



**Maldives Civil Aviation Authority  
Republic of Maldives**

**CAAP 65-1**

# **Manual of Standards for Air Traffic Controller Licensing**

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## CHAPTER 1 — INTRODUCTION

### Section 1.1: General

#### 1.1.1. Background

1.1.1.1 The Air Traffic Control (ATC) licensing structure expanded in this document is established by Maldives Civil Aviation Department, Ministry of Civil Aviation and reflects Maldives' commitment to the International Civil Aviation Organization (ICAO) Standards and Recommended Practices (SARPs).

#### 1.1.2. Document Set

1.1.1.2 The document hierarchy consists of:

- (a) the *Maldives Civil Aviation Act 2/2001* (the Act); and
- (b) the *Maldives Civil Aviation Regulations* (MCARs); and
- (c) Air Safety Circulars (ASCs)
- (d) Civil Aviation Advisory Publications (CAAPs)
- (e) Exemptions

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

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

1.1.2.4 **ASCs** are intended to provide recommendations and guidance to illustrate a means, but not necessarily the only means of complying with the Regulations. ASCs 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.

1.1.2.5 **CAAP's** are used to publish voluminous advisory material or standards. A CAAP can only be published with the issue of an ASC or if it has reference with in an MCAR Part, which would explain the purpose of the particular CAAP.

1.1.2.6 Exemptions allow relief from one or more requirements of a regulation. An exemption to a regulation can only be issued by the Executive Director. The numbering to be used for issue of exemptions is as follows:  
EXE/FCL-1: First exemption issued under MCAR FCL  
EXE/139-4: Fourth exemption issued under MCAR 139

- 1.1.2.7 To meet the ICAO convention, the hierarchy for an authority to act in a licenced ATC operational function (i.e. Air Traffic Control) 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

### **1.1.3. ICAO Rating Categories**

1.1.2.7.1 The operational rating categories defined by ICAO are:

- (a) Aerodrome Control Rating;
- (b) Approach Control Procedural Rating;
- (c) Approach Control Surveillance Rating;
- (d) Approach Precision Radar Control Rating;
- (e) Area Control Procedural Rating; and
- (f) Area Control Surveillance Rating.

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

### **1.1.4. Maldivian Requirements**

1.1.4.1 To meet Maldivian operational needs, the hierarchy for an authority to act in a licenced 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 relating to specific equipment or discrete functions; and
- (d) the issue of ATC-specific Qualifications to authorise other particular responsibilities (as necessary and appropriate).

1.1.4.2 This document establishes and defines a firm hierarchy of licence/rating/endorsement/qualification which meets contemporary Maldivian requirements

### **1.1.5. Differences Published in AIP**

1.1.5.1 Differences from ICAO Standards, Recommended Practices and Procedures are published in AIP Gen 1.7

### **1.1.6. Related Documents**

1.1.6.1 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).

## **Section 1.2: Definitions**

<b>Definition</b>	<b>Meaning</b>
<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 MCAA designates to be an air traffic service.
<b>ATC Licence</b>	A licence issued as an authority to act in a licenced 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 MCAR Part 172 of the Civil Aviation Regulations to provide air traffic services at the location and in the airspace specified by the Airspace Authority.
<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. Note: 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>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.
<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 CAA manual which prescribes operational and technical standards pertaining to the licensing, and training for licensing, of air traffic service personnel.

<b>Definition</b>	<b>Meaning</b>
<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. Note: 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 A person who provides an air traffic control service in the Maldives may only provide that service within an organisation operating under the authority of an air traffic service certificate issued by the MCAA and must hold an appropriate current ATC Licence.

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 Regulations (CAR), an Air Traffic Controller Licence is considered to have been annotated whenever MCAA 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.

## **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 Visual Rating (ADV)**

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

3.1.3.2 The holder of an aerodrome control visual 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; air traffic control equipment and its use;
  - (v) terrain and prominent landmarks;
  - (vi) characteristics of air traffic;
  - (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 3.1.9.

