting and Planning  <i>Prioritising, Projecting and Planning</i> assesses a controller's ability to correctly prioritise tasks as well as accurately project the traffic forward and make appropriate plans based on these projections.	1.3.1 Prioritising	a) Applied correct priorities to tasks ensuring workload remained within individual capabilities
		1.3.2 Projection and planning	a) Prediction was accurate, but accuracy of predictions may have been limited to events in the immediate future b) Plans were sufficient to accommodate current or anticipated, events but may have been limited in scope and flexibility c) Plans were sufficient to achieve separation assurance, but may not have maximised efficiency

5.1.3 FIELD 2: Executing Control Actions

Unit	Description	Element	Performance Criteria
2.1 Maintaining Separation	<i>Maintaining Separation</i> assesses a controller's ability to solve separation problems and/or provide traffic information when necessary.	2.1.1 Applying separation standards	a) Always applied standards correctly b) Achieved separation assurance, but did not always select the optimal solution for the given situation
		2.1.2 Providing traffic information	a) Always provided adequate traffic information, but may have been excessive and/or superfluous
2.2 Managing Traffic	<i>Managing Traffic</i> assesses a controller's ability to conduct traffic sequencing, to regulate traffic flow and to regulate personal workload.	2.2.1 Conducting traffic sequencing	a) Achieved traffic sequences and/or time, distance, and level requirements, but may not have selected the optimal solution for the given situation
		2.2.2 Regulating traffic flow	a) Issued instructions that maintained safety, but may not have optimised the efficiency of traffic flow for the given situation
		2.2.3 Regulating workload	a) Correctly selected and deferred tasks to manage workload b) Correctly applied defensive techniques when needed c) Sought assistance before situation was beyond individual capabilities
		2.2.4 Responding to changing conditions	a) Identified changes in conditions, but may have been slow to take necessary action, but still ensured delivery of a safe service
2.3 Providing Airspace-specific Services	<i>Providing Airspace-specific Services</i> assesses a controller's ability to provide a range of ancillary and airspace-specific air traffic services applicable to particular airspace or function.	2.3.1 Providing ancillary air traffic services	a) Correctly provided the minimum relevant ancillary services when required



Unit	Description	Element	Performance Criteria
		2.3.2 Implementing local instructions	a) Correctly applied local procedures, but may not have always selected the optimal solution

### 5.1.4 FIELD 3: Communicating

Unit	Description	Element	Performance Criteria
3.1 Telephony	<i>Telephony</i> assesses a controller's ability to communicate using standard phraseology, or to improvise with suitable non-standard phraseology when there is no standard phraseology applicable to the situation. Factors such as articulation, intonation and pace of delivery form an important component of performance in this unit.	3.1.1 Using standard phraseology	a) Used standard phraseology in most relevant circumstances
		3.1.2 Using non-standard phraseologies	a) Could improvise when standard phraseology was inadequate b) Used appropriate and unambiguous non-standard phraseology c) Used accurate phraseology, but may not always have been as brief as possible
		3.1.3 Delivery	a) Delivery was clear, but there may have been some minor difficulties (e.g. hesitation or inappropriate inflections and/or emphasis)

Unit	Description	Element	Performance Criteria
3.2 Using Communications Procedures	<i>Using Communication Procedures</i> assesses a controller's ability to follow the appropriate procedures for passing on operational information, issuing instructions, coordinating traffic, performing handover/takeover, and responding to pilot requests, as well as responding to abnormal and emergency situations.	3.2.1 Passing on operational information	a) Provided accurate aeronautical, navigational, and meteorological information as prescribed b) Provided sufficient information, but not necessarily as efficiently as possible (e.g. may have provided more information than was operationally required) c) Usually provided information at appropriate times
		3.2.2 Issuing instructions	a) Issued accurate and timely instructions b) Always checked read-backs
		3.2.3 Coordinating traffic	a) Coordination was always accurate and sufficient for situation b) Coordination was completed on time, but may have occasionally been rushed c) Coordination of non-routine traffic may have had minor problems
		3.2.4 Performing handover/takeover	a) Correctly ascertained and provided sufficient and unambiguous information on takeover, but information may have been out of order or too verbose b) Correctly provided relevant facility settings and equipment status during handover/takeover in the prescribed format
		3.2.5 Responding to requests	a) Responded appropriately to requests b) Obtained sufficient information to determine the nature and implications of requests

Unit	Description	Element	Performance Criteria
		3.2.6 Responding to SAR alerting/ IFER/AEP implementation or facility failure.	<ul style="list-style-type: none"> <li>a) Procedures were followed accurately</li> <li>b) Responded in the required time</li> </ul>

**5.1.5 FIELD 4: Operating Facilities (CNS/ATM)**

Unit	Description	Element	Performance Criteria
4.1 Operate Workstation (CNS/ATM)	<i>Operate Workstation (CNS/ATM)</i> assesses a controller's ability to interact with the relevant human-machine interface (HMI) to access, enter and update flight data, as well as the ability to operate those functions of the CNS/ATM workstation which are critical to providing safe and efficient air traffic services.	4.1.1 Managing flight data record	<ul style="list-style-type: none"> <li>a) Maintained an accurate flight data record and usually considered the effect of updates on other controllers</li> <li>b) May not have always accessed or entered data in a timely manner, but data access/entry had no detrimental impact on performance</li> <li>c) May not have used the most efficient methods</li> <li>d) Could manage state of flight data record to achieve correct HMI state</li> </ul>
		4.1.2 Managing flight plan database or Flight Progress Strips	<ul style="list-style-type: none"> <li>a) Was able to interact correctly with flight plan database</li> <li>b) Although retrieval and modification of information was not always done quickly, the time taken did not degrade control efficiency</li> <li>c) Display was accurate, clear and generally up-to-date, with only minor errors</li> <li>d) Did not base instructions to pilots on incorrectly displayed information</li> </ul> <p><b>Note:</b> Items c) and d) apply to Managing Flight Progress Strips.</p>

Unit	Description	Element	Performance Criteria
		4.1.3 Managing aeronautical information displays	a) Identified appropriate recipients for aeronautical information and distributed information in required time b) Demonstrated use of message queue, and afforded it an appropriate priority
		4.1.4 Using graphic facilities for route	a) Could use facilities to assist in separation problem solving and conflict recognition, but did not use them efficiently
		4.1.5 Using graphic facilities for display	a) Used facilities to maintain an accurate traffic picture, but did not use them efficiently
		4.1.6 Using operational facilities	a) Could correctly use operational facilities at a level which does not compromise safety, but may not have exploited the full range
		4.1.7 Using CPDLC	a) Could format and send messages in a timely manner, and manage CPDLC contract b) Messages were in the correct format c) Free text was used when necessary and was never ambiguous but may have been verbose
		4.1.8 Using ADS	a) Could identify if aircraft was ADS capable b) Could manage ADS contract and transfer contract c) May not always have been efficient in use, but had no detrimental impact on ATC performance
		4.1.9 Responding to facility failure/ degradation	a) Was able to correctly identify relevant facility failure b) Responded to ensure safe service delivery c) Understood the fault reporting processes

Unit	Description	Element	Performance Criteria
4.1 Operate Workstation (Radar Towers)	<i>Operate Workstation (Radar Towers)</i> assesses a controller's ability to interact with the relevant human-machine interface (HMI) to access, enter and update flight data, as well as the ability to operate those functions of the Radar Towers workstation which are critical to providing safe and efficient air traffic services.	4.1.1 Managing flight data record	<ul style="list-style-type: none"> <li>a) Maintained an accurate flight data record and usually considered the effect of updates on other controllers</li> <li>b) May not have always accessed or entered data in a timely manner, but data access/entry had no detrimental impact on performance</li> <li>c) May not have used the most efficient methods</li> <li>d) Could manage state of flight data record to achieve correct HMI state</li> </ul>
		4.1.2 Managing flight plan database	<ul style="list-style-type: none"> <li>a) Was able to interact correctly with flight plan database</li> <li>b) Although retrieval and modification of information was not always done quickly, the time taken did not degrade control efficiency</li> </ul>
		4.1.3 Managing Flight Progress Strips	<ul style="list-style-type: none"> <li>a) Display was accurate, clear, and generally up-to-date, with only minor errors</li> <li>b) Did not base instructions to pilots on incorrectly displayed information</li> </ul>
		4.1.4 Using mandated memory prompts	<ul style="list-style-type: none"> <li>a) Used mandated memory prompts, but not necessarily efficiently</li> </ul>
		4.1.5 Managing aeronautical information displays	<ul style="list-style-type: none"> <li>a) Identified appropriate recipients for aeronautical information and distributed information in required time</li> <li>b) Demonstrated use of message queue, and afforded it an appropriate priority</li> </ul>
		4.1.6 Using graphic or other facilities for display	<ul style="list-style-type: none"> <li>a) Used facilities to maintain an accurate traffic picture</li> <li>b) Used facilities correctly and appropriately for separation problem solving and conflict resolution, but may not have used them efficiently</li> </ul>

