

Revision 3

29 January 2024

### Air Traffic Services Personnel Licences and Ratings—Air Traffic Services Examiner Ratings

#### General

Civil Aviation Authority (CAA) Advisory Circulars (ACs) contain information about standards, practices, and procedures that the Director has found to be an **acceptable means of compliance** with the associated rule.

Consideration will be given to other methods of compliance that are presented to the Director. When new standards, practices, or procedures are found to be acceptable they will be added to the appropriate AC.

#### Purpose

This AC describes an acceptable means of compliance for applicants for air traffic services (ATS) personnel licences and ratings, holders of ATS personnel licences and ratings, air traffic services instructors, examiners, training organisations, and ATS organisations.

#### Related Rules

This AC relates specifically to Part 65 *Air Traffic Services Personnel Licences and Ratings*, Subpart J *Air Traffic Service Examiner Ratings*.

#### Change Notice

Revision 3 adds a note on the online application process, adds guidance on rule 65.455(b) and provides a link to an abbreviations and acronyms section in AC65-1. It re-orders Appendix B, and makes stylistic and format changes in line with other ACs. We have also added a Version History.

**Version History**

## History Log

<b>Revision No.</b>	<b>Effective Date</b>	<b>Summary of Changes</b>
AC65-10, Rev 0	30 April 2001	Initial issue.
AC65-10, Rev 1	3 May 2007	Altered references to other ACs to reflect the new numbering of those ACs in line with a project to standardise the numbering of all ACs.
AC65-10, Rev 2	1 July 2016	Reissued the syllabus of training for the examiner rating at Appendix A of this AC in a specific objective format.  Made minor editorial updates.
AC65-10, Rev 3	29 January 2024	Adds a note on the online application process.  Provides a link to an abbreviations and acronyms section in AC65-1.  Adds guidance on rule 65.455(b).  Re-orders Appendix B.  Makes stylistic and format changes in line with other ACs.  Adds a Version History.

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## Introduction

Part 65, *Air Traffic Services Personnel Licences and Ratings*, was issued on 1 April 1997 and amended most recently on 24 September 2015, Amendment 5. Part 65 prescribes rules governing the issue of ATS licences and ratings, the conditions to issue those licences and ratings, and the privileges and limitations of those licences and ratings.

This AC forms part of a series of ACs that supports these rules – one for each required rating.

## Abbreviations and acronyms

For a list of abbreviations and acronyms used in these ACs, please refer to [AC65-1, Air Traffic Services Personnel Licences and Ratings – General](#).

While many abbreviations are from [Part 1 - Definitions and Abbreviations](#), they have been listed in AC65-1 for convenience.

## AC intent and process

This AC provides guidance on how to comply with Part 65 Subpart J *Air Traffic Services Examiner Ratings*.

CAA 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 the same standards.

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

**Note:** From 29 January 2024 it will be possible to apply online for ATS licences and ratings through **MyAviation**, CAA's online portal for licensing requests, instead of filling in paper forms. Click the 'Online services' button on the CAA home page to get started. The exceptions to these in Part 65, at this stage, are forms 24065/04, Test form ATS examiner rating, and 24065/05, Application for ATS examiner test.

## SUBPART J—Air Traffic Services (ATS) Examiner Ratings

### 65.451 Applicability

Subpart J prescribes rules governing the issue of ATS examiner ratings and the privileges and limitations of those ratings.

### 65.453 Eligibility requirements

**Rule 65.453(a)(3)** requires an applicant for an ATS examiner rating to have demonstrated to a CAA testing officer the ability to perform the duties of an ATS examiner. The following would be acceptable in meeting this demonstration.

- (a) Successful passing of an examination covering the syllabus given in Appendix A of this AC and Appendix A, Sections I and II of AC65-9 *Air Traffic Services Instructor Ratings*.

