Advisory Circular
AC65-9

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

Revision 1
11 May 2016

General

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

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

An advisory circular may also include **Guidance Material (GM)** to facilitate compliance with the rule requirements. GM must not be regarded as an acceptable means of compliance.

Purpose

This advisory circular provides guidance on general requirements related to air traffic service personnel licences and ratings.

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

Related Rules

This Advisory Circular relates specifically to Part-65 Air Traffic Service Personnel Licences and Ratings.

Change Notice

Subject to "Memorandum for Technical Cooperation" between the CAA of Mongolia and New Zealand on mutual cooperation in implementation of Assembly Resolution A29-3: Global Rule Harmonization, 29th ICAO Assembly, 1992, which urges States to promote global harmonization of national rules, dated 6th of May, 1999, Mongolian Civil Aviation Safety Regulation has been reconciled to the Civil Aviation Regulation of New Zealand.

Amendment 164 of Annex 1 to the Chicago Convention on International Civil Aviation urges flight crew members, ATC personnel and aircraft maintenance engineers to comply with the language proficiency requirements; and

Under Article 14 of the Civil Aviation Law of Mongolia 1999, "Use of foreign language in civil aviation" the AC has been released in English version only, in order to prevent any mistranslation and misuse of the aviation safety related documents.

This AC 65-9 was developed based on NZAC 65-9 revision 1, dated on 03 May 2007.

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Introduction

Civil Aviation Rule, Part 65 prescribes rules governing the issue of air traffic service licences and ratings, the conditions under which those licences and ratings are necessary, and the privileges and limitations of those licences and ratings. The Part introduced changes that included area control, automatic dependent surveillance ratings, instructor ratings, examiner ratings, and flight service operator licences. This Advisory Circular and the associated series of Advisory Circulars have been produced to support the Rule.

Following comments received, the AC65 series has been split into separate Advisory Circulars – one for each Part-65 Subpart, and one for each rating where more than one rating is contained within a Subpart.

Advisory Circular intent and process

Guidance on how to comply with Part-65 Subpart I is contained within this Advisory Circular (AC) Air Traffic Service Personnel Licences and Ratings – Air Traffic Service Instructor Ratings.

To provide clarity, the instructor:

1.   Instructing ATS personnel, and directly supervising ATS personnel under training, or regaining currency, who are performing ATS duties (Instructor – OJT [On the job trainer]),

2.   Assessing for, and issuing ATS ratings and validations (Instructor – CHK [Check]), are listed separately in this advisory circular.

The intention of this advisory material is to provide advice with regard to the issue of air traffic service licences and ratings, the conditions under which those licences and ratings are necessary, and the privileges and limitations of those licences and ratings.

The Civil Aviation Authority of Mongolia or MCAA is actively managing the development of syllabuses into specific objective format. This format will specify exactly what has to be covered, and to what standard, so that no matter who studies, who instructs, and who assesses, all are working to exactly the same standards. This development will be done using the resources of both the rules consultative process, and of the ICAO training courses standards framework process.

Appropriate references to the ICAO training courses standards are included for information and guidance.

Subpart I – Air Traffic Service Instructor Ratings

65.401 Applicability

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

65.403 Eligibility requirements

65.403.1 The Instructor (CHK)

The Instructor (CHK) eligibility requirements include all those applicable to the instructor (OJT).

65.403.2 Instructor (OJT)

(a) 65.403(a)(3) requires an applicant for an instructor rating to have satisfactorily completed a training course in the theory and practice of instruction. Successful completion of the syllabus give in Appendix A of this advisory circular would meet these requirements. Where a syllabus topic merits greater emphasis, this is indicated by an asterisk.

(b) 65.403 (a) (4) requires an applicant for an instructor rating to have satisfactorily demonstrated the ability to exercise the privilege of the rating by passing an examination. Successful passing of an examination covering the syllabus in Appendix A of this subpart advisory circular would meet these requirements. Where a syllabus topic merits greater emphasis, this is indicated by an asterisk.

(c) 65.403 (a) (4) requires an applicant for an instructor rating to have satisfactorily demonstrated the ability to exercise the privilege of the rating by passing a practical test. Successful passing of a practical test covering the syllabus in Appendix A would meet these requirements. For the initial issue of an instructor rating it is acceptable that:

(1) the practical test may be conducted in a classroom, simulated or live environment, and

(2) an ATS Examiner with appropriate education theory training conducts the practical test, and

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

65.403.3 Instructor (CHK)

(a)   65.403 (a) (3) requires an applicant for an instructor rating to have satisfactorily completed a training course in the theory and practice of instruction. Successful completion of the syllabus given in Appendix A and B of this subpart advisory circular would meet these requirements. Where a syllabus topic merits greater emphasis, this is indicated by an asterisk.