Unit	Description	Element	Performance Criteria
		4.1.7 Using operational facilities	a) Could correctly use major operational facilities at a level which did not compromise safety, but may not have exploited the full range
		4.1.8 Using CPDLC	a) Could correctly format and send messages in a timely manner, and manage CPDLC contract b) Messages were in the correct format c) Free text was used when necessary and was never ambiguous but may have been verbose
		4.1.9 Responding to facility failure, including faults	a) Was able to correctly identify relevant facility failure and faults b) Responded to ensure safe service delivery c) Understood the fault reporting process
		4.1.10 Managing alarms	a) Could identify cause of alarm b) Response to alarm was correct and the necessary HMI actions were taken
4.1 Operate Workstation (Non-Radar and GAAP Towers)	<i>Operate Workstation (Non-Radar and GAAP Towers)</i> assesses a controller's ability to interact with the relevant human-machine interface (HMI) to access, enter and update flight data, as well as the ability to operate those functions of the Non-Radar and GAAP Towers workstation which are critical to providing safe and efficient air traffic services.	4.1.1 Managing Flight Progress Strips or Running Sheet	a) Display was accurate, clear, and generally up-to-date, with only minor errors b) Did not base instructions to pilots on incorrectly displayed information
		4.1.2 Using mandated memory prompts	a) Used mandated memory prompts, but not necessarily efficiently

Unit	Description	Element	Performance Criteria
		4.1.3 Using graphic or other facilities for display	a) Used facilities to maintain an accurate traffic picture b) Used facilities correctly and appropriately for separation problem solving and conflict resolution, (where applicable), but may not have used them efficiently
		4.1.4 Using operational facilities	a) Could correctly use operational facilities at a level which did not compromise safety, but may not have exploited the full range or the full potential
		4.1.5 Managing AFTN	a) Could obtain lost AFTN messages, but not always quickly b) Could competently operate the printer
		4.1.6 Responding to facility failure, including faults and alarms	a) Was able to correctly identify relevant facility failure, faults and alarms b) Responded to ensure safe service delivery c) Understood the service level agreement and exception reporting process
4.2 Using Displays	<i>Using Displays</i> assesses a controller's ability to maintain an accurate overall display, containing all pertinent information and no redundant information.	4.2.1 Managing displays	a) Utilised display features to ensure that all operationally pertinent information was available, but b) May have shown inflexibility in configuration of displays or may not have always cleared redundant information
4.3 Managing Ancillary Data	<i>Managing Ancillary Data</i> assesses a controller's ability to record any ancillary written information.	4.3.1 Recording ancillary information	a) Used/recorded all mandated ancillary written information b) Usually used/recorded other ancillary information appropriately

**5.1.6 FIELD 5: Contextual Behaviour**

Unit	Description	Element	Performance Criteria
5.1 Working in a Team	<i>Working in a Team</i> assesses the extent to which an ATC cooperates with co-workers, providing assistance and feedback when necessary.	5.1.1 Providing assistance to team members	a) Monitored the workload and performance of team members b) Provided assistance to team members when necessary
		5.1.2 Providing feedback within the team	a) Provided feedback b) Consulted team members before taking action which may affect them
		5.1.3 Cooperating with team members and contributing to a positive team climate	a) Cooperated with team members to achieve specific objectives (e.g. in coordination, or in scheduling of shift rosters) b) Tolerated individual differences c) May not have actively encouraged the development of a positive team climate
5.2 Working Professionally	<i>Working Professionally</i> assesses the extent to which an ATC demonstrates initiative, and conforms to a professional code of conduct	5.2.1 Demonstrating initiative	a) Carried out tasks specified within the formal requirements of his/her job b) May have carried out additional tasks if directed, or if required to maintain operational safety
		5.2.2 Conforming to a professional code of conduct	a) Conformed to a staff code of conduct or equivalent
5.3 Supporting Organisational Objectives	<i>Supporting Organisational Objectives</i> assesses the extent to which an ATC promotes the organisation's objectives in respect to the provision of air traffic services.	5.3.1 Promotes the organisation's objectives	a) Promotes the organisation's objectives in respect to the provision of air traffic services



## CHAPTER 6: DURATION AND RENEWAL OF AIR TRAFFIC CONTROLLER LICENCE, RATINGS, ENDORSEMENTS AND QUALIFICATIONS

### Section 6.1: General

#### 6.1.1 Introduction

6.1.1.1 This chapter contains standards for the duration and renewal of Air Traffic Control Licences and annotations.

#### 6.1.2 Licence

6.1.2.1 An Air Traffic Controller Licence shall remain valid for the lifetime of the holder, provided the conditions specified in CASR [Part 65](#) continue to be met, unless the licence is suspended or cancelled by CASA.

#### 6.1.3 Ratings

6.1.3.1 Subject to CASRs and these Standards, a rating annotated on an Air Traffic Controller Licence remains in force for the period for which the licence remains in force, or a period of 12 months, whichever is less.

#### 6.1.4 Rating Examinations

6.1.4.1 For renewal of a rating annotated in an Air Traffic Controller Licence, the licence holder must pass a written examination in the subjects appropriate to the particular rating. These examinations must be administered by CASA or a Certified ATS Training Organisation or an ATS Certificate holder.

6.1.4.2 The overall pass standard must be 100 percent.

6.1.4.3 The minimum acceptable *initial* response for each group of questions must be 80 percent.

6.1.4.4 An average of 80 percent over the whole examination, including any questions failed, must not in itself be an acceptable *initial* response.

6.1.4.5 Failure to obtain at least 80 percent for each group of questions shall necessitate supplementary written examination.

6.1.4.6 Where 80 percent or greater, but less than 100 percent is attained for any group of questions, the examinee must provide additional correct responses to an oral examination to attain the required 100 percent.

6.1.4.7 An examination for the renewal of a rating which has not lapsed, may be conducted without supervision and with reference to any documents, maps, charts, or other reference material — that is, it may be an ‘open book’ examination.


- 6.1.4.8 There must be no time limit on this examination. However, the examination must be completed within 12 months of the previous rating examination if the rating is not to lapse.
- 6.1.4.9 The minimum number of questions pertaining to each rating must be 20. A rating examination may be conducted concurrently with an endorsement examination provided the examination includes both the minimum number of questions (20) for each rating component and the minimum number of questions specific to each endorsement, as required by this chapter, [Chapter 6](#) (Endorsements). Examination questions must be chosen randomly for each candidate from a pool of possible questions. The pool of questions must be maintained by the ATS Certificate holder, and must be reviewed, with the intention of updating, at least every two years. The questions should also be reviewed for the same purpose whenever procedural or technological changes judged by the ATS Certificate holder to be significant are introduced.
- 6.1.4.10 The holder of an Air Traffic Controller Licence shall not perform the duties that they are authorised to perform by a rating annotated on that licence unless they meet the rating currency requirements at paragraph [6.1.4.8](#) above, and the currency and recency requirements of relevant endorsements held under that rating.

## 6.1.5 Endorsements

- 6.1.5.1 Subject to CASRs and these Standards, an endorsement annotated on an Air Traffic Controller Licence remains in force for the period for which the licence and the rating to which the endorsement is linked remains in force, or the period specified by the ATS Certificate holder, (no longer than six months), whichever is the less.

## 6.1.6 Endorsement Examinations

- 6.1.6.1 For renewal of an endorsement to be annotated under a rating in an Air Traffic Controller Licence, the licence holder shall pass a written examination in the subject matter specific to the particular endorsement. These examinations must be administered by the ATS Certificate holder.
- 6.1.6.2 The overall pass standard must be 100 percent.
- 6.1.6.3 The minimum acceptable *initial* response for each group of questions must be 80 percent.
- 6.1.6.4 An average of 80 percent over the whole examination, including any questions failed, shall not in itself be an acceptable *initial* response.
- 6.1.6.5 Failure to obtain at least 80 percent for each group of questions shall necessitate supplementary written examination.
- 6.1.6.6 Where 80 percent or greater, but less than 100 percent is attained for any group of questions, the examinee must provide additional correct responses to oral examination to attain the required 100 percent.

