



Civil Aviation Safety Authority  
of Papua New Guinea

# Advisory Circular

## AC65-9

### **Air Traffic Service Personnel Licences and Ratings – Air Traffic Service Instructor Ratings**

**Issue 1  
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#### **GENERAL**

Civil Aviation Safety Authority Advisory Circulars (AC) contain information about standards, practices and procedures that the Director has found to be an Acceptable Means of Compliance (AMC) with the associated rule.

An AMC is not intended to be the only means of compliance with a rule, and consideration will be given to other methods of compliance that may be presented to the Director. When new standards, practices or procedures are found to be acceptable, they will be added to the appropriate Advisory Circular.

An advisory circular may also include **guidance material** generally, including guidance on best practice as well as guidance to facilitate compliance with the rule requirements. However, guidance material must not be regarded as an acceptable means of compliance.

An advisory circular may also include **technical information** that is relevant to the rule standards or requirements.

#### **PURPOSE**

This material is intended for applicants for air traffic service personnel licences and ratings, holders of air traffic service personnel licences and ratings, air traffic services instructors, air traffic service examiners, training organisations, and air traffic service organisations.

#### **RELATED CAR**

This AC relates specifically to Civil Aviation Rule Parts 65 Subpart D.

#### **CHANGE NOTICE**

This AC replaces Initial Issue dated 30 November 2017.

#### **APPROVAL**

This AC has been approved for publication by the Director of Civil Aviation.

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## Introduction

Civil Aviation Rules, Part 65 prescribes rules governing the issue of air traffic service licences and ratings, the conditions under which those licences and ratings are necessary, and the privileges and limitations of those licences and ratings.

This advisory circular and the associated series of advisory circulars have been produced to support the Part 65 - one for each Part 65 Subpart, and one for each rating where more than one rating is contained within a Subpart.

## Advisory Circular Intent and Process

This advisory circular provides guidance on how to comply with Part 65 Subpart D 'Air Traffic Service Instructor Ratings'.

To provide clarity, the instructor is a person who is—

- (a) instructing ATS personnel, and directly supervising ATS personnel under training, or regaining currency, who are performing ATS duties (Instructor – OJT [on the job trainer])
- (b) assessing for, and issuing ATS ratings and validations (Instructor – CHK [Check]), are listed separately in this advisory circular.

CASA is actively managing the development of syllabi into specific objective formats. This format will specify exactly what has to be covered, and to what standard, so that no matter who studies, who instructs, and who assesses, all are working to exactly the same standards.

## Subpart D – Air Traffic Service Instructor Ratings

### 65.251 Purpose

Subpart D prescribes the rules governing the issuing of air traffic service instructor ratings and the privileges and limitations of those ratings.

### 65.253 Eligibility requirements

#### 65.253.1 Instructor (OJT)

- (a) Rule 65.253(a)(3) requires an applicant for an instructor rating to have satisfactorily completed a training course in the theory and practice of instruction. Successful completion of the syllabus give in Appendix A of this advisory circular would meet these requirements. Where a syllabus topic merits greater emphasis, this is indicated by an asterisk.
- (b) Rule 65.253 (a)(4) requires an applicant for an instructor rating to have satisfactorily demonstrated the ability to exercise the privilege of the rating by passing an examination. Successful passing of an examination covering the syllabus in Appendix A of this advisory circular would meet these requirements. Where a syllabus topic merits greater emphasis, this is indicated by an asterisk.
- (c) Rule 65.253 (a)(4) requires an applicant for an instructor rating to have satisfactorily demonstrated the ability to exercise the privilege of the rating by passing a practical test. Successful passing of a practical test covering the syllabus in Appendix A would meet these requirements. For the initial issue of an instructor rating it is acceptable that—
  - (i) the practical test may be conducted in a classroom, simulated or live environment; and
  - (ii) an ATS examiner with appropriate education theory training conducts the practical test; and

- (iii) the evidence required to confirm that the candidate is also competent in the areas that the instructor rating will be exercised, may be confirmed by examining operational proficiency assessment reports.