### **3.1.4. Aerodrome Control Instrument Rating (ADI)**

3.1.4.1 An aerodrome control instrument 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.

3.1.4.2 The holder of an aerodrome control instrument 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 3.1.9

### **3.1.5. Approach Control Procedural Rating (APP)**

3.1.5.1 An approach control procedural 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.

3.1.5.2 The holder of an approach control procedural 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 3.1.9.

### **3.1.6. Approach Control Surveillance Rating (APS)**

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

3.1.6.2 The holder of an approach control surveillance 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 control surveillance 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 3.1.9.

### **3.1.7. Area Control Procedural Rating**

3.1.7.1 An area control procedural 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.

3.1.7.2 The holder of an area control procedural rating must have:

- (e) 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; terrain and prominent landmarks;
  - (v) characteristics of air traffic and traffic flow;
  - (vi) weather phenomena;
  - (vii) emergency and search and rescue plans; and
- (f) fulfilled the requirements for the award of an associated ATC Endorsement, as specified in Section 3.1.9

### **3.1.8. Area Control Surveillance Rating (ACS)**

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

3.1.8.2 The holder of an area control surveillance 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 control surveillance 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 3.1.9

### **3.1.9. Other Ratings**

3.1.9.1 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 MCAA, for such locations and/or discrete functions as defined for endorsements may also be annotated on the licence.

### **3.1.10. Endorsements**

- 3.1.10.1 The Aerodrome Control Visual Rating, Approach Control Procedural rating and the Area Control Procedural rating do not have any endorsements associated with them.
- 3.1.10.2 To be valid the Aerodrome Control Instrument rating, the Approach Control Surveillance rating and the Area Control Surveillance rating must include an associated rating endorsement.
- 3.1.10.3 An endorsement may be granted by MCAA when a person has been assessed as being competent in the provision of services pertaining to a discrete operational position or function.
- 3.1.10.4 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. Aerodrome Control Instrument Rating Endorsements**

- 3.1.11.1 The Aerodrome Control Instrument Rating shall have associated with it one or more of the following endorsements:
- (a) **Tower Control (TWR):** Aerodrome control may be one operational position or it may be divided between two operational positions, Surface Movement Control and Air Control. Where aerodrome control is provided from one operational position it shall be annotated in an ATC licence by the issue of a Tower Control endorsement.
  - (b) **Surface Movement Control (SMC):** The Surface Movement Control endorsement may be granted to a controller who has the skills to provide Surface Movement Control.
  - (c) **Air Control (AIR):** The Air Control endorsement may be granted to a controller who has the skills to provide Air Control.
  - (d) **Aerodrome Radar (RAD):** Aerodrome Radar Control endorsement may be granted to a controller who is competent to use surveillance radar equipment in the provision of aerodrome control service.

### **3.1.12. Approach Control Surveillance Rating Endorsements**

- 3.1.12.1 The Approach Control Surveillance Rating shall have associated with it one or more of the following endorsements:

- (a) **Approach Radar (RAD):** The Approach Radar endorsement indicates that the controller has the skills to provide approach control service with the use of primary and/or secondary radar.
- (b) **Automatic Dependent Surveillance (ADS):** The Automatic Dependent Surveillance endorsement indicates that the controller has the skills to provide approach control service with the use of ADS equipment.
- (c) **Terminal Control (TCL):** Terminal Area Control endorsement can be associated with either area surveillance or approach surveillance rating. The endorsement permits the holder to provide an air traffic control service with the use of any surveillance equipment, in a terminal area and/or adjacent sectors designated for the provision terminal area control. Before a controller can hold this endorsement, an approach radar or ADS endorsement must already be held.
- (d) **Surveillance Radar Approach (SRA):** Surveillance Radar Approach endorsement indicates that the controller has the skills to provide ground controlled non-precision approaches using surveillance radar. To be issued with surveillance radar approach endorsement the controller must hold an Approach Radar endorsement.