(b)   65.403 (a) (4) requires an applicant for an instructor rating to have satisfactorily demonstrated the ability to exercise the privilege of the rating by passing an examination and a practical test. Successful passing of an examination covering the syllabus in Appendix A and B of this subpart advisory circular would meet these requirements. Where a syllabus topic merits greater emphasis, this is indicated by an asterisk.

(c)   65.403 (a) (4) requires an applicant for an instructor rating to have satisfactorily demonstrated the ability to exercise the privilege of the rating by passing an examination and a practical test. Successful passing of a practical test covering the syllabus in Appendix A and B would meet these requirements. For the initial issue of an instructor rating [or initial upgrade from instructor (OJT) to instructor (CHK) if the training is split] it is acceptable that:

   (1)   the practical test may be conducted in a classroom, simulated or live environment, and

   (2)   an ATS Examiner with appropriate education theory training conducts the practical test, and

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

65.405 Privileges and limitations

65.405.1 Renewal of instructor (CHK)

65.405 (b) (3) (ii) requires that the Instructor (CHK) has demonstrated to the holder of an air traffic service examiner rating the ability to exercise the privileges by passing an examination and a practical test within the immediately preceding 13 months. For the renewal tests, following the structure given in Appendix C of this subpart advisory circular would meet these requirements. It is acceptable for the test environment to be a classroom, simulated or live environment where the link between theory and practice (of

examining for the particular rating) can be adequately demonstrated. Appendix D provides additional guidance.

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

APPENDIX A

Syllabus – Instructor (OJT)

This syllabus is based upon the requirements of the Rule, ICAO courses, submissions from industry. Appropriate references to the ICAO courses standards are included for information and guidance. Where a syllabus topic merits greater emphasis, this is indicated by an asterisk.

TOPIC	EXAMPLES	ICAO
LEARNING THEORY		
How is the human brain involved in learning?	Cogitation and problem solving –Cortex, Reaction and Automatic Responses – Limbus	
What is intelligence and how is it applied in learning?	Theory of multiple learning styles	
How can an instructor exploit the 7 "intelligence's" or learning styles?	Logical/Sequential/Mathematical Linguistic/Verbal Visual/Spatial Physical Kinaesthetic/Physical Musical/Audio Interpersonal/Social SkillsIntrapersonal/Self Management	
What characterises an adult learner?		
How are they best motivated?		
What makes a good instructor	Lesson prepared Learning outcome provided Provide a motivator Keep trainee engaged Teach to learning style etc	
The 1earning chain and what can affect optimal learning		
STRESS AND LEARNING		
How does the mind work in learning and remembering, and How does stress affect that process?	Effects of stress on recall and ability to carry out operational tasks	
What stressors can affect the learner, and What can an instructor do to		

alleviate the problem?		
What communication styles are there, and How can these affect the relationship between the instructor and the trainee?		
What can lead to conflict between the instructor and the trainee, and What can be done to remedy this?		
ATS TRAINING PROCESSES		
What is the role of a Training Plan, and What information and guidance does it contain for the instructor?	Ensures training policy and objectives are effectively applied and achieved Defines responsibilities Planning and conduct of training Standard criterion based framework Best practice Function Process control Process template Curriculum development etc	
What are the responsibilities of: 1. The Unit Training Specialists/Managers 2. The Instructor 3. The Instructor – Check 4. The Examiner 5. CAA	Specific responsibilities of positions/organisations, and How they relate to other positions/organisations in terms of support, accountability etc	
What are the stages and phases currently used in the 172/141 organisation to describe the training process and what is their rationale?	Phases of OJT training	
What is the purpose of an Individual Training Plan, And How is it constructed?	Record of recognised prior learning, Preferred learning style Training checklist from the course syllabus, Training roster Learning priorities etc.	
How are curriculum and syllabus documents constructed and followed?	Curriculum, and syllabus development/design Determining pre-requisites Constructing elements of competence Determining performance criteria Deriving the syllabus from the	

