Staff Instruction

SI 8900-5.14

ENGLISH LANGUAGE PROFICIENCY TESTING

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Date : 5 March 2018

REPUBLIC OF INDONESIA – MINISTRY OF TRANSPORTATION
DIRECTORATE GENERAL OF CIVIL AVIATION
JAKARTA–INDONESIA

FOREWORD

1. **PURPOSE** : This Staff Instruction prescribes responsibilities guidance to be used by the Directorate General of Civil Aviation (DGCA) for evaluating ICAO English Language Proficiency Testing procedures for Air Traffic Controller, Aeronautical Communication Officer and Pilot.

2. **REFERENCES** : This Staff Instruction should be used in accordance with the applicable regulations.

3. **CANCELATION** : The Staff Instruction (SI) 8900-5.14 Amdt. 0, Date 22 August 2017 has been canceled.

4. **AMENDMENT** : The amendment of this Staff Instruction shall be approved by the Director General of Civil Aviation.

DIRECTOR GENERAL OF CIVIL AVIATION

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AMENDMENT RECORD LIST

SUMMARY OF AMENDMENTS

Amendment No.	Source/s	Subject/s	Approved by
0	ICAO Annex 1 ICAO Doc 9835 ICAO Doc 9379	Language Proficiency	DGCA
1 Edition 2	ICAO Annex 1 ICAO Doc 9835 ICAO Doc 9379	Language Proficiency	DGCA, KP 049 Year 2018, Date 5 March 2018

ABBREVIATIONS

ACO   : Aeronautical Communication Officer

AOC   : Air Operator Certificate

ATC   : Air Traffic Controller

ATS   : Air Traffic Service

ATO   : Approved Training Organization

CASR   : Civil Aviation Safety Regulations

DG   : Director General

DGCA   : Directorate General of Civil Aviation

IELP   : ICAO English Language Proficiency

ICAO   : International Civil Aviation Organization

R/T   : Radiotelephony

DEFINITIONS

Accent. A distinctive pronunciation of a language which is usually associated with a geographical region (for first language speakers) or with the phonological influence of another mother tongue (for second or foreign language speakers). All speakers of all languages have an accent.

Administration. The date or period during which a test takes place.

Or

Administration. The actions involved in the delivery of a test to a group of candidates under specified conditions. Specifications might include registration procedures, instructions for candidate seating arrangements, equipment needed, time parameters for each test task, etc.

Administrator A suitably qualified and trained person who is assigned to assess rater performance on IELP testing and testing process.

ACO Air Communication Officer

ATC Air Traffic Controller

ATO Approved Training Organization

Cue. The spoken input from an audio recording or a live interlocutor which requires the candidate in an oral test to provide a spoken response.

Descriptor. A brief description accompanying a band on a rating scale, which summarizes the degree of proficiency or type of performance expected of a candidate to achieve that particular score. The band may contain several descriptors.

Dialect. A distinctive variety of a language, usually associated with social or geographical distinctions, which is characterized by differences in accent, vocabulary and grammar with regard to other varieties of the same language.

Discrete item. A test item which is not linked to any other item in the same test.

Formulaic speech. A restricted or coded use of language comprising fixed standard phrases or lexical and syntactical routines, developed either by consensus for highly repetitive communications (e.g. everyday exchanges of greetings) or formally prescribed for special or professional purposes.

(ICAO standardized phraseology is an example of formally prescribed formulaic speech.)

Interlocutor. A suitably qualified and trained person with whom a candidate interacts during a test in order to complete a

speaking task.

Inter-rater reliability. The consistency or stability of scores between different raters.

Intra-rater reliability. The consistency or stability of scores given by a single rater to the same performances at different moments in time.

Item. Each testing point in a test which is given a separate mark.

Language proficiency skills. The knowledge and abilities which impact on the capacity of a given individual to communicate spontaneously, accurately, intelligibly, meaningfully and appropriately in a given language. Note.— Six individual skills are identified in the ICAO Rating Scale.

Operational language assessment. (A term specific to ICAO Doc 9835). The assessment of language proficiency using a procedure developed for a different purpose (for example during a flight check or ATC exam). Such assessments however must be carried out in accordance with recognized principles of language testing best practice.