### **3.1.13. Area Control Surveillance Rating Endorsements**

3.1.13.1 The Area Control Surveillance Rating shall have associated with it one or more of the following endorsements:

- (a) **Area Radar (RAD):** The Area Radar endorsement indicates that the controller has the skills to provide approach control service with the use of primary and/or secondary radar.
- (b) **Automatic Dependent Surveillance (ADS):** The Automatic Dependent Surveillance endorsement indicates that the controller has the skills to provide area control service with the use of ADS equipment.
- (c) **Terminal Control (TCL):** Terminal Area Control endorsement can be associated with either area surveillance or approach surveillance rating. The endorsement permits the holder to provide an air traffic control service with the use of any surveillance equipment, in a terminal area and/or adjacent sectors designated for the provision terminal area control. Before a controller can hold this endorsement, an approach radar or ADS endorsement must already be held.

### **3.1.14. Qualifications**

3.1.14.1 Additional annotations, referred to as qualifications and being specific to air traffic services, may be recorded on Air Traffic Controller Licences.

3.1.14.2 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) Air Traffic Control Examiner.

3.1.14.3 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 ATC Examiner qualifications within the following limits:

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

An applicant for a CRI 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 (OJT):
  - (i) deliver on-the-job instruction in both a live and simulated on-the-job environment; deliver classroom theory instruction to small groups;

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

- (c) ATC Examiner (EXA):
  - (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 an EXA qualification must have demonstrated competence against the standards specified in Section 3.1.16.

### 3.1.15. On-the-job Training Instructor

3.1.15.1 Before a person may undertake duties as an On-the-job Training Instructor, that person must demonstrate competency against the following requirement.

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> <li>iv) Circumstances requiring intervention in the operational environment during training are explained to the student</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>

		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
2. Review Training	Record training data	<p>i) Participants are encouraged to self evaluate performance and identify areas for improvement</p> <p>ii) Participants' readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance</p>
	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	i) Training details are recorded according to enterprise and legislative requirements
3. Plan learning evaluation	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</p>

		<p>to identify the evidence required</p> <p>iii) Sufficient evidence is identified to verify consistent achievement of learning outcomes in relation to the specified standards</p>
	Establish suitable evaluation methods	<p>i) Evaluation methods are selected which are appropriate for gathering the type and amount of evidence required</p> <p>ii) Sufficient evidence gathering activity is planned to ensure that the learning progress is can be measured</p>
4. Conduct learning evaluation	Identify and explain the context of evaluation	<p>i) The context and purpose of the evaluation is discussed and confirmed with the student</p> <p>ii) The relevant performance standards to be used in the evaluation are clearly explained to the student</p> <p>iii) The evaluation procedure is clarified and expectations of the OJTI explained</p> <p>iv) Circumstances requiring intervention in the operational environment during evaluation are explained to the student</p> <p>v) Information is conveyed using language and interactive strategies and techniques to communicate effectively with the student</p>

	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) 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

3.1.14.2 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:

<b>On-the-Job Training Instructor Knowledge Objectives</b>	<b>Level of Understanding</b>
Describe the duty of care associated with delivering on-the-job training in an ATS operational environment in regard to licencing 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; in an operational environment</li> </ul>	5
Describe the competencies, and their related performance criteria, applicable to the function for which the student is being trained.	5
<b>Note:</b> 'Level of Understanding 5', denotes: <i>"Extensive knowledge of the subject..."</i> (ICAO Training Manual, ICAO DOC 7192 Part D-2).	

**3.1.16. Classroom Instructor**

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

Competency Unit	Element	Performance Criteria
5. 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

		<ul style="list-style-type: none"> <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>
6. 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 program are negotiated and confirmed with the client goals and outcomes of the training</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>

		<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>

	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> <li>ii) A safe and accessible training environment is identified and arranged to support the development of competencies</li> <li>iii) Arrangements are made with personnel to support the training program</li> <li>iv) A register of training resources is maintained and held in an accessible form</li> </ul>
	Promote training	<ul style="list-style-type: none"> <li>i) Advice on the development of the training program is provided to appropriate personnel</li> <li>ii) Information on planned training events is made widely available, utilising a variety of methods</li> <li>iii) Promotional activities are mentioned for effectiveness in collaboration with the client and appropriate personnel</li> </ul>
7. 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</li> </ul>