*Note: It is acceptable for the examination to be set and marked by an ATS examiner working in a Part 172 or 141 organisation, and moderated by the CAA testing officer. In these circumstances CAA would be provided with the marked examination papers and the model answers.*

- (b) A practical examination using a similar structure given in Appendix B of this AC or Appendix C of AC65-9.

*Note: The test environment is required to be acceptable to the CAA testing officer. Examples of an acceptable environment are provided in Appendix B of this AC.*

**Rule 65.453(a)(3)** requires an applicant for an examiner rating to have demonstrated to a CAA testing officer the ability to perform the duties of an ATS examiner. The procedures followed by the testing officer are given in Appendix B of this AC.

### 65.453 Privileges and limitations

**Rule 65.455(b)(1)** requires an ATS examiner to hold a current ATS licence with a rating for the relevant service. The following is acceptable in meeting this requirement:

- (a) Individual examiner ratings will be limited to certain privileges depending on the ratings held, and the level of operational awareness as determined by the CAA testing officer. The CAA form 24065/05, *Application for ATS examiner test*, details all possible privileges.
- (b) Testing for the issue or continued currency of instructor ratings – privileges will be limited to those examiners who have completed and passed all training as detailed in Parts 141/172 organisations' expositions.
- (c) Testing for the issue of or continued currency of licences, as a licence and at least one rating are assessed together, privileges will be limited to those examiners who hold a rating for the rating being assessed. In this case the examiner would be moderating the assessment by an instructor (CHK).
- (d) Testing for the continued currency of instructor (CHK) ratings – privileges will be limited to those examiners who hold the rating being assessed by the instructor (CHK), and have demonstrated an adequate level of operational awareness to a CAA testing officer.
- (e) It is acceptable for an ATS examiner to exercise their privileges in one or more categories depending on the areas that the examiner has been trained and tested in.

**Rule 65.455(b)** specifies that, to exercise the privileges of their rating, the holder needs to:

- hold a current ATS rating relevant to what they are examining, and
- work in an organisation that holds either:
  - a Part 172 certificate or
  - a Part 141 certificate and
- have their name included as an ATS examiner on the organisation's Part 141 or Part 172 certificate and in their exposition.

**Rule 65.455(c)** allows the holder of an ATS examiner rating who is not exercising the privilege of providing an ATS, to not hold a current medical certificate. Factors that will be considered at the time of the renewal check are employment in a related field or relevant familiarisation that allows the examiner to maintain an adequate level of operational awareness.

An examiner may exercise the privileges of an instructor (OJT) or instructor (CHK) rating provided they have met the applicable currency requirements.

## APPENDIX A

### Subject No 113—ATS examiner rating

Each subject has been given a subject number and each topic within that subject a topic number. These reference numbers may be used on Knowledge Deficiency Reports (KDRs) and will provide valuable feedback to the examination candidate.

<b>Sub Topic</b>	<b>Syllabus Item</b>
<b>113.2</b>	<b>ATS Examiner</b>
113.2.2	Describe the privileges and responsibilities of examiners and instructors (OJT) and instructor (CHK).
113.2.4	State the eligibility requirements for an ATS examiner.
113.2.6	Describe effective assessment principles.
113.2.8	Demonstrate application of effective assessment principles.
113.2.10	Describe the functions, and as applicable, relationships of the following: <ul style="list-style-type: none"><li>(a) Civil Aviation Act</li><li>(b) Civil Aviation Rules and associated ACs</li><li>(c) Relationship of Part 65 to Parts 141/172 certificated organisation's training procedures and operational procedures</li><li>(d) A Parts 141 or 172 certificated organisation's training and operational procedures.</li></ul>
113.2.12	Demonstrate knowledge of: <ul style="list-style-type: none"><li>(a) candidate performance that constitutes a mandatory fail result applicable to the rating syllabus of the rating authorisation requested</li><li>(b) candidate performance, during an operational competency assessment, that constitutes a requirement for further upgrade, recurrent or consolidation training.</li></ul>
113.2.14	Describe questioning technique/communication style appropriate to the examiner role.
<b>113.4</b>	<b>Assessment</b>
	<b>Managing assessment</b>
113.4.2	Describe the ATDS training organisation assessment strategy, including requirements.
113.4.4	Describe the quality assurance procedures.