Operational rater or **Operational administrator.** A rater/administrator whose assessment will focus not only on the linguistic features of a candidate's performance but also on the appropriateness of a candidate's performance in a test with regard to professional standards and procedures (compare with "language rater/administrator"). Note.— Knowledge of operational procedures is not tested in language tests.

Passing score. The lowest acceptable score in a test. Candidates scoring below the pass mark fail the test.

Plain language. The spontaneous, creative and non-coded use of a given natural language.

Note 1. — Plain language shall be used "only when standardized phraseology cannot serve an intended transmission" (Annex 10, Volume II, 5.1.1.1).

Note 2. — The choice of the term "plain" originated from existing ICAO documentation at the time of the formulation of language proficiency requirements and was preferred to other test-taker terms such as "general", "common", "extended" or "natural".

Note 3. — There is no intended association of this usage with the "Plain English" movement in the United Kingdom and the United States which aims to provide an alternative to unnecessarily complicated language by government, business and other authorities.

Rate. To assign a score or mark to a candidate's performance in a test using a subjective assessment.

Note.— The potential for unreliability induced by individual subjectivity is countered by providing initial and maintenance training of raters, regular reference to a standard rating scale and the use of multiple raters.

Rater. A suitably qualified and trained person who assigns a score to a candidate's performance in a test based on a judgment usually involving the matching of features of the performance to descriptors on a rating scale.

Rating scale. A scale consisting of several ranked categories used for making judgments of performance. They are typically accompanied by band descriptors which make their interpretation clear.

Register. A style of speech (involving distinctive vocabulary, syntax, speech rate, etc.) that is adopted by the speaker to be appropriate for a given situation or activity.

Reliability. The consistency or stability of the measures from a test.

Response. The candidate's linguistic performance elicited by the input of a test item (e.g. an answer to a question).

Score or **mark.** The numerical or coded result of a candidate's performance in a test enabling comparisons to be made with regard to other candidates of the same test or with regard to a fixed standard.

Specialized language testing. The assessment of language proficiency using procedure which has been developed for that purpose alone and in accordance with recognized principles of language testing best practice.

Test construct. A hypothesized ability or mental trait which cannot necessarily be directly observed or measured, for example, in language testing, listening ability. Language tests attempt to measure the different constructs which underlie language ability.

Test delivery. The physical means by which test input is made available to the test-taker during test administration (e.g. paper documents, computer screen, audio sound-source, face-to-face encounter, etc.).

Testing system. A combination of all provisions for administrating a given test, including the test materials, but also the organization of test maintenance, test delivery, rating and marking.

Test maintenance. The activities of a testing organization intended to preserve the reliability, validity and security of the test over time. These activities include monitoring test results and rater reliability, designing and trialing new test items, issuing new versions of the test, reviewing instructions for test administrators, etc.

Test objective. The language behaviors for which a test requires candidates to demonstrate their ability.

Test-taker or **Candidate.** The person who is tested.

Test task. The combination of a single rubric and the associated cue(s) and response(s).

Test user. The persons or institutions making use of a test and to whom test results are made available in order to inform choices or actions.

Validate. To undertake actions during test development and test maintenance that demonstrate the validity of a test.

Validity. The extent to which scores on a test enable inferences to be made about language proficiency which are appropriate, meaningful and useful given the purpose of the test.

Washback effect. The influence of the format or content of tests or examinations on the methods and content of teaching and learning leading up to the assessment.

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CHAPTER 1

GENERAL

1.1. Applicability

This Staff Instruction prescribes responsibilities guidance to be used by the Directorate General of Civil Aviation (DGCA) for evaluating ICAO English Language Proficiency. This part prescribes:

a. The requirements for Air Traffic Controller, Aeronautical Communication Officers, and Pilots on ICAO English Language Proficiency.

b. The Procedure for conducting ICAO English Language Proficiency test.

c. The Guidance to conduct Surveillance of IELP test rater, IELP test provider, and IELP test procedure.

d. The Procedure for Validations of IELP certificate for foreign licenses.

A test taker for a license or rating shall meet the requirements of this part.