	curriculum	
What is the Assessment process followed by the 172/141 organisation?	Types of evidence required to determine if someone has met the performance criteria Assessment activities Nature of the assessment	
What is the Moderation process followed by the 172/141 organisation?	Scrutiny by an objective third party	
What is the Feedback process followed by the 172/141 organisation?	Feedback during the design preparation and delivery phases of training	
What is the Intervention process followed by the 172/141 organisation?	Mechanism for dealing with training problems	
What support for the new trainee, peripheral to the actual on-job training, can the instructor normally be expected to provide?		
INSTRUCTIONAL TECHNIQUES		
What is the 172/141 organisation's Learning Model?	Teacher Learner Learning environment— Lesson Self access Delivery style Maximal control Minimal control	
How should a one-on-one On-the-Job "lesson" be constructed?		
How should a series of On-the-Job 1essons be constructed to meet the learning needs and styles of a trainee?		
What makes a lesson (whether on position or during a debrief) effective?		
What training strategies can be applied in the opportunistic, variable and sometimes unpredictable ATS training environment so that progress can be planned, made and measured?	Individual training plan Training expectations graph Record of training chart etc	
What intervention strategies	Typical problem area	

are appropriate?	Likely intervention agent Likely or required process Discretionary and mandatory intervention	
What training tools can be utilised in ATS training?		
How should pre-session briefings and post-session de-briefings be implemented?	Communicating with the trainee e.g. providing appropriate feedback, listening.	
ASSESSMENT AND REPORTING		
What is assessment and how can it be carried out so as to be fair, consistent and reliable?	Application Method of use Error system— Critical Major Minor Affective factors Knowledge testing Practical testing Assessment criteria	
What makes a good test, whether written, oral or practical?		
What training documentation is employed by the 172/141 organisation, and What responsibilities does the instructor have with regard to its consultation or completion?	Use of— Standard forms Training reports Assessment reports	
How can training progress and achievement be properly described?	Training reports	

APPENDIX B

Syllabus – Instructor (CHK)

This syllabus is based upon the requirements of the Rule, ICAO courses, submissions from industry. Appropriate references to the ICAO courses are included for information and guidance. Where a syllabus topic merits greater emphasis, this is indicated by an asterisk.

TOPIC	EXAMPLES	ICAO
ASSESSMENT & MODERATION		
The purpose of an Assessment	Measure ability to perform the job to a specified level Test of knowledge and/or skills	
Assessment principles	Validity Adequacy Reliability Efficiency Feedback	
• Validity	Must be valid in that it assesses what it sets out to assess and only what it sets out to assess	
• Adequacy/Sufficiency of evidence	Evidence gained must be adequate to prove the candidate meets the performance criteria	
• Reliability/Consistency	Must produce the same results on different occasions with different assessors	
• Efficiency	Avoiding unnecessary duplication and length	
• Fairness	Equal opportunity	
• Feedback	Results should be made promptly and provide the candidate with an accurate report	
The purpose of assessment types	To assess knowledge/skills of rules/procedures Assessment strategy	
• Practical	Purpose Advantages Disadvantages	
• Knowledge – written	Purpose Advantages Disadvantages	
• Knowledge – oral	Purpose Advantages Disadvantages	
Basics of designing an assessment	Number of observations Length	

	Allowable variances	
Basics of the moderation process	Keeping the assessment current, fair, valid and objective	
Conducting a Knowledge Assessment	Relevant to syllabus Test environment Questioning techniques	
Conducting a Practical Assessment	Test environment Knowledge of what is being assessed Performance criteria	
Managing the assessment process	Administration	
Managing assessment stress	How stress can affect performance Ways to minimise and reduce stress	
ASSESSMENT DOCUMENTATION		
Completing the required assessment documentation	ATS Logbooks Assessments forms Training reports CAA application forms	
What are the eligibility requirements for Instructors (CHK)	Two years experience	
What does an Instructor (CHK) responsible for?	Instruct Assess Issue ratings	

APPENDIX C

Renewal Instructor (CHK)

For the renewal *(or initial issue)* tests, following the structure given in Appendix C of this subpart advisory circular would meet the requirements of 65.405 (b)(3)(ii).

INSTRUCTOR (CHK)

PERFORMANCE ASSESSMENT

Candidate Name: _____   **Sector**:   _____

Examiner: _____   **Unit**: _____

Assessment Conducted:

(Observation of final assessment, assessment, Training Check – Actual, Simulated)

Assessment Date: _____   **Duration of Observation:**

COMPETENT	**NOT COMPETENT**

Examiner comments:

Examiner Signature: _____   Licence Number:_____

Candidate comments:

Candidate Signature: _____

NT – Not tested
NA – Not applicable

The candidate may have access to appropriate reference material during this assessment.