<b>Sub Topic</b>	<b>Syllabus Item</b>
	<b>Preparation of assessment</b>
113.4.6	Describe how to design assessment activities to collect evidence of performance.
113.4.8	Describe the preparation of a written assessment.
113.4.10	Describe the preparation of an oral assessment.
113.4.12	Demonstrate preparation of an oral assessment.
113.4.14	Describe the preparation of a practical assessment.
113.4.16	Demonstrate preparation of a practical assessment.
113.4.18	Describe the effective conduct of a written oral and practical assessment.
113.4.20	Demonstrate the effective conduct of an oral and practical assessment.
113.4.22	Describe constructive feedback.
113.4.24	Describe and demonstrate completion of assessment and licensing documentation.
	<b>Assessment process</b>
113.4.26	Describe and demonstrate how to assess instructor knowledge and skills in the following topics: <ul style="list-style-type: none"><li>(a) how adults learn</li><li>(b) use of training aids</li><li>(c) individual training plan</li><li>(d) briefing and de-briefing</li><li>(e) reduction of stress</li><li>(f) training reports and records</li><li>(g) training interventions.</li></ul>
113.4.28	Describe and demonstrate how to assess instructor (CHK) knowledge and skill in the following topics: <ul style="list-style-type: none"><li>(a) preparation of assessments</li><li>(b) conduct of assessments</li><li>(c) completion of assessment and licensing documentation.</li></ul>

<b>Sub Topic</b>	<b>Syllabus Item</b>
	<b>Moderation of assessments</b>
113.4.30	Describe moderation of assessment decisions.
113.4.32	Describe moderation of assessment materials.

## APPENDIX B

### Procedures—ATS examiner testing

*Note 1: The overall objective, and the degree of testing, is to provide adequate confidence to the Director that ATS examiners will act in the overall interest of safety when conducting their duties.*

*Note 2: The term “candidate” is used to mean an ATS examiner candidate.*

### Principles of testing

Testing is the process of defining, observing and measuring an ATS examiner candidate’s performance during a test.

The basic principles of testing should test competence not ability.

- a) Testing must assess **knowledge** and **skill** level and not the ability to pass a test.
- b) The measurement of achievement must be relevant to the defined standards and not an end in itself.
- c) Standards set should be reasonable when set against the kind of skill or information necessary to the performance of a job or part-job.
- d) Tests must be pertinent to the kind of skill and knowledge being assessed so that a candidate’s competence is what is being determined and not their ability to memorise lists over the short-term or write clever exam answers or survive the artificial stress of a test environment.

The test has been designed to minimise the degree of subjectivity, although the testing officer will still have to exercise judgement where factors may affect the test environment, such as live versus simulated situations.

### Testing officer responsibility and scope

The testing officer who conducts the test is responsible for determining that the candidate meets the standards outlined in each performance criteria.

For each performance criteria that requires a good working or mastery knowledge/skill, the testing officer will:

- a) orally question the candidate on those elements, and/or
- b) ask the candidate to perform the skill elements in a simulated or live environment, and/or
- c) moderate the written/oral examination conducted by the service provider, and/or
- d) observe the candidates in a seminar/workshop environment, and/or
- e) use other methods as determined acceptable by CAA.

Oral questions may be used at any time during the test. Discretion will be used in the live environment, so that the candidate is not distracted from the supervision of air traffic services work.

The scope of authority of the CAA testing officer includes issue of ATS examiner rating and renewal of ATS examiner rating.

## Testing cycle

The testing process is a five-stage cycle: Objective, standards, performance, measurement, conclusion.