- 6.1.6.7 An examination for the renewal of an endorsement which has not lapsed, may be conducted without supervision and with reference to any documents, maps, charts, or other reference material — i.e. it may be an ‘open book’ examination.
- 6.1.6.8 There must be no time limit on this examination. However, the examination must be completed within 12 months of the previous examination if the endorsement is not to lapse.
- 6.1.6.9 The minimum number of questions pertaining to each endorsement must be 20, except that where examinations for more than one endorsement are conducted concurrently, the minimum number of questions must be 10. Where the number of endorsements being examined exceeds 5, the minimum number of questions must be 50 apportioned equally over all endorsements. An endorsement examination may be conducted concurrently with a rating examination provided the examination includes both the minimum number of questions (20, 10 or 50) for each endorsement component and the minimum number of questions specific to each rating as required by this chapter, [Chapter 6](#) (Ratings). Examination questions must be chosen randomly for each candidate from a pool of possible questions. The pool of questions shall to be maintained by the ATS Certificate holder, and must be reviewed, with the intention of updating, at least every two years. The questions should also be reviewed for the same purpose whenever procedural or technological changes judged by the ATS Certificate holder to be significant are introduced.
- 6.1.6.10 The holder of an Air Traffic Controller Licence shall not perform the duties that they are authorised to perform by an endorsement annotated on that licence unless they:
- (a) meet the currency requirements for the relevant rating;
  - (b) meet the currency requirements for the relevant endorsement;
  - (c) meet the currency requirements of a practical assessment within the previous six months; and
  - (d) meet the relevant recency requirements for that endorsement.
- 6.1.6.11  For renewal of an endorsement annotated under a rating in an Air Traffic Controller Licence, the licence holder shall pass a performance assessment at not more than six-monthly intervals, which verifies attainment or maintenance of relevant competencies described in [Chapter 5](#) (ATC Competencies) for each endorsement sought or held.
- 6.1.6.12 Where the ATS Certificate holder determines and records that two or more endorsements require similar knowledge and skill, then a demonstration of competence at one of those endorsements must be sufficient to also include the other(s).

## 6.1.7 Qualifications

- 6.1.7.1 An air traffic services-specific qualification annotated on an Air Traffic Controller Licence remains in force for:
- (a) such period as may, from time to time and circumstance by circumstance, be determined by the ATS Certificate holder or certified ATS Training Organisation for training instructor or assessment qualifications, or by the ATS Certificate holder for other qualifications; or
  - (b) such period for which the licence remains in force; or
  - (c) such period for which any rating or endorsement to which the qualification may be linked remains in force;
- whichever is shorter.
- 6.1.7.2 For the annotation of an air traffic services-specific qualification in an Air Traffic Controller Licence, the licence holder shall pass such examinations and have such experience as CASA or the ATS Certificate holder as appropriate may, from time to time, nominate in respect of a particular qualification.
- 6.1.7.3 The conditions and content of any examinations or assessments relevant to an air traffic services-specific qualification shall, from time to time, be determined by CASA or the ATS Certificate holder as appropriate.
- 6.1.7.4 An air traffic services-specific qualification:
- (a) may or may not depend on the holder maintaining ratings and/or endorsements;
  - (b) may or may not have an expiry date except that the qualification must be considered to have been withdrawn whenever the licence in which it is annotated is suspended or cancelled or has expired, or whenever any ratings and/or endorsements on which the qualification is nominated by the ATS Certificate holder as being dependent is/are suspended or cancelled;
  - (c) may be annotated in an Air Traffic Controller Licence regardless of whether a licence has a valid rating and/or endorsement annotated therein provided such qualification has not been nominated as being dependent on any rating and/or endorsement(s), in which latter case such nominated rating(s) and/or endorsement(s) must first be annotated in the licence;
  - (d) may or may not require the holder to maintain and/or demonstrate competence;
  - (e) may or may not require the holder to have exercised the authority of the qualification for and within a specified time-frame as defined by the ATS Certificate holder; and
  - (f) may be withdrawn at any time by CASA or the ATS Certificate holder as appropriate, by giving to the holder written notice of such withdrawal.

## CHAPTER 7: RE-INSTATEMENT OF AIR TRAFFIC CONTROLLER LICENCE, RATINGS, ENDORSEMENTS OR QUALIFICATIONS

### Section 7.1: General

#### 7.1.1 Introduction

7.1.1.1 This chapter contains standards for the re-instatement of Air Traffic Controller Licences and annotations. It covers all the circumstances described in CASR Part 65 Division 3 including:

- (a) a licence having lapsed beyond the time of medical certificate validity;
- (b) a licence of a holder having undergone the suspension and 'show cause' process, having been cancelled on account of failure to maintain the required medical standard;
- (c) a licence having been cancelled on proficiency grounds, and
- (d) a licence having been cancelled after specific request from the holder.

#### 7.1.2 Licences

7.1.2.1 An Air Traffic Controller Licence which has lapsed in accordance with Civil Aviation Regulations or which is no longer valid, shall not be re-instated unless the holder passes the prescribed course as set out in [Chapter 4](#) (Training), or part thereof, which, for the circumstance, CASA, or an assessment panel convened by an ATS Certificate holder, determines is relevant to the candidate.

#### 7.1.3 ATS Certificate Holder Assessment Panel

7.1.3.1 An ATS Certificate holder must submit to CASA for its endorsement the names of proposed panel members. Such notification shall include details of the experience and qualifications of such proposed panel members.

7.1.3.2 Panel members and the ATS Certificate holder will be held accountable for the veracity of the decisions made by the panel.

7.1.3.3 Endorsement of panel members may be withdrawn by CASA.

#### 7.1.4 Ratings

7.1.4.1 A rating which has lapsed in accordance with Civil Aviation Regulations or which is no longer valid, shall not be renewed until the licence holder has:

- (a) passed the applicable rating examination in a 'closed book' environment; and

- (b) completed any training required by this chapter, [Chapter 7](#) (Re-instatement of Air Traffic Controller Licence, Ratings, Endorsements or Qualifications); and
- (c) demonstrated competence in the functions of at least one endorsement under that rating.

### 7.1.5 Endorsements

- 7.1.5.1 An endorsement which has lapsed in accordance with Civil Aviation Regulations or which is no longer valid, shall not be renewed until the licence-holder has passed the applicable written endorsement examination relevant to that endorsement.
- 7.1.5.2 Where the candidate received a pass in the immediately preceding endorsement examination within the previous 12 months and the endorsement did not lapse as a result of a suspension or cancellation or expiry of the endorsement, such examination may be 'open book'.
- 7.1.5.3 Where the endorsement lapsed for any other reason, including licence suspension or cancellation or expiry, such examination must be 'closed book'.
- 7.1.5.4 An endorsement which has lapsed in accordance with Civil Aviation Regulations or which is no longer valid, shall not be renewed until the licence holder has passed a performance assessment, relevant to that endorsement. For such assessment, or where a licence holder is required, in accordance with CASR [Part 65](#), to demonstrate competence in the functions of an endorsement, they shall do so under the direct supervision of an appropriately rated and endorsed air traffic controller nominated by the ATS Certificate holder.
- 7.1.5.5 The minimum total period of the competence demonstration must be determined for each endorsement by the ATS Certificate holder. Additional time must be at the discretion of the supervising controller.
- 7.1.5.6 The supervising controller shall record the satisfactory conclusion of the competence demonstration in a document provided by the ATS Certificate holder for such records.

### 7.1.6 Qualifications

- 7.1.6.1 A qualification which has lapsed in accordance with Civil Aviation Regulations or which is no longer valid, shall not be renewed until the holder of the licence has passed the applicable qualification examination(s) and performance assessments, and/or the candidate is deemed to meet certain criteria as determined from time to time by the ATS Certificate holder.



## CHAPTER 8: AUTHORITY TO ACT IN FLIGHT SERVICE

### Section 8.1: General

#### 8.1.1 Authority

8.1.1.1 Flight Service Licences conform to specifications for personnel licences as established in ICAO Annex 1.

#### 8.1.2 Annotations

8.1.2.1 For the purposes of Civil Aviation Regulations (CASRs), a Flight Service Licence is considered to have been annotated whenever CASA documentation, or the documentation of an ATS Certificate holder, as appropriate, pertaining to such licence has been up-dated to include any rating, endorsement or qualification information relevant to the licence holder.

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## CHAPTER 9: ANNOTATION OF FLIGHT SERVICE LICENCES

### Section 9.1: General

#### 9.1.1 Ratings

9.1.1.1 The class of ratings that may be annotated on Flight Service Licences is defined below. A rating may be granted by CASA when a person has:

- (a) met the competency requirements, as required by [Chapter 11](#) (Endorsements), for at least one endorsement under that rating; and
- (b) successfully completed a written examination relevant to that rating and being of a type required by [Chapter 12](#) (Training), and (Ratings and Endorsements), as appropriate.

#### 9.1.2 Traffic Information Service Rating

9.1.2.1 A traffic information service rating authorises the holder of the rating to provide, or supervise the provision of, such traffic and flight information and alerting services, for such flight information areas, as are specified for endorsements also annotated on the licence.


9.1.2.2 The holder of an traffic information service rating must have:

- (a) demonstrated a level of knowledge in at least the following subjects in so far as they affect the area of responsibility:
  - (i) airspace structure;
  - (ii) applicable rules, procedures and source of information;
  - (iii) air navigation facilities;
  - (iv) flight service equipment and its use;
  - (v) terrain and prominent landmarks;
  - (vi) characteristics of air traffic;
  - (vii) weather phenomena; and
  - (viii) emergency and search and rescue plans;
- (b) achieved a level of experience, under the supervision of an appropriately qualified flight service officer, equivalent to not less than six weeks, at the unit for which accreditation is sought.

#### 9.1.3 Endorsements

9.1.3.1 Endorsements that may be annotated on Flight Service Licences must be defined and administered by the relevant ATS Certificate holder, and must relate to a discrete operational position or function.

