



**Australian Government**  
**Civil Aviation Safety Authority**

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# **Manual of Standards Part 65 Amendment Instrument (No. 1) 2005**

I, WILLIAM BRUCE BYRON, Director of Aviation Safety, on behalf of CASA,  
make this instrument under regulation 65.033 of the *Civil Aviation Safety  
Regulations 1998*.

**[signed Bruce Byron]**

Bruce Byron  
Director of Aviation Safety and  
Chief Executive Officer

17 January 2005

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**1 Name of instrument**

This instrument is the *Manual of Standards Part 65 Amendment Instrument  
(No. 1) 2005*.

**2 Commencement**

This instrument commences on the day after registration on the Federal  
Register of Legislative Instruments.

**3 Amendment of the *Manual of Standards Part 65***

Schedule 1 amends *Manual of Standards Part 65*.

# Schedule 1      Amendments

(section 3)

## 1      Subsection 1.1.2

*substitute*

### 1.1.2      Document Set

1.1.2.1 The document hierarchy consists of:

- (a) the Civil Aviation Act 1988 (the Act); and
- (b) the *Civil Aviation Safety Regulations 1998* (CASRs); and
- (c) this Manual of Standards (MOS); and
- (d) Advisory Circulars (ACs).

1.1.2.2 The Act establishes the Civil Aviation Safety Authority (CASA) with functions relating to civil aviation, in particular the safety of civil aviation, and for related purposes.

## 2      Subsection 1.1.7

*substitute*

### 1.1.7      MOS Documentation Change Management

1.1.7.1 Responsibility for the technical content in this MOS resides with the relevant technical area within the Aviation Safety Standards Division.

1.1.7.2 This MOS is issued and amended under the authority of the CEO and Director of Aviation Safety.

1.1.7.3 Suggested changes to this MOS must be directed to the Head, Standards Administration & Support Branch, Aviation Safety Standards Division.

1.1.7.4 Requests for any change to the content of the MOS may be initiated from:

- (a) technical areas within CASA; or
- (b) aviation industry service providers or operators; or
- (c) individuals or authorisation holders.

1.1.7.5 The need to change standards in the MOS may be generated by a number of causes. These may be:

- (a) to ensure safety; or
- (b) to ensure standardisation; or
- (c) to respond to changed CASA standards; or
- (d) to respond to ICAO prescription; or
- (e) to accommodate new initiatives or technologies.

### **3 Paragraph 3.1.3.2**

*substitute*

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 to the extent that 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;
  - (ix) emergency and search and rescue plans; and
- (b) fulfilled the requirements for the award of an associated ATC Endorsement, as specified in Section 3.1.10.

### **4 Paragraph 3.1.4.2**

*substitute*

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 to the extent that 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; and
- (b) fulfilled the requirements for the award of an associated ATC Endorsement, as specified in Section 3.1.10.

### **5 Paragraph 3.1.5.2**

*substitute*

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 to the extent that 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;
- (x) procedures for the provision of approach radar control services, including procedures to ensure appropriate terrain clearance; and
- (b) fulfilled the requirements for the award of an associated ATC Endorsement, as specified in Section 3.1.10.

## **6 Paragraph 3.1.6.2**

*substitute*

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 to the extent that 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; and
- (b) fulfilled the requirements for the award of an associated ATC Endorsement, as specified in Section 3.1.10.

## **7 Paragraph 3.1.7.2**

*substitute*

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 to the extent that 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;
  - (x) procedures for the provision of area radar control services, including procedures to ensure appropriate terrain clearance; and

- (b) fulfilled the requirements for the award of an associated ATC Endorsement, as specified in Section 3.1.10.