		<p>the current competencies of the target group.</p> <p>v) Training requirements are confirmed with appropriate personnel</p>
	<p>Develop outlines of training sessions</p>	<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:</p> <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> <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</p>

		including appropriate training resources, language, literacy and numeracy support are specified
	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 apply the relevant competencies in practice</p> <p>iv) Session plans identify delivery methods which are appropriate for:</p> <ul style="list-style-type: none"> <li>• the competency to be achieved</li> </ul>

		<ul style="list-style-type: none"> <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> <li>• Training sessions are designed to measure participant progress towards the program goals</li> <li>• Sequence and timing of the training sessions are documented</li> </ul>
	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>
8. 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> </ul>

		<ul style="list-style-type: none"> <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>
	<p>Present training session</p>	<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</li> </ul>

		<p>encourage participation and to achieve the outcomes of training sessions</p> <p>v) Training sessions are reviewed and modified as necessary meet training participants' needs</p>
	<p>Facilitate individual and group learning</p>	<p>i) The requirements for effective participation in the learning process are explained</p> <p>ii) Timely information is given to training participants during training sessions</p> <p>iii) Training presentations are enhanced with the use of appropriate training resources</p> <p>iv) Clear and accurate information is presented in a sequence to foster competency development</p> <p>v) Language is adjusted to suit training participants</p> <p>vi) Training participants are encourage to ask questions, clarify points of concern and contribute comments at appropriate and identified stages</p> <p>vii) Training equipment and materials are used in a way that enhances learning</p> <p>viii) Supplementary information is provided to enhance and clarify understanding as required by individuals or the group</p> <p>ix) Key points are summarised at appropriate times to reinforce learning</p>

		x) Language, literacy and numeracy issues are taken into account to facilitate learning by training participants
	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>
9. Review Training	Record training data	i) Details of training program and target group's competency

		<p>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 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>

**3.1.17. Air Traffic Control Examiner**

3.1.16.1 Before a person may undertake duties as an ATC Examiner, 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  iii) Allowable adjustments in the assessment method are proposed to cater for the characteristics of the persons being assessed

Competency Unit	Element	Performance Criteria
	Develop assessment	<ul style="list-style-type: none"> <li data-bbox="922 309 1437 501">i) An assessment tool is developed to gather valid, reliable and sufficient evidence for a specific assessment context</li> <li data-bbox="922 546 1437 703">ii) The assessment tool is designed to mirror the language used to demonstrate the competency in a specific context</li> <li data-bbox="922 748 1437 981">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 data-bbox="922 1025 1437 1169">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 data-bbox="922 1187 1437 1339">i) Assessment methods and tools are trialed with an appropriate sample of people to be assessed</li> <li data-bbox="922 1344 1437 1576">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="922 1581 1437 1895">iii) 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>

Competency Unit	Element	Performance Criteria
2. Conduct Assessment	Identify and explain the context of assessment	i) The context and purpose of assessment are discussed and confirmed with the persons being assessed  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  iii) The assessment procedure is clarified and expectations of assessor and candidate are agreed  iv) Any legal and ethical responsibilities associated with the assessment are explained to the persons being assessed  v) The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure  vi) Information is conveyed using language and interactive strategies and techniques to communicate effectively with the persons being assessed
	Plan evidence gathering opportunities	i) Opportunities to gather evidence of competency, which occur as part of workplace or training activities, are identified covering the dimensions of competency  ii) The need to gather additional evidence which may not occur as part of the workplace or training activities is identified

Competency Unit	Element	Performance Criteria
		iii) Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency in accordance with the assessment procedure
	Organise assessment	i) The resources specified in the assessment procedure are obtained and arranged within a safe and accessible assessment environment ii) Appropriate personnel are informed of the assessment 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
	Gather evidence	i) Verbal and non-verbal language is adjusted and strategies are employed to promote a supportive assessment environment to gather evidence ii) The evidence specified in the assessment procedure is gathered, using the assessment methods and tools iii) Evidence is gathered in accordance with specified allowable adjustments where applicable iv) The evidence gathered is documented in accordance with the assessment procedures
	Make the assessment decision	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>