9.1.3.2 An endorsement may be granted by the relevant ATS Certificate holder when a person has been assessed as being competent in the provision of services pertaining to a discrete operational position or function.

 9.1.3.3 Such assessment of competence may only be awarded when the person has successfully completed both:

- (a) written examination; and
- (b) performance assessment;

relevant to the position or function, and being of a type required by [Chapter 10](#) (Rating Examinations and Flight Service Competencies), and [Chapter 11](#) (Endorsements), as appropriate.

#### 9.1.4 Qualifications

9.1.4.1 Additional annotations, referred to as qualifications and being specific to flight service, may be recorded on Flight Service Licences. Such qualifications must be administered and granted by the relevant ATS Certificate holder and need not have any relationship to a rating or endorsement already annotated on a licence.

9.1.4.2 Qualifications specific to instruction or assessment in an operational air traffic services environment, that may be annotated on Flight Service Licences are:

- (a) On-the-job Training Instructor;
- (b) Instructor; and
- (c) Workplace Assessor.

9.1.4.3 An ATS provider may define, for the provider's organisation, the responsibilities of the holder of On-the-job Training Instructor, Classroom Instructor, and Workplace Assessor qualifications within the following limits:

- (a) The responsibilities of Classroom Instructor are limited to provision of classroom theory instruction and design and development of training tools for that environment;
- (b) The responsibilities of On-the-job Training Instructor are limited to provision of instruction in both a live and simulated on-the-job environment and requires qualification to this manual's standards in both Workplace Assessor and On-the-job Instructor roles;
- (c) The responsibilities of Workplace Assessor are limited to assessment in both a live and simulated on-the-job environment.



## 9.1.5 On-the-job Training Instructor

9.1.5.1 Before a person may undertake duties as an On-the-job Training Instructor, that person must demonstrate competency against the following requirements:

Competency Unit	Element	Performance Criteria
1. Train Small Groups	Prepare for training	i Specific needs for training are identified and confirmed through consultation with appropriate personnel
		ii Training objectives are matched to identified competency development needs
		iii Training approaches are planned and documented
	Deliver training	i Training is conducted in a safe and accessible environment
		ii Training delivery methods are selected appropriate to training participants needs, trainer availability, location and resources
		iii Strategies and techniques are employed which facilitate the learning process
		iv Objectives of the training, sequence of activities and assessment processes are discussed with training participants
		v A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participants
	Provide opportunities for practice	i Practice opportunities are provided to ensure that the participant achieves the components of competency
	Review training	i Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants
2. Review Training	Record training data	i Participants are encouraged to self evaluate performance and identify areas for improvement
		ii Participants' readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance

Competency Unit	Element	Performance Criteria
	Evaluate training	<p>i Training is evaluated in the context of self assessment, participant feedback, supervisor comments and measurements against objectives</p> <p>ii Results of evaluations are used to guide further training</p>
	Report on training	<p>i Training details are recorded according to enterprise and legislative requirements</p>
3. Plan Assessment	Establish evidence required for a specific context	<p>i The evidence required to infer competency from the industry/enterprise competency standards, or other standards of performance, is established for a specific context</p> <p>ii Relevant units of competency are read and interpreted accurately to identify the evidence required</p> <p>iii Specified evidence requirements: <ul style="list-style-type: none"> <li>• assure valid and reliable inferences of competency</li> <li>• authenticate the performance of the person being assessed and</li> <li>• confirm that competency is current</li> </ul> </p> <p>iv Sufficient evidence is specified to show consistent achievement of the specified standards</p> <p>v The cost of gathering the required evidence is established</p>
	Establish suitable assessment methods	<p>i Assessment methods are selected which are appropriate for gathering the type and amount of evidence required</p> <p>ii Opportunities to consolidate evidence gathering activities are identified</p> <p>iii Allowable adjustments in the assessment method are proposed to cater for the characteristics of the persons being assessed</p>
	Develop assessment tools appropriate to a specific assessment context	<p>i An assessment tool is developed to gather valid, reliable and sufficient evidence for a specific assessment context</p> <p>ii The assessment tool is designed to mirror the language used to demonstrate the competency in a specific context</p> <p>iii Clear instructions (spoken or written) are prepared including any adjustments which may be made to address the characteristics of the person(s) being assessed</p>

Competency Unit	Element	Performance Criteria
		iv The assessment tool is checked to ensure flexible, fair, safe and cost-effective assessment to occur
	Trial assessment procedure	<p>i Assessment methods and tools are trialed with an appropriate sample of people to be assessed</p> <p>ii Evaluation of the methods and tools used in the trial provides evidence of clarity, reliability, validity, fairness, cost effectiveness and ease of administration</p> <p>iii Appropriate adjustments are made to improve the assessment method and tools in light of the trial</p> <p>iv Assessment procedures, including evidence requirements, assessment methods and tools, are ratified with appropriate personnel in the industry/enterprise and/or training organisation where applicable</p>
4. Conduct Assessment	Identify and explain the context of assessment	<p>i The context and purpose of assessment are discussed and confirmed with the persons being assessed</p> <p>ii The relevant performance standards to be used in the assessment (eg: current endorsed competency standards for the specific industry) are clearly explained to the person being assessed</p> <p>iii the assessment procedure is clarified and expectations of assessor and candidate are agreed</p> <p>iv Any legal and ethical responsibilities associated with the assessment are explained to the persons being assessed</p> <p>v The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure</p> <p>vi Information is conveyed using language and interactive strategies and techniques to communicate effectively with the persons being assessed</p>
	Plan evidence gathering opportunities	<p>i Opportunities to gather evidence of competency, which occur as part of workplace or training activities, are identified covering the dimensions of competency</p> <p>ii The need to gather additional evidence which may not occur as part of the workplace or training activities is identified</p>

Competency Unit	Element	Performance Criteria
		<ul style="list-style-type: none"> <li>iii Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure</li> </ul>
	Organise assessment	<ul style="list-style-type: none"> <li>i the resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment</li> <li>ii Appropriate personnel are informed of the assessment</li> <li>iii Spoken interactions and any written documents employ language and strategies and techniques to ensure the assessment arrangements are understood by all persons being assessed and other appropriate personnel</li> </ul>
	Gather evidence	<ul style="list-style-type: none"> <li>i Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence</li> <li>ii The evidence specified in the assessment procedure is gathered using the assessment methods and tools</li> <li>iii Evidence is gathered in accordance with specified allowable adjustments where applicable</li> <li>iv The evidence gathered is documented in accordance with the assessment procedures</li> </ul>

Competency Unit	Element	Performance Criteria
	Make the assessment decision	<p>i The evidence is evaluated in terms of:</p> <ul style="list-style-type: none"> <li>• validity</li> <li>• authenticity</li> <li>• sufficiency</li> <li>• currency</li> <li>• consistent achievement of the specified standard</li> </ul> <p>ii Evidence is evaluated according to the dimensions of competency:</p> <ul style="list-style-type: none"> <li>• task skills</li> <li>• task management skills</li> <li>• contingency management skills</li> <li>• job/role environment skills</li> <li>• transfer and application of knowledge and skills to new contexts</li> </ul> <p>iii If in doubt, guidance is sought from more experienced assessors</p> <p>iv The assessment decision is made in accordance with the criteria specified in the assessment procedure</p>
	Record assessment results	<p>i Assessment results are recorded accurately in accordance with the specified record keeping requirements</p> <p>ii Confidentiality of assessment outcomes is maintained and access to the assessment records is provided only to authorised personnel</p>
	Provide feedback to persons being assessed	<p>i Clear and constructive feedback in relation to performance is given to the person being assessed using appropriate language and strategies and may include guidance on further goals/training opportunities</p> <p>ii Opportunities for overcoming any gaps in competency, as revealed by the assessment, explored with the persons being assessed</p> <p>iii The person being assessed is advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged</p>

Competency Unit	Element	Performance Criteria
	Report on the conduct of the assessment	<ul style="list-style-type: none"> <li>i Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure</li> <li>ii Any assessment decision disputed by the person being assessed is recorded and reported promptly to those responsible for the assessment procedure</li> <li>iii Suggestions for improving any aspect of the assessment process are made to appropriate personnel</li> </ul>
5. Review Assessment	Review the assessment procedure	<ul style="list-style-type: none"> <li>i Appropriate personnel are given the opportunity to review the assessment outcomes and procedures using agreed evaluation criteria</li> <li>ii The review process established by the enterprise, industry or registered training organisation is followed</li> <li>iii The assessment procedures are reviewed at a specified site in cooperation with persons being assessed, and any appropriate personnel in the industry/enterprise/training establishment and/or any agency identified under the legislation</li> <li>iv Review activities are documented, findings are substantiated and the review approach evaluated</li> </ul>
	Check the consistency of assessment decision	<ul style="list-style-type: none"> <li>i Evidence from a range of assessments is checked for consistency across the dimensions of competency</li> <li>ii Evidence is checked against the key competencies</li> <li>iii Consistency of assessment decisions with defined performance standards are reviewed and discrepancies and inconsistencies are noted and acted upon</li> </ul>
	Report review findings	<ul style="list-style-type: none"> <li>i Recommendations are made to appropriate personnel for the modifications to the assessment procedure(s) in light of the review outcomes</li> <li>ii Records are evaluated to determine whether the needs of appropriate personnel have been met</li> <li>iii Effective contributions are made to system-wide reviews of the assessment process and feedback procedures</li> </ul>