1.2. Introduction

All Air Traffic Controllers, Aeronautical Communication Officers, and Pilots engaged in or in contact with international and domestic flights must be proficient in the English language as a general spoken medium and not simply have a proficiency in standard ICAO Radio Telephony Phraseology. Those who do not have English proficiency must acquire it, or risk removal from international flight routes.

To meet the language proficiency requirements, Allof test taker for Air Traffic Controllers, Aeronautical Communication Officers and Flight Crew License or a License holder shall demonstrate compliance with the holistic descriptors in Appendix 1 to Annex 1 and with the ICAO Operational Level (Level 4) of the ICAO English Language Proficiency Rating Scale in APPENDIX A to Annex 1.

In DGCA of the Republic of Indonesia, the regulatory office for the implementation of ICAO English Language Proficiency refers to Directorate of Airworthiness and Aircraft Operations or Directorate of Air Navigation.

Each approved testing facility / organization should be established quality control system specifically to monitoring testing team qualification, standard facilities and record-keeping

Each approved testing facility / organization should have dedicated rater team

1.3. Regulatory References

a. ICAO Annex 1, Personnel Licensing. Amendment 173, Eleventh Edition, July 2011.
b. ICAO Doc 9379, Manual of Procedures for Establishment and Management of a State's Personnel Licensing System, Second Edition, 2012.
c. ICAO Doc 9432, Manual of Radiotelephony
d. ICAO Doc 9835, Manual on the Implementation of ICAO English Language Proficiency Requirements. Second Edition, 2010.
e. CASR Part 61
f. CASR Part 69

CHAPTER 2

ICAO ENGLISH LANGUAGE PROFICIENCY STANDARD

2.1. ICAO English Language Proficiency Scale

ICAO grades English language performance on a scale from 6 (highest) to 1 (lowest):

Level 6:	Expert
Level 5:	Extended
Level 4:	Operational
Level 3:	Pre-operational
Level 2:	Elementary
Level 1:	Pre-elementary

In order to conform with the ICAO English Language Proficiency requirements, Pilots, Air Traffic Controllers and all others who use English in radiotelephony communication on international and domestic routes must be at ICAO English Language Level 4 (Operational) or above. An individual must demonstrate proficiency at Level 4 in all six categories in order to receive a Level 4 rating.

The language proficiency of Flight Crew, ACO and ATC who demonstrate proficiency below the Expert Level (Level 6) shall be formally evaluated at intervals in accordance with an individual's demonstrated proficiency level, as follows:

a) Those demonstrating language proficiency at the Operational Level (Level 4) should be evaluated at least once every three years; and

b) Those demonstrating language proficiency at the Extended Level (Level 5) should be evaluated at least once every six years.

Those who fail may not be licensed to operate on international and domestic routes, so even if a pilot, ATC, and ACO achieves Level 4 once, further English training may be needed to maintain this level of proficiency.

2.2. Explanation of Rating Scale Description (Level 3 and Above)

The following explanations of the ICAO Rating Scale descriptors focus on Level 3 (Pre-operational), Level 4 (Operational), Level 5 (Extended) and Level 6 (Expert).

1. Pronunciation

The six levels of pronunciation descriptors are applicable at all levels to native and non-native speakers. This implies that native English speakers may demonstrate Elementary Level 2 proficiency if their regional dialect is so localized that it is not readily understood by those outside of that particular region.

On the other hand, speakers whose speech patterns clearly identify them as non-native speakers (having a so-called "accent") may demonstrate Expert Level 6 proficiency, as long as this meets the criterion of "almost never" interfering with ease of understanding.