Competency Unit	Element	Performance Criteria
		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> iii) If in doubt, guidance is sought from more experienced assessors iv) The assessment decision is made in accordance with the criteria specified in the assessment procedure
	Record assessment results	i) Assessment results are recorded accurately in accordance with the specified record keeping requirements ii) Confidentiality of assessment outcomes is maintained and access to the assessment records is provided only to authorised personnel

Competency Unit	Element	Performance Criteria
	Provide feedback to persons being assessed	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  ii) Opportunities for overcoming any gaps in competency, as revealed by the assessment, explored with the persons being assessed  iii) The person being assessed is advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged
	Report on the conduct of the assessment	i) Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure  ii) Any assessment decision disputed by the person being assessed is recorded and reported promptly to those responsible for the assessment procedure  iii) Suggestions for improving any aspect of the assessment process are made to appropriate personnel

Competency Unit	Element	Performance Criteria
3. Review Assessment	Review the assessment procedure	i) Appropriate personnel are given the opportunity to review the assessment outcomes and procedures using agreed evaluation criteria  ii) The review process established by the enterprise, industry or registered training organisation is followed  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  iv) Review activities are documented, findings are substantiated and the review approach evaluated
	Check the consistency of assessment decision	i) Evidence from a range of assessments is checked for consistency across the dimensions of competency  ii) Evidence is checked against the key competencies  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

Competency Unit	Element	Performance Criteria
		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

3.1.16.2 In addition to the competency requirements above, ATC Examiners must have completed and passed a course of training which must include the following knowledge objectives:

ATC Examiner’s 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; in an operational environment</li> </ul>	5
Describe 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>	

## **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) have successfully completed MCAA's air law exam.
- (c) have completed at least three months of relevant on-the-job training;
- (d) be at least 21 years of age;
- (e) pass both theory and functionally relevant practical (field) components of a training course;
- (f) pass Rating and Endorsement examinations;
- (g) meet Endorsement competency standards in a formal assessment; and
- (h) 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 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.

#### **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 prerating 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
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 (Instrument / Visual) 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
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

<b>Approach Control (Non-radar) Skills Objectives</b>	<b>Performance Level</b>
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 MCAA, 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 MCAA 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 at least to Level 4 of the ICAO Language Proficiency rating Scale.

## 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 examiners.

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 assesses a controller's scan technique.</i>	1.1.1 Scanning	<ul style="list-style-type: none"> <li>a) Never missed critical information</li> <li>b) May have occasionally suffered from information overload</li> <li>c) May not always have adjusted rate of scanning to accommodate workload</li> <li>d) Was always able to safely recover from b) and c)</li> </ul>
1.2 Interpreting and Evaluating Traffic Events	<i>Interpreting and Evaluating Traffic Events refers to an controller's understanding of the current air traffic situation. This element pertains to a controller's comprehension of the interaction between the environmental stimuli e.g. aircraft, weather etc.</i>	1.2.1 Monitoring separation standards and/or traffic information requirements, and demonstrating awareness of alternatives	<ul style="list-style-type: none"> <li>a) Always monitored separation standards and/or traffic information requirements</li> <li>b) Was always able to identify separation standard(s) or traffic information requirements used to assure separation</li> <li>c) Where alternative separation standards or traffic information requirements existed, those applicable to the situation could be identified</li> </ul>
		1.2.2 Recognising conflicts	<ul style="list-style-type: none"> <li>a) Recognised all potential conflicts</li> <li>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</li> </ul>
		1.2.3 Evaluating sequencing	<ul style="list-style-type: none"> <li>a) Evaluation of potential traffic sequences was generally accurate</li> <li>b) Evaluation was made in sufficient time to establish traffic sequences</li> </ul>

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, Planning 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 and 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

Unit	Description	Element	Performance Criteria
		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 assesses a controller's ability to conduct traffic sequencing, to regulate traffic flow and to regulate personal workload.</i>	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

Unit	Description	Element	Performance Criteria
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
		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	b) Used standard phraseology in most relevant circumstances
		3.1.1 Using non-standard	a) Could improvise when standard phraseology was inadequate