### **Objective**

The testing process should begin with clearly defined objectives. Thinking about how the candidate should behave is the starting point, then evaluation can follow.

The following aspects should be considered in the process:

### **Standards**

To be proficient in evaluating a candidate's performance during a test, the testing officer must be completely familiar with the standards for each exercise assessed.

### **Performance**

During the test, the testing officer observes the candidate's performance in response to situations presented.

### **Measurement**

The testing officer measures the performance, compares it to the applicable standard and determines the assessment.

### **Conclusion**

Based on the conclusions of the testing officer, a mark is awarded to the candidate. However, to be useful, the conclusions must be presented in such a way that the information is clearly understood and easily accessible to supervisors, and candidates. When a candidate makes major errors during the performance of an exercise or fails to meet the required standard, the testing officer must state the nature of the problem(s), in writing, in the *Remarks* page on the test report.

## Testing criteria

The following criteria should be applied when conducting a test:

### **Reliability**

Reliability ensures consistent results. As applied to the test, this would mean that two identical performances should result in the same test result.

Human factors can have a significant effect on test reliability. Some of these factors are:

- (a) **fatigue** (sufficient sleep or rest prior to the test)
- (b) **mental demand**(work or home personal challenges or stressors)
- (c) **overall-health** (cold or flu etc.)
- (d) **time of day** (very early in the morning etc)
- (e) **distractions** (noise, interruptions, work and personal life challenges etc).

Testing officers should be aware of these factors and attempt to reduce as many variables as possible. The testing officer should be mindful that those human factors can affect the candidate's performance on the day. The testing officer should also be aware that their ability to accurately assess the candidate's performance could be affected by these same factors.

**Note:** *In light of the above factors, candidates should also ensure they are physically and mentally well enough to be tested. Testing officers should be checking this with them before the test.*

### **Validity**

Tests are valid if they measure what they are supposed to measure and nothing else. In terms of the test, assessment for ATS exercises must remain within the bounds of the appropriate test standards. The scope of the test must be such that when candidates pass, they have met the required standards for the issue of the examiner rating.

### **Comprehensiveness**

A test is comprehensive if it contains a sample of all course material and measures each area of skill and knowledge required to ensure the standard is met.

### **Objectivity**

Objectivity ensures the testing officer's personal opinions will not affect the outcome or assessment of the test. To achieve the highest possible degree of objectivity, the testing officer should record observations to reduce the likelihood of errors and prompt their-memory in determining whether the candidate has met the set criteria.

Tests are marked to some degree on a subjective basis. Subjective assessments will be more valid if the testing officer has a sound and adequate background knowledge of the testing process, and the expertise to accurately assess test applicants.

### **Testing errors**

To test effectively, the testing officer requires not only a sound knowledge of the characteristics of testing but also a firm understanding of the possible errors that can occur throughout the testing process.

The most frequent errors are:

#### **Errors from personal bias**

- **Stereotyping** These errors are indicated by a tendency of a testing officer to rate candidates or a particular group of candidates all the same.
- **Central tendency errors** are indicated by a tendency to rate all or most candidates as average. The testing officer really feels that the performance of most candidates is not as good as it should be and therefore underscores a candidate's good performance. On the other hand, the testing officer is reluctant to cope with the possible emotional response of a candidate, who receives a low grade. This results in padded or inflated assessments of poor performance so both candidates are awarded an average assessment. This error may also occur because a testing officer does not want to put effort into making a difficult decision and justifying it.
- **Generosity errors** are indicated by a tendency to rate all individuals at the high end of the scale and are probably the most common type of personal bias. This could be caused by a testing officer's desire to be known as a nice person.
- **Severity errors** In this case, all or most candidates are graded at the low end of the scale. Testing officers may feel that the published test standards are too low and score the test against their own set of standards. This type of testing officer feels that few people perform as well as they can.