9.1.5.2 In addition to the competency requirements above, On-the-job Instructors must have completed and passed a course of training which must include the following knowledge objectives:

OJT Instructor Knowledge Objectives	Level of Understanding
Describe the duty of care associated with delivering on-the-job training in an ATS operational environment in regard to licensing and ensuring safe operations.	5
Employ instructional intervention techniques appropriate to an operational training environment.	5
Prior to commencing training, brief students in both their role and the role of the instructor in the operational environment: <ul style="list-style-type: none"> <li>• planning training duration;</li> <li>• briefing on communication procedures;</li> <li>• explaining circumstances requiring intervention.</li> </ul>	5
Meet, or have met, the licensing provisions required to perform operational duties in the function for which the training is to be conducted.	5
Understand the competencies, and their related performance criteria, applicable to the function for which the student is being trained.	5
<p><b>Note:</b>            'Level of Understanding 5', denotes:  <i>"Extensive knowledge of the subject..."</i>            (ICAO Training Manual, ICAO DOC 7192 Part D-2).</p>	

## 9.1.6 Classroom Instructor

9.1.6.1 Before a person may undertake duties as a Classroom Instructor, that person must demonstrate competency against the following requirements:

Competency Unit	Element	Performance Criteria
1. Train Small Groups	Prepare for training	<ul style="list-style-type: none"> <li>i Specific needs for training are identified and confirmed through consultation with appropriate personnel</li> <li>ii Training objectives are matched to identified competency development needs</li> <li>iii Training approaches are planned and documented</li> </ul>
	Deliver training	<ul style="list-style-type: none"> <li>i Training is conducted in a safe and accessible environment</li> <li>ii Training delivery methods are selected appropriate to training participants needs, trainer availability, location and resources</li> <li>iii Strategies and techniques are employed which facilitate the learning process</li> <li>iv Objectives of the training, sequence of activities and assessment processes are discussed with training participants</li> <li>v A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participants</li> </ul>
	Provide opportunities for practice	<ul style="list-style-type: none"> <li>i Practice opportunities are provided to ensure that the participant achieves the components of competency</li> <li>ii Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants</li> </ul>
	Review training	<ul style="list-style-type: none"> <li>i Participants are encouraged to self evaluate performance and identify areas for improvement</li> <li>ii Participants readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance</li> <li>iii Training is evaluated in the context of self assessment, participant feedback, supervisor comments and measurements against objectives</li> </ul>

Competency Unit	Element	Performance Criteria
		<ul style="list-style-type: none"> <li>iv Training details are recorded according to enterprise and legislative requirements</li> <li>v Results of evaluation are used to guide further training</li> </ul>
2. Plan and Promote a Training Program	Identify the competency needs	<ul style="list-style-type: none"> <li>i The client, target group and appropriate personnel are identified and required goals and outcomes of the training program are negotiated and confirmed with the client</li> <li>ii Relevant competency or other performance standards for the target group are obtained and verified with appropriate personnel</li> <li>iii Gaps between the required competencies and current competencies of the target group are determined</li> <li>iv Current competencies and any relevant characteristics of each participant in the target group are identified using appropriate investigation methods</li> </ul>
	Document training program requirements	<ul style="list-style-type: none"> <li>i Training program goals are identified to specify required knowledge and skill and links to specified units of competency qualification and/or other standards of performance</li> <li>ii Training documentation specifies the range of workplace applications, activities and tasks that must be undertaken to develop the requisite competencies</li> <li>iii Available training programs and resources are customised to meet specific client needs, where required</li> <li>iv Appropriate grouping of activities is identified to support formative and summative assessments</li> <li>v Overview of training sessions including appropriate timing and costs is prepared and confirmed with appropriate personnel including those relating to language, literacy and numeracy</li> <li>vi Methods of supporting and guiding participants within the target group are identified and specified</li> </ul>
	Identify program resources	<ul style="list-style-type: none"> <li>i Resources required for the program are identified and approved by appropriate personnel and allocated to meet participants' characteristics</li> </ul>

Competency Unit	Element	Performance Criteria
		<p>ii A safe and accessible training environment is identified and arranged to support the development of competencies</p> <p>iii Arrangements are made with personnel to support the training program</p> <p>iv A register of training resources is maintained and held in an accessible form</p>
	Promote training	<p>i Advice on the development of the training program is provided to appropriate personnel</p> <p>ii Information on planned training events is made widely available, utilising a variety of methods</p> <p>iii Promotional activities are mentioned for effectiveness in collaboration with the client and appropriate personnel</p>
3. Plan a Series of Training Sessions	Identify training requirements	<p>i Current competencies of the target group are identified</p> <p>ii Relevant training package documentation or approved training course documentation is obtained where applicable</p> <p>iii Qualification requirements, competencies and/or other performance standards to be attained are interpreted</p> <p>iv Training requirements are identified from the gap between the required competencies and the current competencies of the target group</p> <p>v Training requirements are confirmed with appropriate personnel</p>
	Develop outlines of training sessions	<p>i The training program goals, outcomes, performances and underpinning knowledge requirements are identified</p> <p>ii The training program requirements, workplace application, activities and tasks required to develop the requisite competencies are analysed</p> <p>iii A range of training delivery methods are identified which are appropriate for: <ul style="list-style-type: none"> <li>• the competencies to be achieved</li> <li>• training program's goals</li> <li>• characteristics of training participants</li> <li>• language, literacy and numeracy skill level of training participants</li> </ul> </p>

Competency Unit	Element	Performance Criteria
		<ul style="list-style-type: none"> <li>• availability of equipment and resources</li> <li>• industry/enterprise contexts and requirements</li> </ul> <p>iv Training session outlines are mapped against required competencies and deficiencies are identified and addressed</p> <p>v Special requirements for resources, particular practice requirements and training experiences are documented</p> <p>vi Methods of supporting and guiding training participants including appropriate training resources, language, literacy and numeracy support are specified</p>
	Develop training materials	<p>i Available materials to support the training program are checked for relevance appropriateness in terms of the language, style, characteristics of training participants and copyright</p> <p>ii Existing materials are customised or resources are developed to enhance the learning capability of training participants</p> <p>iii Instructions for the use of learning materials and any required equipment are provided</p> <p>iv Copyright laws are observed</p> <p>v Training resources are identified and approvals are obtained from appropriate personnel</p> <p>vi Clear and comprehensive documentation, resources and materials are developed and used</p>
	Develop training sessions	<p>i Training sessions are developed to meet the goals of the training program</p> <p>ii Training session plans specify planned sessions outcomes</p> <p>iii Opportunities are created within training session design for participants' own competency acquisition and the relevant competencies apply in practice</p> <p>iv Session plans identify delivery methods which are appropriate for:           <ul style="list-style-type: none"> <li>• the competency to be achieved</li> <li>• training program's goals</li> <li>• training participants' characteristics</li> <li>• language, literacy and numeracy skill level of training participants</li> </ul> </p>

Competency Unit	Element	Performance Criteria
		<ul style="list-style-type: none"> <li>• learning resources and consumable resources available</li> <li>• industry/enterprise/workplace contexts and requirements</li> <li>• each outlined training session</li> </ul> <p>v Training sessions are designed to measure participant progress towards the program goals</p> <p>vi Sequence and timing of the training sessions are documented</p>
	Arrange resources	<p>i Resources required for the training sessions are identified and, where special access is required, approved by appropriate personnel</p> <p>ii Appropriate training locations are identified and arranged</p> <p>iii Arrangements are made with (any) additional personnel required to support the training program</p> <p>iv The training environment is arranged to be safe, accessible and suitable for the acquisition of the identified competencies</p> <p>v Learning resources, documentation on required competencies, assessment procedures and information on available support for participants are organised and held in an accessible form</p>
4. Deliver Training Session	Prepare training participants	<p>i Training program goals and training session outcomes are explained to, and discussed with, training participants</p> <p>ii The training program workplace applications, training activities and tasks are explained and confirmed with the training participants</p> <p>iii Needs of training participants for competency acquisition are identified</p> <p>iv The series of training sessions for the training program are explained to the training participants</p> <p>v Ways in which the competencies are to be developed and assessed are explained to, and confirmed with participants</p> <p>vi Language is adjusted to suit the training participants and strategies/techniques are employed to confirm understanding (e.g. paraphrasing and questioning)</p>