Pre-operational 3:	*Operational 4:*	*Extended 5:*	*Expert 6:*
Pronunciation, stress, rhythm and intonation are influenced by the first language or regional variation and frequently interfere with ease of understanding.	*Pronunciation, stress, rhythm and intonation are influenced by the first language or regional variation, but only sometimes interfere with ease of understanding.*	*Pronunciation, stress, rhythm and intonation, though influenced by the first language or regional variation, rarely interfere with ease of understanding.*	*Pronunciation, stress, rhythm and intonation, though possibly influenced by the first language or regional variation, almost never interfere with ease of understanding.*
Accent at this Pre-operational Level 3 is so strong as to render comprehension by an international	Operational Level 4 speakers demonstrate a marked accent, or localized regional variety of English. Occasionally, a proficient listener	Extended Level 5 speakers demonstrate a marked accent, or localized regional variety of English, but one which rarely	An Expert Level 6 speaker may be a speaker of English as a first language with a widely understood dialect or may be

community of aeronautical radiotelephony users very difficult or impossible. It should be noted that native or second-language speakers may be assessed at this level in cases where a regional variety of the language has not been sufficiently attenuated.	may have to pay close attention to understand or may have to clarify something from time to time. Operational Level 4 is certainly not a perfect level of proficiency; it is the minimum level of proficiency determined to be safe for air traffic control communications. While it is not an Expert level, it is important to keep in mind that pronunciation plays the critical role in aiding comprehension between two non-native speakers of English.	interferes with how easily understood their speech is. They are always clear and understandable, although, only occasionally, a proficient listener may have to pay close attention.	a very proficient second-language speaker, again with a widely used or understood accent and/or dialect. The speakers' accent or dialect may or may not identify them as second-language users, but the pronunciation patterns or any difficulties or "mistakes" almost never interfere with the ease with which they are understood. Expert speakers are always clear and understandable.

2. Structure

Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task. Users may refer to the communicative aeronautical language functions, to the list of controller communicative tasks and to the classification of basic and complex structures in Appendix B to ICAO Doc 9835 for guidance. Language teaching specialists generally categorize grammatical errors into two classes: "global" and "local". Global errors are those which interfere with meaning; local errors are those which do not interfere with meaning.

Pre-operational 3:	*Operational 4:*	*Extended 5*:	*Expert 6:*
Basic grammatical structures and	*Basic grammatical*	*Basic grammatical*	*Both basic and complex*

sentence patterns associated with predictable situations are not always well controlled. Errors frequently interfere with meaning.	*structures and sentence patterns are used creatively and are usually well controlled. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning.*	*structures and sentence patterns are consistently well controlled. Complex structures are attempted but with errors which sometimes interferes with meaning.*	*grammatical structures and sentence patterns are consistently well controlled.*
A weak command of basic grammatical structures at this level will limit available range of expression or result in errors which could lead to misunderstandings.	Operational Level 4 speakers have good command of basic grammatical structures. They do not merely have a memorized set of words or phrases on which they rely but have sufficient command of basic grammar to create new meaning as appropriate. They demonstrate local errors and infrequent global errors and communication is effective overall. Level 4 speakers will not usually attempt	Extended Level 5 speakers demonstrate greater control of complex grammatical structures than do Operational Level 4 speakers and may commit global errors from time to time when using complex structures. The critical difference between the Level 4 and Level 5 requirements concerns the use of basic grammatical structures and sentence patterns	Expert Level 6 speakers do not demonstrate consistent global structural or grammatical errors but may exhibit some local errors.

	complex structures, and when they do, quite a lot of errors would be expected resulting in less effective communication.	compared to the use of complex structures (see the glossary of basic and complex structures in Appendix B, Part IV). At Level 5, the structure descriptors refer to consistent control of basic structure, with errors possibly occurring when complex structures and language are used. There is actually a big jump between Level 4 and Level 5. Level 5 speakers will have a more sophisticated use of English overall, but will exhibit some errors in their use of complex language structures, but not in their basic structure	

		patterns.	

3. Vocabulary

Vocabulary includes individual words and fixed expression. Vocabulary can be classified by the domains of meaning to which it refers. A partial list of vocabulary domains related to aviation communications is found in Appendix B to ICAO Doc 9835. While memorizing phraseologies is neither an acceptable means of demonstrating language proficiency nor an effective or recommended language learning strategy, it is undeniable that *context* is a relevant factor in language proficiency. Therefore, learning or testing that focuses on, or is designed to elicit vocabulary related to, aeronautical radiotelephony communications is preferable.