- **Confirmation bias** can arise because we all have limitations on our cognitive abilities and information processing capabilities, such as attention and perception. These limitations can result in a tendency to search for evidence or interpret information consistent with a presently held view or understanding of the current situation, even in the light of contradictory information. This may be an issue when, in preparing for a test, the examiner goes through the candidate's periodic training reports, training assessment reports, annual proficiency reports and so on, as that may influence their view of the candidate.

### ***Logical error***

This error occurs when a testing officer assumes that a high degree of ability in one area means a similar degree of competence in another. This is especially true if the two items being assessed are similar or related. A pass on one or two exercises does not mean the candidate is so qualified on all exercises. The full test must be completed and marked.

### ***Halo effect***

This error occurs when a testing officer's impression of a candidate is allowed to influence the assessment of performance. Halo error can result in rating an applicant too high or too low:

- **Error of leniency:** This has its source in a testing officer's likes, dislikes, opinions, prejudices, moods and political or community influence of people. For example, when testing a friend, acquaintance, or high-profile individual, a testing officer may give an undeserved pass.
- **Error of stereotype** Like the error of leniency, this error has its source in likes, dislikes, opinions, prejudices, etc. In this case however, a testing officer may allow personal opinion to influence the assessment of the candidate and award an undeserved fail.

### ***Narrow criterion***

This error may occur when a testing officer has a group of candidates to test. The testing officer may, under this condition, rate each candidate against the others within the group instead of against the standards. If the group to be tested is above average, a candidate who is of average ability may be awarded an undeserved fail. If the group of candidates to be tested is below average, then a candidate who performs the best within this group may be awarded an undeserved pass.

### ***Delayed grading***

Should a delay occur in awarding the assessment for an exercise, there might be a tendency to award an average result due to the lack of information and/or poor recall. By not making an assessment immediately after the event, testing officers may award assessments based upon an overall impression of the test. This results in an incorrect assessment and a test report, which is of little value.

### ***Standards error***

All the errors we have discussed result in a standards error. However, if a testing officer is not thoroughly familiar with established standards, as outlined in the applicable test standards, it is virtually impossible to conduct a test to that standard.

While these errors are presented here on paper in a clear and obvious way, under testing conditions this is not always so. Normally it is a combination of two or more of the errors and clear and obvious is not an apparent trait. Therefore, testing officers must be aware of these

potential errors and consciously prevent such errors from entering, in any degree, into the tests they conduct to ensure the validity of the test and the result they award.

## Test standard

Part 65 and the associated ACs specify the areas in which knowledge and skill must be demonstrated by the candidate before an examiner rating is issued/renewed.

Acceptable/unacceptable knowledge/skill of performance criteria is described in the worksheet.

If, in the judgement of the testing officer, the candidate does not meet the minimum standard of any performance criteria, then the test is failed. It is not CAA policy to issue a partial pass. If a candidate fails to demonstrate proficiency in an area, then the test is failed and a complete retest is conducted. (The testing process is a sampling process, so it is not appropriate to issue a partial pass, but rather to take another complete sample to provide the appropriate level of confidence.)

The testing officer or candidate may discontinue the test at any time after the failure of critical performance criteria makes the candidate ineligible to pass the test.

Any action, or lack of action, by the candidate, which requires corrective intervention by the testing officer to maintain safe operations, may be disqualifying.

It is vitally important that the candidate uses proper visual scanning techniques in a practical assessment. Ineffective performance will be disqualifying.

If the candidate doesn't meet the standards in any test item, they will be advised of their failure result-and the further training believed necessary before a further test may be taken. The testing officer must record any failure result on the test report against the specific performance criteria.

An ATS examiner rating will not normally be issued/renewed if the examiner training theory course contained in the Parts 141/172 exposition has not been completed. In exceptional cases this may be allowed, provided the individual already holds an instructor or an examiner rating, and can demonstrate proficiency to the CAA testing officer. In these circumstances, limitations may be imposed in terms of completing the required training within a defined period.