### **65.253.2 The Instructor (CHK)**

The instructor (CHK) eligibility requirements include all those applicable to the instructor (OJT), as well as the following;

- (a) Rule 65.253 (a)(3) requires an applicant for an instructor rating to have satisfactorily completed a training course in the theory and practice of instruction. Successful completion of the syllabi given in Appendices A and B of this advisory circular would meet this requirement. Where a syllabus topic merits greater emphasis, this is indicated by an asterisk.
- (b) Rule 65.253 (a)(4) requires an applicant for an instructor rating to have satisfactorily demonstrated the ability to exercise the privilege of the rating by passing an examination and a practical test. Successful passing of an examination covering the syllabi in Appendix A of this advisory circular would meet this requirement. Where a syllabus topic merits greater emphasis, this is indicated by an asterisk.
- (c) Rule 65.253 (a)(4) requires an applicant for an instructor rating to have satisfactorily demonstrated the ability to exercise the privilege of the rating by passing an examination and a practical test. Successful passing of a practical test covering the syllabi in Appendix A would meet this requirement. For the initial issue of an instructor rating [or initial upgrade from instructor (OJT) to instructor (CHK) if the training is split] it is acceptable that—
  - (i) the practical test may be conducted in a classroom, simulated or live environment; and
  - (ii) an ATS Examiner with appropriate education theory training conducts the practical test; and
  - (iii) the evidence required to confirm that the candidate is also competent in the areas that the instructor rating will be exercised, may be confirmed by examining operational proficiency reports.

## **65.255 Privileges and limitations**

### **65.255.1 Renewal of instructor (CHK)**

Rule 65.255 (b)(3)(ii) requires that the instructor (CHK) has demonstrated to the holder of an air traffic service examiner rating the ability to exercise the privileges by passing an examination and a practical test within the immediately preceding 13 months. It is acceptable for the test environment to be a classroom, simulated or live environment where the link between theory and practice (of examining for the particular rating) can be adequately demonstrated.

An instructor (CHK) may exercise the privileges of an instructor (OJT).

## **Appendix A – Subject No 112 – Air Traffic Service Instructor Rating**

### **Syllabus**

Each subject has been given a subject number and each topic within that subject a topic number. These reference numbers may be used on 'knowledge deficiency reports' and will provide valuable feed back to the examination candidate.

**Sub Topic Syllabus Item****Section I – Instructor (OJT)****112.2 Learning**

- 112.2.2 Describe the theory of how the brain is involved in learning.
- 112.2.4 Discuss Bloom’s Taxonomy of intellectual performance.
- 112.2.6 Describe the meaning and application of the recognised principles (laws) of learning.
- 112.2.8 Describe barriers to effective learning and ways of overcoming these barriers, including:
  - (a) physical;
  - (b) intellectual;
  - (c) emotional;
  - (d) administrative.
- 112.2.10 Describe the theory of learning styles.
- 112.2.12 Describe how learning styles can be used to optimize learning.
- 112.2.14 Describe the characteristics of adult learners.
- 112.2.16 Describe techniques for motivating adult learners.
- 112.2.18 Describe the characteristics of an effective instructor in an adult on-job training situation.
- 112.2.20 Describe the effects of stress on learning.
- 112.2.22 Describe the stressors that can affect the learner and techniques an instructor can use to alleviate the problem.
- 112.2.24 Describe the communication styles used for ATS training including effect on the relationship between the instructor and the trainee.
- 112.2.26 Describe situations that can lead to conflict between the instructor and the trainee, including techniques to resolve conflict.
- 112.2.28 Describe the physical, cognitive & emotional symptoms of stress.
- 112.2.30 Describe the problem focused and emotion focused coping styles.
- 112.2.32 Describe strategies that can be used to limit and prevent stress.