**8 Subsection 3.1.9**

*delete*

**9 Paragraph 3.1.11.3**

*substitute*

3.1.11.3 An ATS provider or ATS training 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) Classroom Instructor (INST):

- (i) deliver classroom theory instruction;
- (ii) design and develop training tools for the classroom environment;
- (iii) supervise non-INST qualified persons in the provision of (i) and (ii);
- (iv) train and assess applicants for the initial issue or renewal of an INST qualification;

An applicant for an INST qualification must have demonstrated competence against the standards specified in Section 3.1.13 and paragraph 3.1.14.1;

(b) On-the-job Training Instructor (OJTI):

- (i) deliver on-the-job instruction in both a live and simulated on-the-job environment;
- (ii) deliver classroom theory instruction to small groups;

An applicant for an OJTI qualification must have demonstrated competence against the standards specified in Section 3.1.12;

(c) Workplace Assessor (WPA):

- (i) conduct assessments in both a live and simulated on-the-job environment;
- (ii) conduct assessments to ensure competency attainment (where required) for ATS-related activities or functions;

An applicant for a WPA qualification must have demonstrated competence against the standards specified in Section 3.1.14.

**10 Paragraph 3.1.12.1, item 1***substitute*

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 iv Circumstances requiring intervention in the operational environment during training are explained to the student
	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 vi Instructional intervention techniques appropriate to an operational training environment are employed
	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

**11 Paragraph 3.1.12.1, items 3 and 4***substitute*

Competency Unit	Element	Performance Criteria
3. Plan learning evaluation	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 Sufficient evidence is identified to verify consistent achievement of learning outcomes in relation to the specified standards

Competency Unit	Element	Performance Criteria
	Establish suitable evaluation methods	i Evaluation methods are selected which are appropriate for gathering the type and amount of evidence required ii Sufficient evidence gathering activity is planned to ensure that the learning progress is can be measured
4. Conduct learning evaluation	Identify and explain the context of evaluation	i The context and purpose of the evaluation is discussed and confirmed with the student ii The relevant performance standards to be used in the evaluation-are clearly explained to the student iii The evaluation procedure is clarified and expectations of the OJTI explained iv Circumstances requiring intervention in the operational environment during evaluation are explained to the student v Information is conveyed using language and interactive strategies and techniques to communicate effectively with the student
	Conduct the evaluation	i Sufficient evidence gathering activity is undertaken to ensure that the learning progress can be measured ii Instructional intervention techniques appropriate to an operational evaluation are employed
	Provide feedback to student	i Clear and constructive feedback in relation to performance and learning achievement is given to the student using appropriate language and strategies and may include guidance on further goals and/or future training emphasis ii Opportunities for overcoming any gaps in competency, as revealed by the learning evaluation, are explored with the student

**12 Paragraph 3.1.12.1, item 5**

*omit*

**13 Paragraph 3.1.12.2**

*substitute*

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

On-the-job Training 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
Explain: <ul style="list-style-type: none"> <li>▪ communication procedures during training and evaluation;</li> <li>▪ circumstances requiring intervention and technique for such intervention during training and evaluation;</li> </ul> in an operational environment	5

On-the-job Training Instructor knowledge objectives	Level of Understanding
Describe the competencies, and their related performance criteria, applicable to the function for which the student is being trained.	5
<div> Note:  'Level of Understanding 5', denotes:  "Extensive knowledge of the subject..."  (ICAOTraining Manual, ICAO DOC 7192 Part D-2). </div>	

## 14 After paragraph 3.1.14.1

*insert*

- 3.1.14.2 In addition to the competency requirements above, Workplace Assessors must have completed and passed a course of training which must include the following knowledge objectives:

Workplace Assessors 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
<p>Explain:</p> <ul style="list-style-type: none"> <li>communication procedures during training and evaluation;</li> <li>circumstances requiring intervention and technique for such intervention during training and evaluation;</li> </ul> <p>in an operational environment</p>	5
Describe the competencies, and their related performance criteria, applicable to the function for which the student is being trained.	5
<div> Note:  'Level of Understanding 5', denotes:  "Extensive knowledge of the subject..."  (ICAOTraining Manual, ICAO DOC 7192 Part D-2). </div>	