Competency Unit	Element	Performance Criteria
	Present training session	<ul style="list-style-type: none"> <li>i Presentation and training delivery are appropriate to the characteristics of training participants and the development of competencies</li> <li>ii Presentation of training and design of learning activities emphasise and reinforce the components of competency: <ul style="list-style-type: none"> <li>• task skills</li> <li>• task management skills</li> <li>• contingency management skills</li> <li>• job/role environment skills</li> <li>• transfer and application of skills and knowledge to new contexts</li> </ul> </li> <li>iii Presentation and training delivery methods provide variety, encourage participation and reinforce competencies</li> <li>iv Spoken language and communication strategies/techniques are used to encourage participation and to achieve the outcomes of training sessions</li> <li>v Training sessions are reviewed and modified as necessary meet training participants' needs</li> </ul>
	Facilitate individual and group learning	<ul style="list-style-type: none"> <li>i The requirements for effective participation in the learning process are explained</li> <li>ii Timely information is given to training participants during training sessions</li> <li>iii Training presentations are enhanced with the use of appropriate training resources</li> <li>iv Clear and accurate information is presented in a sequence to foster competency development</li> <li>v Language is adjusted to suit training participants</li> <li>vi Training participants are encourage to ask questions, clarify points of concern and contribute comments at appropriate and identified stages</li> <li>vii Training equipment and materials are used in a way that enhances learning</li> <li>viii Supplementary information is provided to enhance and clarify understanding as required by individuals or the group</li> <li>ix Key points are summarised at appropriate times to reinforce learning</li> </ul>

Competency Unit	Element	Performance Criteria
		<p>x Individual learning and group dynamics are monitored and managed to achieve program goals</p> <p>xi Language, literacy and numeracy issues are taken into account to facilitate learning by training participants</p>
	Provide opportunities for practice and feedback	<p>i Process, rationale and benefits of practice of competency are discussed with training participants</p> <p>ii Practice opportunities are provided to match: <ul style="list-style-type: none"> <li>• specific competencies to be achieved</li> <li>• context of the training program</li> <li>• specific outcomes of the training sessions</li> </ul> </p> <p>iii Training participants readiness for assessment is monitored and discussed with participants</p> <p>iv Constructive feedback and reinforcement are provide through further training and/or practice opportunities</p>
	Review delivery of training sessions	<p>i Training participants' review of training delivery is sought</p> <p>ii The delivery of the training session is discussed with appropriate personnel at appropriate times</p> <p>iii Training delivery is evaluated by the trainer against program goals, session plans and Assessment and Workplace Training Competency Standards</p> <p>iv The reactions of relevant personnel to the deliver are sought and discussed at appropriate times</p> <p>v Adjustments to delivery, presentation and training are considered and incorporated</p>
5. Review Training	Record training data	<p>i Details of training program and target group's competency attainment are recorded in accordance with the training system requirements and securely stored</p> <p>ii Training records are made available to authorised persons and training participants at the required times, as specified in the training system recording and reporting policy documents</p>
	Evaluate training	<p>i Training is evaluated against needs and goals of the training program</p>



Competency Unit	Element	Performance Criteria
		<p>ii Feedback on the training program is sought from training participants and appropriate personnel</p> <p>iii Training participants are encouraged to evaluate how progress toward achieving competency was enhanced by the training sessions</p> <p>iv Trainers' performance is reviewed against:</p> <ul style="list-style-type: none"> <li>• program goals</li> <li>• the Assessment and Workplace Training Competency Standards</li> <li>• training participants' comments</li> <li>• training participants' competency attainment</li> </ul> <p>v Results of the evaluation are used to improve current and future training</p> <p>vi Suggestions are made for improving any aspect of the recording procedure</p>
	Report on training	<p>i Reports on outcomes of the training sessions are developed and distributed to appropriate personnel</p>



## 9.1.7 Work Place Assessor

9.1.7.1 Before a person may undertake duties as a Work Place Assessor, that person must demonstrate competency against the following requirements:

Competency Unit	Element	Performance Criteria
1. Plan Assessment	Establish evidence required for a specific context	<p>i The evidence required to infer competency from the industry/enterprise competency standards, or other standards of performance, is established for a specific context</p> <p>ii Relevant units of competency are read and interpreted accurately to identify the evidence required</p> <p>iii Specified evidence requirements:</p> <ul style="list-style-type: none"> <li>• assure valid and reliable inferences of competency</li> <li>• authenticate the performance of the person being assessed and</li> <li>• confirm that competency is current</li> </ul> <p>iv Sufficient evidence is specified to show consistent achievement of the specified standards</p> <p>v The cost of gathering the required evidence is established</p>
	Establish suitable assessment methods	<p>i Assessment methods are selected which are appropriate for gathering the type and amount of evidence required</p> <p>ii Opportunities to consolidate evidence gathering activities are identified</p> <p>iii Allowable adjustments in the assessment method are proposed to cater for the characteristics of the persons being assessed</p>
	Develop assessment tools appropriate to a specific assessment context	<p>i An assessment tool is developed to gather valid, reliable and sufficient evidence for a specific assessment context</p> <p>ii The assessment tool is designed to mirror the language used to demonstrate the competency in a specific context</p> <p>iii Clear instructions (spoken or written) are prepared including any adjustments which may be made to address the characteristics of the person(s) being assessed</p> <p>iv The assessment tool is checked to ensure flexible, fair, safe and cost-effective assessment to occur</p>

Competency Unit	Element	Performance Criteria
	Trial assessment procedure	<ul style="list-style-type: none"> <li>i Assessment methods and tools are trialed with an appropriate sample of people to be assessed</li> <li>ii Evaluation of the methods and tools used in the trial provides evidence of clarity, reliability, validity, fairness, cost effectiveness and ease of administration</li> <li>iii Appropriate adjustments are made to improve the assessment method and tools in light of the trial</li> <li>iv Assessment procedures, including evidence requirements, assessment methods and tools, are ratified with appropriate personnel in the industry/enterprise and/or training organisation where applicable</li> </ul>
2. Conduct Assessment	Identify and explain the context of assessment	<ul style="list-style-type: none"> <li>i The context and purpose of assessment are discussed and confirmed with the persons being assessed</li> <li>ii The relevant performance standards to be used in the assessment (e.g. current endorsed competency standards for the specific industry) are clearly explained to the person being assessed</li> <li>iii The assessment procedure is clarified and expectations of assessor and candidate are agreed</li> <li>iv Any legal and ethical responsibilities associated with the assessment are explained to the persons being assessed</li> <li>v The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure</li> <li>vi Information is conveyed using language and interactive strategies and techniques to communicate effectively with the persons being assessed</li> </ul>
	Plan evidence gathering opportunities	<ul style="list-style-type: none"> <li>i Opportunities to gather evidence of competency, which occur as part of workplace or training activities, are identified covering the dimensions of competency</li> <li>ii The need to gather additional evidence which may not occur as part of the workplace or training activities is identified</li> <li>iii Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure</li> </ul>

Competency Unit	Element	Performance Criteria
	Organise assessment	<ul style="list-style-type: none"> <li>i The resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment</li> <li>ii Appropriate personnel are informed of the assessment</li> <li>iii Spoken interactions and any written documents employ language and strategies and techniques to ensure the assessment arrangements are understood by all persons being assessed and other appropriate personnel</li> </ul>
	Gather evidence	<ul style="list-style-type: none"> <li>i Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence</li> <li>ii The evidence specified in the assessment procedure is gathered, using the assessment methods and tools</li> <li>iii Evidence is gathered in accordance with specified allowable adjustments where applicable</li> <li>iv The evidence gathered is documented in accordance with the assessment procedures</li> </ul>
	Make the assessment decision	<ul style="list-style-type: none"> <li>i The evidence is evaluated in terms of: <ul style="list-style-type: none"> <li>• validity</li> <li>• authenticity</li> <li>• sufficiency</li> <li>• currency</li> <li>• consistent achievement of the specified standard</li> </ul> </li> <li>ii Evidence is evaluated according to the dimensions of competency: <ul style="list-style-type: none"> <li>• task skills</li> <li>• task management skills</li> <li>• contingency management skills</li> <li>• job/role environment skills</li> <li>• transfer and application of knowledge and skills to new contexts</li> </ul> </li> <li>iii If in doubt, guidance is sought from more experienced assessors</li> <li>iv The assessment decision is made in accordance with the criteria specified in the assessment procedure</li> </ul>
	Record assessment results	<ul style="list-style-type: none"> <li>i Assessment results are recorded accurately in accordance with the specified record keeping requirements</li> </ul>