Open and closed book testing are both acceptable for ATS examiner tests. The candidate for an ATS examiner rating will normally be allowed access to all documentation that would normally be used as reference material during an assessment.

<b>Performance</b>	<b>Grade/percentage equivalent</b>
<i>Demonstrate a Mastery Knowledge</i>	<i>equates to a thorough understanding as determined by the assessor/ testing officer with, if applicable, an agreed minimum pass mark of between 95% and 100%</i>
<i>Demonstrate a Good Working Knowledge</i>	<i>equates to a minimum pass mark of 80-95%</i>

## Conducting the test

The test will ensure that skill and knowledge are demonstrated in the relevant performance areas. The process is designed to show a link between the theory of assessing and the practical of assessing candidates for licences/ratings where skills and knowledge are to be demonstrated.

The assessment will consist of briefing the candidate, observing the assessment, the debrief and the administration process (form filling) including a review of the candidate's training

documentation. There may be supplementary oral questions to ascertain that the candidate is competent.

### ***Communication with the candidate***

Before the assessment commences, the testing officer will brief the candidate on:

- a) what is to be assessed
- b) how it will be done
- c) who will do the assessment
- d) how long it will take
- e) when it will take place
- f) when the results will be known
- g) what will happen if any part of the testing or assessment process is assessed to be not competent
- h) how any special needs will be met
- i) what will happen to the results
- j) who has access to the results, and
- k) what happens next.

### ***Practical assessment process***

#### ***Communication with the candidate***

#### ***Dealing with the candidate on the day***

The following should be taken into consideration:

- a) treating the candidate with respect
- b) reducing stress as much as practicable
- c) interaction with the candidate
- d) the spacing between the assessor and the candidate
- e) the position of the assessor
- f) cultural considerations.

### **Test environment**

The test should be conducted at a mutually agreed environment that allows a testing officer to meet the requirements of the examination, and CAA testing standards. The following environments are suitable:

- a) classroom
- b) simulated



- c) live

Access to headsets may be required.

The preferred test environment would be a simulated environment where traffic and errors could be introduced to provide suitable opportunities for the examiner to demonstrate skills. As this is not always possible, a live environment would be acceptable, but the limitation could mean reduced opportunities for the examiner to demonstrate skills and increased test duration.

The assessment may be either an actual assessment or simulated. That is, the candidate does not have to take a formal assessment although preference is for an actual formal assessment (in a simulated environment). The actual assessment could be during an annual proficiency assessment (APA).

### ***Practical assessment process***

To ensure that the assessment is effective the testing officer must:

- a) ensure the environment is as close as possible to the real-life work situation
- b) focus on the assessment task
- c) establish a non-threatening and supportive atmosphere
- d) communicate clearly to the candidate
- e) listen effectively
- f) question effectively
- g) provide clear and constructive feedback, and
- h) assess consistently.

**Skills** are assessed by:

- a) direct observation of practical task
- b) direct observation of simulated task
- c) indirect evidence of competence, and
- d) examination of course reports, periodic training reports, training assessment reports, annual proficiency reports (in the case of renewals).

**Note:** *As per the section, Confirmation Bias, above, it is important to be aware that examining records before the test, may influence the testing officer's opinion of the candidate.*

### **Test documentation**

Where appropriate the following documentation will be completed after an examiner test:

- **Test form** CAA form 24065/04, *Test form ATS examiner rating*, available from the CAA website.
- **Worksheet ATS examiner rating** This worksheet is incorporated into these procedures.