Elements of Competence (EC) and Performance Criteria (PC)

EC. A general knowledge of the principles of Assessment and Moderation are demonstrated.

PC The purpose and principles of various types of assessment are explained	Yes / No NT/NA
What is the purpose of an Assessment?	
Where do you find the performance criteria?	
What do the following assessment principles mean? Validity, Adequacy, Reliability, Efficiency, Feedback.	
Remarks:	

PC Know the purpose of oral, written and practical assessments. PC The advantages and disadvantages of the different types of assessment are explained	Yes / No NT/NA
What is the purpose of a knowledge assessment?	
What are the advantages of written over oral knowledge assessments?	
What are the advantages of oral over written knowledge assessments?	
What are the advantages and disadvantages of knowledge assessments?	
What is the purpose of a practical assessment?	
What are the advantages and disadvantages of practical assessments?	
Remarks:	

PC Demonstrate knowledge of the purpose and process of moderation.	Yes / No NT/NA
What is the purpose of moderation of an assessment?	
How are assessments moderated?	
Where do you find the moderation process for an assessment?	
What are the roles of an *Agent/Moderator/Arbitrator* in assessments?	
Remarks:	

EC.   Able to assess staff for the issue of ATS ratings, certificates of competency and validation.

PC A good working knowledge in preparing and conducting written and oral examinations, in accordance with the Training procedures, Operational Procedures and CAA Rules, is demonstrated.	Yes / No NT/NA
Know how to prepare questions and model answers for knowledge test.	
Know the principles of briefing and debriefing for knowledge tests.	
Know how to record the answers to questions in knowledge tests.	
Remarks:	

PC A good working knowledge in preparing and conducting practical examinations, in accordance with the Training procedures, Operational procedures and CAA Rules, is demonstrated.	**Yes / No** **NT/NA**
Know how to prepare for a practical assessment	
Demonstrates knowledge of the required performance criteria.	
Know the principles of briefing and debriefing for a practical assessment.	
Know how to assess practical skills against the performance criteria.	
 Remarks:	

A good working level skill in conducting written, oral and practical assessments in accordance with the Training procedures, Operational procedures and CAA Rules, is demonstrated.	**Yes / No** **NT/NA**
Demonstrates the ability to conduct knowledge exams.	
Demonstrates the ability to conduct practical exams.	
The ability to record the significant activities occurring during an assessment is demonstrated	
Completion of the appropriate assessment forms is demonstrated.	
Remarks:	

A good working knowledge of how to reduce stress before and during an assessment is demonstrated.	Yes / No NT/NA
Is aware of how stress can affect the performance of the candidate.	
Knows how to reduce stress in the candidate before and during knowledge and practical assessments.	
Remarks:	

EC.   Complete the administration requirements for the issue of ATS ratings, and validations.

A mastery knowledge of how to complete assessment and licensing documentation as required by Operational procedures, Training procedures and CAA Rules is demonstrated.	Yes / No NT/NA
Demonstrate how to complete the relevant logbook entries.	
Know which forms contained in Operational procedures and training procedures are required to be completed for the relevant qualifications	
Demonstrate how to complete the relevant forms contained in Operational procedures and the Training procedures	
Know how to complete the Qualification Administration processes contained in Operational procedures is demonstrated.	
Remarks:	

| EC. | Describe the privileges and responsibilities of an ATS Instructor (CHK) |

A mastery knowledge of the of the privileges and responsibilities of an ATS Instructor (CHK) as prescribed in CAA Rule Part 65, Operational procedures and the Training procedures is demonstrated.	Yes / No NT/NA
Know the privileges of the ATS Instructor (CHK) qualification as it applies to this candidate.	
Know the minimum qualifications required for an Instructor (CHK) to be able to issue ratings, and validations	
Remarks:	

APPENDIX D

Assessment technique guidance material

The following is provided as additional guidance for ATS Examiners assessing for Instructor CHK ratings.

ASSESSMENT CHECKLIST

The following Checklist contains items that the Examiner will look for during the Instructor (CHK)'s assessment of the controller/flight service operator.

Instructor (CHK)'s Preparation

Things that the Instructor (CHK) could/should do before the controller/flight service operator assessment

☐ Familiarised him/herself with the assessment documentation and procedures as required by Operational procedures (eg a Manual of Air Traffic Services), Training Procedures (eg Training Plans) and Unit Procedures (eg Local Unit Orders).

☐ Previously checked the controller/flight service operator's Training File – Was the previous Assessment busy or light traffic, runway in use, deficiencies noted.