Competency Unit	Element	Performance Criteria
		<ul style="list-style-type: none"> <li>ii Confidentiality of assessment outcomes is maintained and access to the assessment records is provided only to authorised personnel</li> </ul>
	Provide feedback to persons being assessed	<ul style="list-style-type: none"> <li>i Clear and constructive feedback in relation to performance is given to the person being assessed using appropriate language and strategies and may include guidance on further goals/training opportunities</li> <li>ii Opportunities for overcoming any gaps in competency, as revealed by the assessment, explored with the persons being assessed</li> <li>iii The person being assessed is advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged</li> </ul>
	Report on the conduct of the assessment	<ul style="list-style-type: none"> <li>i Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure</li> <li>ii Any assessment decision disputed by the person being assessed is recorded and reported promptly to those responsible for the assessment procedure</li> <li>iii Suggestions for improving any aspect of the assessment process are made to appropriate personnel</li> </ul>
3. Review Assessment	Review the assessment procedure	<ul style="list-style-type: none"> <li>i Appropriate personnel are given the opportunity to review the assessment outcomes and procedures using agreed evaluation criteria</li> <li>ii The review process established by the enterprise, industry or registered training organisation is followed</li> <li>iii The assessment procedures are reviewed at a specified site in cooperation with persons being assessed, and any appropriate personnel in the industry/enterprise/training establishment and/or any agency identified under the legislation</li> <li>iv Review activities are documented, findings are substantiated and the review approach evaluated</li> </ul>
	Check the consistency of assessment decision	<ul style="list-style-type: none"> <li>i Evidence from a range of assessments is checked for consistency across the dimensions of competency</li> <li>ii Evidence is checked against the key competencies</li> </ul>

Competency Unit	Element	Performance Criteria
		iii Consistency of assessment decisions with defined performance standards are reviewed and discrepancies and inconsistencies are noted and acted upon
	Report review findings	i Recommendations are made to appropriate personnel for the modifications to the assessment procedure(s) in light of the review outcomes  ii Records are evaluated to determine whether the needs of appropriate personnel have been met  iii Effective contributions are made to system-wide reviews of the assessment process and feedback procedures

## CHAPTER 10: ELIGIBILITY FOR GRANT OF A FLIGHT SERVICE LICENCE

### Section 10.1: General

#### 10.1.1 Eligibility components

- 10.1.1.1 The cardinal requirements of eligibility for grant of a Flight Service Licence are that an individual must:
- (a) hold a Class 3 medical certificate;
  - (b) pass both theory and practical (field) components of a training course;
  - (c) pass Rating and Endorsement examinations;
  - (d) meet Endorsement competency standards in a formal assessment;
  - (e) meet language proficiency requirements.

#### 10.1.2 Medical Certificate

- 10.1.2.1 Where a condition is placed on or recorded against a Class 3 medical certificate in accordance with CASR Part 6, the holder's Flight Service Licence is to be annotated to reflect that condition.

#### 10.1.3 Training Course

- 10.1.3.1 The candidate must have completed and passed the agreed course of training. Specific learning outcomes for the training course, for both knowledge and skills, are to be defined by the service provider, subject to endorsement by CASA.

#### 10.1.4 Rating Examinations

- 10.1.4.1 A candidate for a rating to be annotated in a Flight Service Licence shall pass a written examination initially, and thence annually, in the subjects appropriate to the rating. These examinations must be administered by CASA, a Certified ATS Training Organisation or an ATS Certificate holder as appropriate.
- 10.1.4.2 The overall pass standard must be 100 percent.
- 10.1.4.3 The minimum acceptable *initial* response for each group of questions must be 80 percent.
- 10.1.4.4 An average of 80 percent over the whole examination, including any questions failed, shall not in itself be an acceptable *initial* response.
- 10.1.4.5 Failure to obtain at least 80 percent for each group of questions shall necessitate supplementary written examination.

- 10.1.4.6 Where 80 percent or greater, but less than 100 percent is attained for any group of questions, the examinee must provide additional correct responses to oral examination to attain the required 100 percent.
- 10.1.4.7 An initial written rating examination must be conducted under supervision and without reference to any documents, maps, charts, or other material except where specified and required for individual questions — that is, it must be a ‘closed book’ examination. The minimum number of questions pertaining to each rating must be 20.

### 10.1.5 Endorsement Examinations

- 10.1.5.1 A candidate for an endorsement to be annotated under a rating in a Flight Service Licence shall pass a written examination initially, and subsequently, annually, in the subject matter specific to the particular endorsement. These examinations must be administered by CASA or the ATS Certificate holder.
- 10.1.5.2 The overall pass standard must be 100 percent.
- 10.1.5.3 The minimum acceptable *initial* response for each group of questions must be 80 percent.
- 10.1.5.4 An average of 80 percent over the whole examination, including any questions failed, shall not in itself be an acceptable *initial* response.
- 10.1.5.5 Failure to obtain at least 80 percent for each group of questions shall necessitate supplementary written examination.
- 10.1.5.6 Where 80 percent or greater, but less than 100 percent is attained for any group of questions, the examinee must provide additional correct responses to oral examination to attain the required 100 percent.
- 10.1.5.7 The initial written endorsement examination must be conducted under supervision and without reference to any documents, maps, charts, or other material except where specified and required for individual questions — i.e. it must be a ‘closed book’ examination. The minimum number of questions pertaining to each endorsement must be 20, except that where examinations for more than one endorsement are conducted concurrently, the minimum number of questions per endorsement must be 10. Where the number of endorsements being examined exceeds 5, the minimum number of questions must be 50 apportioned equally over each endorsement.

### 10.1.6 Language

- 10.1.6.1 The candidate must have demonstrated an ability to speak English clearly and understand spoken English to a standard that allows clear spoken two way communication in the course of performing a flight service function to a standard as determined by the ATS Certificate holder.



### 10.1.7 Flight Service Competencies

- 10.1.7.1 The candidate must have demonstrated the required practical skills against the flight service competencies determined by the ATS Certificate holder.



## CHAPTER 11: DURATION AND RENEWAL OF FLIGHT SERVICE LICENCE, RATINGS, ENDORSEMENTS AND QUALIFICATIONS

### Section 11.1: General

#### 11.1.1 Introduction

11.1.1.1 This chapter contains standards for the re-instatement of lapsed Flight Service Licence and annotations.

#### 11.1.2 Licence

11.1.2.1 An Air Traffic Controller Licence shall remain valid for the lifetime of the holder, provided the conditions specified in CASR [Part 65](#) continue to be met, unless the licence is suspended or cancelled by CASA.

#### 11.1.3 Ratings

11.1.3.1 Subject to CASRs and these Standards, a rating annotated on a Flight Service Licence remains in force for the period for which the licence remains in force, or a period of 12 months, whichever is the less.

#### 11.1.4 Rating Examinations

11.1.4.1 For renewal of a rating annotated in a Flight Service Licence, the licence holder shall pass a written examination in the subjects appropriate to the rating. These examinations must be administered by CASA or an ATS Certificate holder.

11.1.4.2 The overall pass standard must be 100 percent.

11.1.4.3 The minimum acceptable *initial* response for each group of questions must be 80 percent.

11.1.4.4 An average of 80 percent over the whole examination, including any questions failed, shall not in itself be an acceptable *initial* response.

11.1.4.5 Failure to obtain at least 80 percent for each group of questions shall necessitate supplementary written examination.

11.1.4.6 Where 80 percent or greater, but less than 100 percent is attained for any group of questions, the examinee must provide additional correct responses to oral examination to attain the required 100 percent.

11.1.4.7 An examination for the renewal of a rating which has not lapsed, may be conducted without supervision and with reference to any documents, maps, charts, or other reference material — that is, it may be an ‘open book’ examination.

- 11.1.4.8 There must be no time limit on this examination. However, the examination must be completed within 12 months of the previous rating examination if the rating is not to lapse.
- 11.1.4.9 The minimum number of questions pertaining to each rating must be 20. A rating examination may be conducted concurrently with an endorsement examination provided the examination includes both the minimum number of questions (20) for each rating component and the minimum number of questions specific to each endorsement as required by this chapter, [Chapter 11 \(Endorsements\)](#). Examination questions must be chosen randomly for each candidate from a pool of possible questions. The pool of questions shall to be maintained by the ATS Certificate holder, and must be updated at least every two years. The questions should also be updated whenever procedural or technological changes judged by the ATS Certificate holder to be significant are introduced.
- 11.1.4.10 The holder of a Flight Service Licence shall not perform the duties that they are authorised to perform by a rating annotated on that licence unless they meet the rating currency requirements at paragraph [11.1.4.8](#) above, and the currency and recency requirements of relevant endorsements held under that rating.

### 11.1.5 Endorsements

- 11.1.5.1 Subject to CASRs and these Standards, an endorsement annotated on a Flight Service Licence remains in force for the period for which the licence and the rating to which the endorsement is linked remains in force, or the period specified by the ATS Certificate holder, (no longer than six months), whichever is the less.

### 11.1.6 Endorsement Examinations

- 11.1.6.1 For renewal of an endorsement to be annotated under a rating in a Flight Service Licence, the licence holder shall pass a written examination specific to the particular endorsement. These examinations must be administered by the ATS Certificate holder.
- 11.1.6.2 The overall pass standard must be 100 percent.
- 11.1.6.3 The minimum acceptable *initial* response for each group of questions must be 80 percent.
- 11.1.6.4 An average of 80 percent over the whole examination, including any questions failed, shall not in itself be an acceptable *initial* response.
- 11.1.6.5 Failure to obtain at least 80 percent for each group of questions shall necessitate supplementary written examination.
- 11.1.6.6 Where 80 percent or greater, but less than 100 percent is attained for any group of questions, the examinee must provide additional correct responses to oral examination to attain the required 100 percent.