- **ATS logbook sticker** The following words are printed on a sticker, completed and entered into the logbook after successful completion of the test:

*“This is to certify that*

\_\_\_\_\_

*has demonstrated the ability to perform the duties of an Air Traffic Services examiner.*

\_\_\_\_\_ *Date* \_\_\_\_\_

*Testing Officer, Civil Aviation Authority*

*Expiry Date* \_\_\_\_\_”

**Worksheet ATS Examiner Rating**

Candidate: \_\_\_\_\_

**EC - Elements of Competence, PC - Performance Criteria****NT - indicates not tested, NA - indicates not applicable.****EC. Assess staff for the issue of ATS licences, and ratings.**

<b>PC</b>	<b>Good working knowledge and skills in preparing and conducting written and oral examinations, in accordance with CA Rules and ACs, and/or the 172/141 exposition documents is demonstrated.</b>	<b>Yes/No NT/NA</b>
	Demonstrated skills in designing a knowledge assessment. (Knowledge of relevant rules and documents.)	
	Demonstrated skills in conducting a knowledge assessment. (Questioning.)	
	Demonstrated skills in managing assessment stress	
	Demonstrated skills in logbook assessment	
	Demonstrated skills in briefing	
	Demonstrated skills in debriefing	
<b>Remarks:</b>		

<b>PC.</b>	<b>Good working knowledge and skills in preparing and conducting practical examinations, in accordance with CA rules and ACs, and/or Parts 172/141 exposition documents is demonstrated.</b>	<b>Yes/No NT/NA</b>
	Demonstrated skills in designing a practical assessment (practical knowledge of relevant rules and documents)	
	Demonstrated skills in conducting a practical assessment	
	Demonstrated skills in managing assessment stress	
	Demonstrated skills in logbook assessment	
	Demonstrated skills in briefing	
	Demonstrated skills in debriefing	
<b>Remarks:</b>		

**EC. Assess ATS staff for the issue ATS instructor (OJT) ratings**

PC. <b>Good working knowledge and skills of how to assess that the instructor knows how adults learn is demonstrated</b>	Yes/No NT/NA
Demonstrated skills in assessing assessment of the 7 intelligences or learning styles and how it is applied in learning.	
Demonstrated skills in assessing assessment of what characterises an adult learner and how they are best motivated.	
<b>Remarks:</b>	

PC. <b>A good working knowledge of how instructors are required to prepare written, visual and practical training aids and can prepare an individual training plan is demonstrated.</b>	Yes/No NT/NA
Demonstrated how to prepare an individual training plan.	
Demonstrated knowledge of how to prepare ..... training aid.	
<b>Remarks:</b>	

PC. <b>A good working knowledge of how instructors are required to conduct one-on-one theoretical and practical training sessions, taking into account the trainee’s particular learning style, is demonstrated.</b>	Yes/No NT/NA
Demonstrated a working knowledge of how instructors are required to conduct one-on-one <b>theoretical</b> training sessions, taking into account the trainee’s particular learning style	
Demonstrated a working knowledge of how instructors are required to conduct one-on-one <b>practical</b> training sessions, taking into account the trainee’s particular learning style	
<b>Remarks:</b>	

<b>PC.</b>	<b>A good working knowledge of how instructors are required to conduct one-on-one briefing and debriefing sessions is demonstrated.</b>	<b>Yes/No NT/NA</b>
Demonstrated knowledge of how instructors are required to conduct one-on-one briefing and debriefing sessions		
<b>Remarks:</b>		

<b>PC.</b>	<b>A good working knowledge of how to reduce stress in trainees during training sessions is demonstrated.</b>	<b>Yes/No NT/NA</b>
Demonstrated knowledge of how to reduce stress in trainees during training sessions		
<b>Remarks:</b>		

<b>PC.</b>	<b>A good working knowledge of how instructors are to write and complete training reports and records is demonstrated.</b>	<b>Yes/No NT/NA</b>
Demonstrated knowledge of how instructors are to write and complete training reports and records		
<b>Remarks:</b>		

<b>PC.</b>	<b>A good working knowledge of when and how to initiate training interventions is demonstrated.</b>	<b>Yes/No NT/NA</b>
Demonstrated a knowledge of when and how to initiate training interventions		
<b>Remarks:</b>		

