



Australian Government

Civil Aviation Safety Authority

I, PHILIPPA JILLIAN SPENCE, Director of Aviation Safety, on behalf of CASA, make this instrument under regulations 11.068 and 61.035 of the *Civil Aviation Safety Regulations 1998*.

[DRAFT ONLY — NOT FOR SIGNATURE]

Pip Spence
Director of Aviation Safety

[Month] 2025

Part 61 Manual of Standards Amendment Instrument 2025

1 Name of instrument

This instrument is the *Part 61 Manual of Standards Amendment Instrument 2025*.

2 Commencement

This instrument commences on the day after it is registered.

3 Amendment of the Part 61 Manual of Standards

Schedule 1 amends the *Part 61 Manual of Standards Instrument 2014*.

Schedule 1 Amendments

[1] Schedule 2, Section 5, Unit FER Conduct a flight test, after paragraph 4 (a)

insert

(aa) the topics mentioned in Unit 2.8.1, FERC: flight examiner rating – common in Schedule 3 of this MOS;

[2] Schedule 3, Appendix 2, Section 2.8, Unit 2.8.1

substitute

Unit 2.8.1 FERC: Flight examiner rating – common

1. Reserved

2. Rules

2.1 Legislation

2.1.1 Explain how the following three tiers of legislation relate to one another and how they are applied during the conduct of flight tests, proficiency checks and flight reviews:

(a) the *Civil Aviation Act 1988*;

- (b) Part 61 of CASR;
- (c) this MOS.
- 2.1.2 Describe the information contained within each of the Schedules to this MOS and the relationship between the Schedules.
- 2.1.3 Specify the provision of this MOS that requires a flight test or proficiency check to be conducted in accordance with the Flight Examiner Handbook (FEH).
- 2.1.4 Explain what is meant by a strict liability offence.

2.2 Process and administration

- 2.2.1 Describe the application and function of the following in the licensing process:
 - (a) the Flight Crew Licensing Manual (FCLM) published by CASA;
 - (b) the Flight Test Management system (FTM) administered by CASA;
 - (c) the Enforcement Manual published by CASA;
 - (d) Civil Aviation Advisory Publication CAAP Admin-01, *Indemnity arrangements for delegates, authorised persons and flight examiner rating holders* (CAAP Admin 1).
- 2.2.2 State the conditions that an examiner must satisfy before they can accept, conduct and complete a flight test.
- 2.2.3 Describe the purpose of the flight test and proficiency check.
- 2.2.4 Describe the regulatory purpose of the flight examiner, beyond assessment of standards for entry control and ongoing proficiency.

2.3 Privileges and limitations

- 2.3.1 Describe the privileges and limitations of the flight examiner rating and the associated flight examiner endorsements.
- 2.3.2 Describe the authority conferred by the grant of a flight examiner rating.

3. Principles and methods of assessment

3.1 Principles of assessment

- 3.1.1 Describe assessment and workplace training competency standards with respect to:
 - (a) principles of equity and occupational health and safety; and
 - (b) principles of adult teaching and learning; and
 - (c) human performance and limitations factors relevant to the tasks to be demonstrated.
- 3.1.2 Explain the psychological factors affecting satisfaction of human needs, defence mechanisms and stress management.
- 3.1.3 Describe the workplace policies and procedures relevant to flight testing.
- 3.1.4 Define the following terms:
 - (a) skill;
 - (b) competency;
 - (c) proficiency.
- 3.1.5 Describe the following:
 - (a) assessment principles;
 - (b) types of assessment;
 - (c) methods of knowledge and skills assessment;
 - (d) dimensions of competency;

- (e) types of evidence;
- (f) rules of evidence.

3.2 Principles of questioning

- 3.2.1 Explain the reasons for questioning applicants.
- 3.2.2 Describe the characteristics of effective questioning techniques.
- 3.2.3 Describe the desired qualities of good oral questions.
- 3.2.4 Describe the types of question to avoid.
- 3.2.5 Give examples of good and poor questions.

3.3 Factors affecting assessment

- 3.3.1 Explain the importance of inter-rater reliability.
- 3.3.2 Explain the forms and importance of assessment accuracy.
- 3.3.3 List and describe judgment errors and biases.
- 3.3.4 List and describe applicant biases and how to mitigate them.
- 3.3.5 Explain the role of the examiner in each of the following phases of review and evaluation:
 - (a) fault analysis (diagnosis);
 - (b) competency assessment;
 - (c) applicant self-assessment;
 - (d) training effectiveness.