Unit	Description	Element	Performance Criteria
		phraseology	<ul style="list-style-type: none"> <li>b) Used appropriate and unambiguous non-standard phraseology</li> <li>c) Used accurate phraseology, but may not always have been as brief as possible</li> </ul>
		3.1.3 Delivery	<ul style="list-style-type: none"> <li>a) Delivery was clear, but there may have been some minor difficulties (e.g. hesitation or inappropriate inflections and/or emphasis)</li> </ul>
3.2 Using Communications Procedures	<i>Using Communication Procedures 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.</i>	3.2.1 Passing on operational information	<ul style="list-style-type: none"> <li>a) Provided accurate aeronautical, navigational, and meteorological information as prescribed</li> <li>b) Provided sufficient information, but not necessarily as efficiently as possible (e.g. may have provided more information than was operationally required)</li> <li>c) Usually provided information at appropriate times</li> </ul>
		3.2.2 Issuing instructions	<ul style="list-style-type: none"> <li>a) Issued accurate and timely instructions</li> <li>b) Always checked read-backs</li> </ul>
		3.2.3 Coordinating traffic	<ul style="list-style-type: none"> <li>a) Coordination was always accurate and sufficient for situation</li> <li>b) Coordination was completed on time, but may have occasionally been rushed</li> <li>c) Coordination of non-routine traffic may have had minor problems</li> </ul>
		3.2.4 Performing handover/takeover	<ul style="list-style-type: none"> <li>a) Correctly ascertained and provided sufficient and unambiguous information on takeover, but</li> </ul>

Unit	Description	Element	Performance Criteria
			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
		3.2.6 Responding to SAR alerting/IFER/AEP implementation or facility failure.	a) Procedures were followed accurately b) Responded in the required time

**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) 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.</i>	4.1.1 Managing flight data record	a) Maintained an accurate flight data record and usually considered the effect of updates on other controllers b) May not have always accessed or entered data in a timely manner, but data access/entry had no detrimental impact on performance c) May not have used the most efficient methods d) Could manage state of flight data record to achieve correct HMI state
		4.1.2 Managing flight plan database or Flight Progress Strips	a) Was able to interact correctly with flight plan database b) Although retrieval and modification of information was not always done quickly, the time taken did not degrade control efficiency c) Display was accurate, clear and generally up-to-date, with only minor errors d) Did not base instructions to pilots on incorrectly displayed information
		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

Unit	Description	Element	Performance Criteria
		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) 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.</i>	4.1.1 Managing flight data record	a) Maintained an accurate flight data record and usually considered the effect of updates on other controllers b) May not have always accessed or entered data in a timely manner, but data access/entry had no detrimental impact on performance c) May not have used the most efficient methods d) Could manage state of flight data record to achieve correct HMI state
		4.1.2 Managing flight plan database	a) Was able to interact correctly with flight plan database b) Although retrieval and modification of information was not always done quickly, the time taken did not degrade control efficiency
		4.1.3 Managing Flight Progress Strips	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
		4.1.4 Using mandated memory prompts	a) Used mandated memory prompts, but not necessarily efficiently
		4.1.5 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

Unit	Description	Element	Performance Criteria
		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>
		4.1.7 Using operational facilities	<ul style="list-style-type: none"> <li>a) Could correctly use major operational facilities at a level which did not compromise safety, but may not have exploited the full range</li> </ul>
		4.1.8 Using CPDLC	<ul style="list-style-type: none"> <li>a) Could correctly format and send messages in a timely manner, and manage CPDLC contract</li> <li>b) Messages were in the correct format</li> <li>c) Free text was used when necessary and was never ambiguous but may have been verbose</li> </ul>
		4.1.9 Responding to facility failure, including faults	<ul style="list-style-type: none"> <li>a) Was able to correctly identify relevant facility failure and faults</li> <li>b) Responded to ensure safe service delivery</li> <li>c) Understood the fault reporting process</li> </ul>
		4.1.10 Managing alarms	<ul style="list-style-type: none"> <li>a) Could identify cause of alarm</li> <li>b) Response to alarm was correct and the necessary HMI actions were taken</li> </ul>
4.1 Operate Workstation (Non-Radar and GAAP Towers)	<i>Operate Workstation (Non-Radar and GAAP Towers) assesses a controller's ability to interact with the relevant human-machine interface (HMI) to access, enter and update flight</i>	4.1.1 Managing Flight Progress Strips or Running Sheet	<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>