**112.4 ATS Training**

- 112.4.2 Describe the roles and responsibilities of the following:
  - (a) Training Centre Manager;
  - (b) Unit Training Specialist;
  - (c) Unit Standards Specialist;
  - (d) ATS Instructor (OJT);
  - (e) ATS Instructor (CHK);
  - (f) ATS Examiner;
  - (g) CAA including Civil Aviation Act;
  - (h) QA;
  - (i) Service IQ.

- 112.4.4 Describe the role of the ATS Training documentation including information and guidance it contains relevant for the instructor.
- 112.4.6 Describe the stages and phases of ATS training including their rationale.
- 112.4.8 Describe the purpose of an individual training plan including training plan construction.
- 112.4.10 Describe the construction and use of curriculum and syllabus documents.
- 112.4.12 Describe assessment, moderation, feedback and intervention process followed by the ATS training organisation.
- 112.4.14 Describe the ATS organisation's learning model.
- 112.4.16 Describe the construction of a one-on-one lesson.
- 112.4.18 Describe the construction of a series of on-job lessons used to meet the learning needs and styles of a trainee.
- 112.4.20 Describe an effective lesson, including but not limited to the:
  - (a) relevance of objectives to a lesson
  - (b) description and demonstration of effective questioning technique.
- 112.4.22 Describe implementation of pre-session briefings and post-session de-briefings.
- 112.4.24 Describe training strategies appropriate to the ATS training environment in order that ATS training progress can be planned, made and measured.
- 112.4.26 Describe appropriate intervention strategies.
- 112.4.28 Describe training methodologies and strategies that can be utilised in ATS training.
- 112.4.30 Describe training tools that can be utilised in ATS training.
- 112.4.32 Describe support available for the new trainee, peripheral to the actual on-job training, that the instructor would normally be expected to provide.

## **112.6 Assessment and reporting processes**

- 112.6.2 Describe an assessment including strategies for ensuring fair, consistent and reliable.
- 112.6.4 Describe an effective assessment, whether written oral or practical.
- 112.6.6 Describe the ATS training organisation documentation employed for ATS training.
- 112.6.8 Describe the instructor's responsibilities in regard to consultation and completion of ATS training documentation.
- 112.6.10 Describe the means by which ATS training progress and achievement can be described in ATS training documentation.

## **112.8 Threat and error management**

- 112.8.2 Describe threat management as it pertains to ATS training, including means of:
  - (a) recognizing threats;
  - (b) avoiding threats
  - (c) mitigating the effects of threats.

## **Section II – Instructor Check (CHK)**

### **112.10 Instructor check responsibilities**

- 112.10.2 Describe the instructor check privileges and responsibilities.
- 112.10.4 Describe the functions and relationships of CAR Part 172/Part 141 certificate holders.
- 112.10.6 Describe the requirements for completing assessment documentation.
- 112.12 Assessment principles**
- 112.12.2 Describe in general terms assessment principles including the purpose of assessment types.
- 112.12.4 Describe the purpose of a written assessment.
- 112.12.6 Describe the purpose of an oral assessment.
- 112.12.8 Demonstrate an effective oral assessment.
- 112.12.10 Describe the purpose of a practical assessment.
- 112.12.12 Demonstrate an effective practical assessment.
- 112.12.14 Describe the advantages and disadvantages of written, oral, and practical assessments.
- 112.12.16 Demonstrate the advantages and disadvantages of oral and practical assessments.
- 112.12.18 Describe the development of written, oral, and practical assessment tools.
- 112.12.20 Demonstrate the development of oral and practical assessment tools.
- 112.12.22 Describe the effective conduct of a written, oral, and practical assessment.
- 112.12.24 Demonstrate the effective conduct of an oral and practical assessment.
- 112.12.26 Describe constructive feedback.
- 112.12.28 Describe and demonstrate completion of assessment documentation.
- 112.12.30 Describe technique for the reduction of stress during the assessment process.
- 112.12.32 Describe moderation of assessment materials.