☐ Obtaining information from other sources as to the controller/flight service operator's abilities

☐ Advise others that may be affected by the assessment that it is going to take place and any special requirements that you may have of them.

☐ Ready to commence assessment on time

☐ Correct forms at hand

The Pre-brief

Things that the Instructor (CHK) could/should cover during the briefing of the controller/flight service operator

☐ Pre-brief conducted in an appropriate environment

☐ Purpose/Type of assessment explained

☐ Anything special that will be expected of the controller/flight service operator during the assessment is explained

☐ Advice that a phraseology check will be made

☐ Stress reduction techniques used

☐ Advising that there will be note-taking – positive areas and areas identified as improvement opportunities

☐ Show the controller/flight service operator the Assessment form

☐ Normal rostered breaks taken – variations

☐ How long the assessment will be – sufficient time to gain sufficient evidence of competency

☐ Emphasis on safety rather than expedition explained

☐ Controller/flight service operator asking questions during the assessment

☐ Is the controller/flight service operator ready for the assessment

☐ Any special needs

Controller/flight service operator self-briefing (NOTAM etc)

☐ Did the Instructor (CHK) observe the controller/flight service operator/flight service operator's self-brief

☐ Did the Instructor (CHK) do a self-brief?

Hand-over

☐ Observation of the controller/flight service operator taking-over watch

☐ Did the Instructor (CHK) understand the traffic situation and other significant information

☐ Comments noted about the hand-over

Observation of the controlling/flight service

☐ Suitably positioned to accurately and fully observe the controller/flight service operator's performance

☐ Suitably positioned to adequately monitor the traffic situation and take-over if required (during assessment etc)

☐ Headset on at all times

☐ Watching the controller/flight service operator's performance at all times

☐ Instructor (CHK)'s reactions to distractions – assessment not degraded by distractions

Note-taking

☐ Adequate note-taking throughout the assessment

☐ All notable events recorded during the assessment

☐ Recording of phraseology check – noting any incorrect phraseologies used

Interaction Instructor (CHK)/Controller/flight service operator

☐ Not interfering with controller/flight service operator's performance

☐ Not asking questions at inappropriate times

☐ Pertinent questions asked at appropriate times

☐ Provided a non-threatening environment and supportive atmosphere

☐ Communicated clearly with the candidate

Stress Reduction Techniques

☐ Appropriate techniques used throughout assessment

☐ Seating position – suitable to observe but without adding stress/interfering with controller/flight service operator

☐ Manner of speech/relaxed tone of voice used

☐ Helping controller/flight service operator where appropriate

De-brief

☐   De-brief conducted in an appropriate environment

☐   Immediate indication of the controller/flight service operator's performance

☐   Opportunity given for progressive de-briefs (during breaks)

☐   Discussion about points recorded in assessment form

☐   Listening to and trying to understand controller/flight service operator's point of view

☐   Advice/educative comments made

☐   Comments are clear and to the point

☐   Opportunity given for discussion and/or questions by the controller/flight service operator regarding any aspects of controlling/flight service

Report Writing

☐   Accurate record of events

☐   All significant errors recorded along with comments on good performance

☐   Legible writing

☐   Understandable

☐   Constructive and positive phrasing of report

☐   Written evidence that substantiates Pass/Fail

☐   Primary Comments are a summary of report

☐   'Theory' questions and answers (correct and given) written on report

☐   Opportunity given for controller/flight service operator to read and analyse written comments and write own comments in their own time

Documentation

☐   Report correctly filled out – all appropriate sections completed

☐   All other applicable forms/reports actioned (Skills/Knowledge Checklist, Ready for assessment form, etc)

☐   Report signed by assessor and controller/flight service operator

☐   Report and applicable forms forwarded to correct place

☐   Log Book correctly signed

Assessment Techniques

☐   Assessment was Valid in that it assessed what it set out to assess

☐   Assessment was Adequate in that that sufficient evidence was obtained

☐   Assessment was Reliable in that it followed commonly used techniques and is likely to produce same results on different occasions.

☐   Assessment was Efficient – avoiding unnecessary duplication and length – resources not wasted

☐   Assessment provided feedback to candidate.

General:

☐   Assessment carried out in accordance with applicable procedures and rules – assessor familiar with procedures. (I.e. acceptable knowledge of training procedures)

☐   Instructor (CHK)'s 'controller/flight service operator' knowledge acceptable (i.e. acceptable knowledge of operational procedures – air traffic control separation standards, flight information standards)

☐   Instructor (CHK)'s Logbook up-to-date