- 11.1.6.7 An examination for the renewal of an endorsement which has not lapsed, may be conducted without supervision and with reference to any documents, maps, charts, or other reference material — i.e. it may be an ‘open book’ examination.
- 11.1.6.8 There must be no time limit on this examination. However, the examination must be completed within 12 months of the previous examination for that endorsement if the endorsement is not to lapse.
- 11.1.6.9 The minimum number of questions pertaining to each endorsement must be 20, except that where examinations for more than one endorsement are conducted concurrently, the minimum number of questions must be 10. Where the number of endorsements being examined exceeds 5, the minimum number of questions must be 50 apportioned equally over all endorsements. An endorsement examination may be conducted concurrently with a rating examination provided the examination includes both the minimum number of questions (20, 10 or 50) for each endorsement component and the minimum number of questions specific to the rating as required by this chapter, [Chapter 11](#) (Ratings). Examination questions must be chosen randomly for each candidate from a pool of possible questions. The pool of questions shall to be maintained by the ATS Certificate holder, and must be reviewed, with the intention of updating, at least every two years. The questions should also be reviewed for the same purpose whenever procedural or technological changes judged by the ATS Certificate holder to be significant are introduced.
- 11.1.6.10 The holder of Flight Service Licence shall not perform the duties that they are authorised to perform by an endorsement annotated on that licence unless they:
- (a) meet the currency requirements for the relevant rating;
  - (b) meet the currency requirements for the relevant endorsement;
  - (c) meet the currency requirements of a practical assessment within the previous six months; and
  - (d) meet the relevant recency requirements for that endorsement.
- 11.1.6.11 For renewal of an endorsement annotated under a rating in a Flight Service Licence, the licence holder shall also pass a performance assessment at not more than six-monthly intervals, in relevant competencies specified by the ATS Certificate holder for each endorsement sought or held.
- 11.1.6.12 Where the ATS Certificate holder determines and records that two or more endorsements require similar knowledge and skill, then a demonstration of competence at one of those endorsements must be sufficient to also include the other(s).

## 11.1.7 Qualifications

- 11.1.7.1 An air traffic services-specific qualification annotated on a Flight Service Licence remains in force for:

- (a) such period as may, from time to time, and circumstance by circumstance, be determined by the ATS Certificate holder or Certified ATS Training Organisation for training instructor or assessment qualifications, or by the ATS Certificate holder for other qualifications;
- (b) such period for which the licence remains in force; or
- (c) such period for which any rating or endorsement to which the qualification may be linked remains in force;

whichever is earlier.

11.1.7.2 For the annotation of an air traffic services-specific qualification in a Flight Service Licence, the licence holder shall pass such examinations and have such experience as CASA or the ATS Certificate holder may, from time to time, nominate in respect of a particular qualification.

11.1.7.3 The conditions and content of any examinations or assessments relevant to an air traffic services-specific qualification shall, from time to time, be determined by CASA or the ATS Certificate holder as appropriate.

11.1.7.4 An air traffic services-specific qualification:

- (a) may or may not depend on the holder maintaining ratings and/or endorsements;
- (b) may or may not have an expiry date except that the qualification must be considered to have been withdrawn whenever the licence in which it is annotated is suspended or cancelled or has expired or whenever any ratings and/or endorsements on which the qualification is nominated by the ATS Certificate holder as being dependent is/are suspended or cancelled;
- (c) may be annotated in a Flight Service Licence regardless of whether a licence has a valid rating and/or endorsement annotated therein provided such qualification has not been nominated as being dependent on any rating and/or endorsement(s), in which latter case such nominated rating(s) and/or endorsement(s) must first be annotated in the licence;
- (d) may or may not require the holder to maintain and/or demonstrate competence;
- (e) may or may not require the holder to have exercised the authority of the qualification for and within a specified time-frame as defined by CASA or the ATS Certificate holder; and
- (f) may be withdrawn at any time by CASA or the ATS Certificate holder as appropriate, by giving to the holder written notice of such withdrawal.

## CHAPTER 12: RE-INSTATEMENT OF FLIGHT SERVICE LICENCE, RATINGS, ENDORSEMENTS OR QUALIFICATIONS

### Section 12.1: General

#### 12.1.1 Introduction

- 12.1.1.1 This chapter contains standards for the re-instatement of Flight Service Licences and annotations. It covers all the circumstances described in CASR Part 65.260 (2) including:
- (a) a licence having lapsed beyond the time of medical certificate validity;
  - (b) a licence of a holder having undergone the suspension and ‘show cause’ process, having been cancelled on account of failure to maintain the required medical standards;
  - (c) a licence having been cancelled on proficiency grounds; and
  - (d) a licence having been cancelled after specific request from the holder.

#### 12.1.2 Licences

- 12.1.2.1 A Flight Service Licence which has lapsed in accordance with Civil Aviation Regulations or which is no longer valid, shall not be re-instated unless the holder passes the prescribed course as determined by the ATS Certificate holder, or part thereof which, for the circumstance, CASA, or an assessment panel convened by an ATS Certificate holder, determines is relevant to the candidate.

#### 12.1.3 ATC Certificate Holder Assessment Panel

- 12.1.3.1 An ATS Certificate holder must submit to CASA for its endorsement the names of proposed panel members. Such notification shall include details of the experience and qualifications of such proposed panel members.
- 12.1.3.2 Panel members and the ATC Certificate holder will be held accountable for the veracity of the decisions made by the panel.
- 12.1.3.3 Endorsement of panel members may be withdrawn by CASA.

#### 12.1.4 Ratings

- 12.1.4.1 A rating which has lapsed in accordance with Civil Aviation Regulations or which is no longer valid, shall not be renewed until the licence holder has:
- (a) passed the applicable rating examination in a ‘closed book’ environment;
  - (b) completed any training required by this chapter, [Chapter 12](#) (Re-instatement of Lapsed Flight Service Licence, Ratings, Endorsements or Qualifications); and

- (c) demonstrated competence in the functions of at least one endorsement under that rating.

### **12.1.5 Endorsements**

- 12.1.5.1 An endorsement which has lapsed in accordance with Civil Aviation Regulations or which is no longer valid, shall not be renewed until the licence holder has passed the applicable written endorsement examination relevant to that endorsement.
- 12.1.5.2 Where the candidate received a pass in the immediately preceding endorsement examination within the previous 12 months and the endorsement did not lapse as a result of a suspension or cancellation or expiry of the endorsement, such examination may be 'open book'.
- 12.1.5.3 Where the endorsement lapsed for any other reason, including licence suspension or cancellation or expiry, such examination must be 'closed book'.
- 12.1.5.4 An endorsement which has lapsed in accordance with Civil Aviation Regulations or which is no longer valid, shall not be renewed until the licence holder has passed a performance assessment, relevant to that endorsement. For such assessment, or where a licence holder is required in accordance with CASR Part 65 to demonstrate competence in the functions of an endorsement, they shall do so under the direct supervision of an appropriately rated and endorsed flight service officer nominated by the ATS Certificate holder.
- 12.1.5.5 The minimum total period of the competence demonstration must be determined for each endorsement by the ATS Certificate holder. Additional time must be at the discretion of the supervising flight service officer.
- 12.1.5.6 The supervising flight service officer shall record the satisfactory conclusion of the competence demonstration in a document provided by the ATS Certificate holder for such records.

### **12.1.6 Qualifications**

- 12.1.6.1 A qualification which has lapsed in accordance with Civil Aviation Regulations or which is no longer valid, shall not be renewed until the holder of the licence has passed the applicable qualification examination(s) and performance assessments, and/or the candidate is deemed to meet certain criteria as determined from time to time by the ATS Certificate holder.

## REVISION HISTORY

Version	Date	Chapter/ Section/ Paragraph	Details
1.1	March 2003	1.1.2.4 1.1.2.5 Chapter 2 3.1.9 3.1.11.3 3.1.12 3.1.14 4.1.1.1 4.1.3.1 4.1.4.1 Chapter 5 6.1.6.11 Chapter 8 9.1.3.3 9.1.5 9.1.7 10.1.7	Paragraphs amended  Previous paragraphs 2.1.4 and 2.1.4.1 deleted  New heading; previous paragraph 3.1.8.2 renumbered 3.1.9.1  Sub-paragraphs (a) and (b) amended  Competency unit 3 amended to add a further two elements  Competency unit 1 amended to add a further two elements  Previous sub-paragraph (b) deleted and subsequent sub-paragraphs re-numbered  Chapter reference adjusted to Chapter 5  Paragraph amended  Title of chapter amended to ATC Competencies  Chapter reference adjusted to Chapter 5  Previous paragraphs 8.1.3 and 8.1.3.1 deleted  Paragraph amended  Competency unit 3 amended to add a further two elements  Competency unit 1 amended to add a further two elements  Sub-section title and paragraph 10.1.7.1 amended
1.0	June 2002	All	First issue of MOS Part 65

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