**EC. Assess the ability of ATS instructors (CHK) to issue ratings and validations**

<b>PC. A good working knowledge and skill of how to assess that instructors know how to prepare written, oral and practical assessments is demonstrated.</b>	<b>Yes/No NT/NA</b>
Demonstrated skills in assessing assessment preparation	
<b>Remarks:</b>	

<b>PC. A good working knowledge and skill of how to assess that instructors know how to conduct written, oral and practical assessments in accordance with CAA rules and ACs, and/or Parts 172/141 exposition documents, is demonstrated.</b>	<b>Yes/No NT/NA</b>
Demonstrated skills in assessing the assessment process for knowledge and practical assessments	
<b>Remarks:</b>	

<b>PC. A good working knowledge and skill of how to assess that instructors know how to complete assessment documentation as required by CAA rules and ACs, and/or Parts 172/141 exposition documents is demonstrated.</b>	<b>Yes/No NT/NA</b>
Demonstrated knowledge/skill in completing the required assessment documentation	
<b>Remarks:</b>	

**EC. Complete the administration requirements for the issue of ATS licences, ratings, certificates of competency and validations**

<b>PC. A good working knowledge and skill of how to complete assessment and licensing documentation as required by CAA rules and ACs, and/or Parts 172/141 exposition documents is demonstrated.</b>	<b>Yes/No NT/NA</b>
Demonstrated knowledge and skill in completing the required assessment documentation	
<b>Remarks:</b>	

**EC. Describe the privileges and responsibilities of an ATS examiner**

<b>PC. A mastery knowledge of the privileges and responsibilities of an ATS examiner as prescribed in CAA rules and ACs, and/or Parts 172/141 exposition documents is demonstrated.</b>	<b>Yes/No NT/NA</b>
Demonstrated a mastery knowledge of the privileges and responsibilities of an ATS examiner as prescribed in CAA Rule Part 65, ACs and/or Part 172/141 exposition documents	
<b>Remarks:</b>	

**EC. Have a mastery knowledge and skill of how to assess staff for the issue of ATS licences against performance criteria**

<b>PC. Demonstrate a mastery knowledge and skill in comparing performance against performance limits.</b>	<b>Yes/No NT/NA</b>		
<b>Critical Area:</b>	Fail	Pass	
<b>Demonstrated ability to detect critical or major errors e.g. knowledge of mandatory fail aspects</b>			
Demonstrated ability to detect minor errors			
Demonstrated ability to assess affective factors			
<b>Remarks:</b>			

**EC. Have a mastery knowledge and skills of how to act in the overall interest of safety**

<b>PC. Demonstrate a mastery knowledge and skills of how to act in the overall interest of safety when conducting examinations</b>	<b>Yes/No NT/NA</b>
Demonstrated knowledge and skills in proactively reporting and dealing with safety incidents, defects etc.	
Demonstrated knowledge and skills in cooperation, teamwork and a safety attitude	
Demonstrated knowledge and skills in anticipation of safety issues prior to them becoming a problem e.g. judgement	
Demonstrated knowledge and skills in scanning	
Demonstrated knowledge and skills in organisation and efficiency	
<b>Remarks:</b>	

**Document Compliance Check**

<b>Documents Checked</b>	<b>Yes/No NT/NA</b>
Licence of candidate	
Logbook of candidate	
Last operational assessment of the candidate e.g. annual proficiency check (APA)	
Previous assessments conducted by the candidate e.g. examination papers, completed assessments, training checks	
Of those assessments conducted percentage of 'passes'                      % in previous 13 months	
CAA Rule Part 172 procedures as outlined in the exposition e.g. completed instructor (OJT) course, instructor (CHK) course, examiner course	
<b>Remarks:</b>	



**Additional comment**

	Yes/No NT/NA
<b>Remarks:</b>	