3.4 Assessment of human factors (HF) and non-technical skills (NTS)

- 3.4.1 Explain task management in the flight test context.
- 3.4.2 Describe effective communication under normal and non-normal circumstances.

4. Conduct of flight tests

4.1 Test planning and development

- 4.1.1 Identify, interpret and describe the assessment under this MOS of flight activities and manoeuvres and specific recommendations from the Flight Examiner Handbook for a given flight test.
- 4.1.2 Describe appropriate methods of analysis for planning of training and testing.
- 4.1.3 State how to determine applicable subject matter.
- 4.1.4 Describe the preparation of testing resources including:
 - (a) test plan;
 - (b) scenario planning;
 - (c) support materials;
 - (d) collection of evidence.
- 4.1.5 Determine eligibility requirements for a candidate to undertake a flight test.
- 4.1.6 Describe the considerations in preparing a candidate for a flight test or proficiency check.

4.2 Conduct of flight test

- 4.2.1 Describe the flight test assessment methodology, scope and conditions.
- 4.2.2 Identify the differences between in-aircraft flight testing and flight simulation training device (FSTD) flight testing.

- 4.2.3 Describe the following relevant performance criteria terms:
 - (a) technique;
 - (b) smoothness;
 - (c) accuracy;
 - (d) judgment;
 - (e) knowledge;
 - (f) flight management.
- 4.2.4 Describe the assessment of knowledge requirements and flight planning requirements.
- 4.2.5 Explain the process of the assessment of behaviour.
- 4.2.6 List and describe common errors that are made by candidates.
- 4.2.7 Describe the use of, and challenges presented by, relevant environmental conditions.

4.3 Assessment of human factors (HF) and non-technical skills (NTS)

- 4.3.1 Describe the roles of examiner and applicant, and the assessment process, for the following:
 - (a) maintaining effective lookout;
 - (b) maintaining situational awareness;
 - (c) assessing situations and making decisions;
 - (d) setting priorities and managing tasks;
 - (e) maintaining effective communications and interpersonal relationships.
- 4.3.2 Explain task management in the flight test context.
- 4.3.3 Describe effective communication under normal and non-normal circumstances.

4.4 Threat and error management

- 4.4.1 Describe the details of the habits and processes that can be used to identify, and mitigate or control, threats and errors.
- 4.4.2 Describe how an undesired aircraft state can develop from an unmanaged threat or error in the context of a flight test.
- 4.4.3 Describe how to observe an applicant developing and implementing plans of action for the following:
 - (a) removing and mitigating threats;
 - (b) removing and mitigating errors;
 - (c) undesired aircraft states, including prevention, identification and control.
- 4.4.4 Describe what aspects of multi-crew operations (if applicable) can prevent an undesired aircraft state and how they may be observed.
- 4.4.5 Describe how to observe the use of checklists and standard operating procedures to prevent errors.
- 4.4.6 Explain how test tasks may be managed, including:
 - (a) workload organisation and priority setting to ensure optimum safe outcome of the flight; and
 - (b) logical and sequential event planning; and
 - (c) anticipating events to ensure sufficient opportunity is available for completion; and
 - (d) using technology to reduce workload and improve cognitive and manipulative activities.

4.5 Assessment of human factors (HF) and non-technical skills (NTS) in multi-crew operations

4.5.1 For multi-crew operations, where applicable, describe the criteria and methods used to assess communication and cooperation for the following:

- (a) operating effectively as a crew member;
- (b) demonstration of effective leadership and authority;
- (c) maintaining situational awareness;
- (d) making effective decisions.

5. Completion of flight tests

5.1 Evaluation, assessment decision-making and feedback

- 5.1.1 Explain the benefits of applicant self-assessment and self-evaluation.
 - 5.1.2 Describe the process of making an assessment decision based on the objective evaluation of evidence against the specified standards.
 - 5.1.3 Explain why effective feedback is beneficial to the following stakeholders:
 - (a) the applicant;
 - (b) the training organisation;
 - (c) CASA.
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