Unit	Description	Element	Performance Criteria
	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.		
		4.1.2 Using mandated memory prompts	a) Used mandated memory prompts, but not necessarily efficiently
		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

Unit	Description	Element	Performance Criteria
4.2 Using Displays	<i>Using Displays assesses a controller's ability to maintain an accurate overall display, containing all pertinent information and no redundant information.</i>	4.2.1 Managing displays	<ul style="list-style-type: none"> <li>a) Utilised display features to ensure that all</li> <li>b) operationally pertinent information was available,</li> <li>c) but May have shown inflexibility in configuration of displays or may not have always cleared redundant information</li> </ul>
4.3 Managing Ancillary Data	<i>Managing Ancillary Data assesses a controller's ability to record any ancillary written information.</i>	4.3.1 Recording ancillary information	<ul style="list-style-type: none"> <li>a) Used/recorded all mandated ancillary written information</li> <li>b) Usually used/recorded other ancillary information appropriately</li> </ul>

#### 5.1.6. FIELD 5: Contextual Behaviour

Unit	Description	Element	Performance Criteria
5.1 Working in a Team	<i>Working in a Team assesses the extent to which an ATC cooperates with co-workers, providing assistance and feedback when necessary.</i>	5.1.1 Providing assistance to team members	<ul style="list-style-type: none"> <li>a) Monitored the workload and performance of team members</li> <li>b) Provided assistance to team members when necessary</li> </ul>
		5.1.2 Providing feedback within the team	<ul style="list-style-type: none"> <li>a) Provided feedback Consulted team members before taking action which may affect them</li> </ul>

		5.1.3 Cooperating with team members and contributing to a positive team climate	<ul style="list-style-type: none"> <li>a) Cooperated with team members to achieve specific objectives (e.g. in coordination, or in scheduling of shift rosters)</li> <li>b) Tolerated individual differences</li> <li>c) May not have actively encouraged the development of a positive team climate</li> </ul>
5.2 Working Professionally	Working Professionally assesses the extent to which an ATC demonstrates initiative, and conforms to a professional code of conduct	5.2.1 Demonstrating initiative	<ul style="list-style-type: none"> <li>a) Carried out tasks specified within the formal requirements of his/her job</li> <li>b) May have carried out additional tasks if directed, or if required to maintain operational safety</li> </ul>
		5.2.2 Conforming to a professional code of conduct	<ul style="list-style-type: none"> <li>a) Conformed to a staff code of conduct or equivalent</li> </ul>
5.3 Supporting Organisational Objectives	<i>Supporting Organisational Objectives assesses the extent to which an ATC promotes the organisation's objectives in respect to the provision of air traffic services.</i>	5.3.1 Promotes the organisation's objectives	<ul style="list-style-type: none"> <li>a) Promotes the organisation's objectives in respect to the provision of air traffic services</li> </ul>

## **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. Air Traffic Controller Licence**

6.1.2.1 An Air Traffic Controller Licence shall remain valid for 2 years, provided the conditions specified in MCAR Part 65 continue to be met, unless the Licence is suspended or cancelled by MCAA.

#### **6.1.3. Ratings**

6.1.3.1 Subject to MCAR 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 MCAA 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 MCARs 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 a period twelve 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 MCAA or a Certified ATS Training Organisation or an 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 twelve 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 twelve-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 MCAA 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 MCAA 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 MCAA or the ATS Certificate holder as appropriate, by giving to the holder written notice of such withdrawal.

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 MCAA 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 CAA 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, MCAA, 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 MCAA 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 MCAA.

#### **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 and 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 (Reinstatement 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 CAR 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 MCAA.