Pre-operational 3: *Vocabulary range and accuracy are often sufficient to communicate on common, concrete or work-related topics, but range is limited and the word choice often inappropriate. Is often unable to paraphrase successfully when lacking vocabulary.*	*Operational 4: Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete and work-related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances.*	*Extended 5: Vocabulary range and accuracy are sufficient to communicate effectively on common, concrete and work-related topics. Paraphrases consistently and successfully. Vocabulary is sometimes idiomatic.*	*Expert 6: Vocabulary range and accuracy are sufficient to communicate effectively on a wide variety of familiar and unfamiliar topics. Vocabulary is idiomatic, nuanced and sensitive to register.*
Gaps in vocabulary	An Operational	Extended	Level 6 speakers

knowledge and/or choice of wrong or non-existent words are apparent at this level. This has a negative impact on fluency or results in errors which could lead to misunderstandings. The frequent inability to paraphrase unknown words or in the process of clarification makes accurate communication impossible.	Level 4 speaker will likely not have a well-developed sensitivity to register (see glossary on page (ix)). A speaker at this level will usually be able to manage communication on work-related topics, but may sometimes need clarification. When faced with a communication breakdown, an Operational Level 4 speaker can paraphrase and negotiate meaning so that the message is understood. The ability to paraphrase includes appropriate choices of simple vocabulary and considerate use of speech rate and pronunciation.	Level 5 speakers may display some sensitivity to register, with a lexical range which may not be sufficient to communicate effectively in as broad a range of topics as an Expert Level 6 speaker, but a speaker with Extended proficiency will have no trouble paraphrasing whenever necessary.	demonstrate a strong sensitivity to register. Another marker of strong proficiency seems to be the acquisition of, and facility with, idiomatic expressions and the ability to communicate nuanced ideas. As such, use of idioms may be taken into account in assessment procedures designed to identify Level 6 users in a non-radiotelephony context. This is not however intended to imply that idiomatic usages are a desirable feature of aeronautical radiotelephony communications. On the contrary, use of idioms is an obstacle to intelligibility and mutual understanding between non-expert users and should therefore be avoided by all users in this environment.

4. Fluency

For our purposes, fluency is intended to refer to the naturalness of the flow of speech production, the degree to which comprehension is hindered by any unnatural or unusual hesitancy, distracting starts and stops, distracting fillers (em ... huh ... er ...) or inappropriate silence. Levels of fluency will be most apparent during longer utterances in an interaction. They will also be affected by the degree of expectedness of the preceding input which is dependent on familiarity with scripts or schemata described in ICAO Doc 9835, Chapter 3.

Pre-operational 3:	*Operational 4:*	*Extended 5:*	*Expert 6:*
Produces stretches of language, but phrasing and pausing are often inappropriate. Hesitations or slowness in language processing may prevent effective communication. Fillers are sometimes distracting.	*Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Can make limited use of discourse markers or connectors. Fillers are not distracting.*	*Able to speak at length with relative ease on familiar topics but may not vary speech flow as a stylistic device. Can make use of appropriate discourse markers or connectors.*	*Able to speak at length with a natural, effortless flow. Varies speech flow for stylistic effect, e.g. to emphasize a point. Uses appropriate discourse markers and connectors spontaneously.*
The slowness of speech flow at this level is such that communication lacks concision and efficiency. Long silent	Speech rate at this level may be slowed by the requirements of language processing, but remains fairly constant and	Rate of speech and organization of discourse at this level approach natural fluency. Under appropriate circumstances,	Fluency at this level is native-like or near native-like. It is notably characterized by a high degree of flexibility in

pauses frequently interrupt the speech flow. Speakers at this level will fail to obtain the professional confidence of their interlocutors.	does not negatively affect the speaker's involvement in communication. The speaker has the possibility of speaking a little faster than the ICAO recommended rate of 100 words per minute if the situation requires (Annex 10, Volume II, 5.2.1.5.3 b)).	rates significantly higher than the ICAO recommended rate of 100 words per minute can be achieved without negatively affecting intelligibility.	producing language and in adapting the speech rate to the context of communication and the purposes of the speaker.

5. Comprehension

This skill refers to the ability to listen and understand. In air traffic control communications, pilots rely on the clear and accurate information provided to them by controllers for safety. It is not sufficient for air traffic controllers to be able to handle most pilot communications; they must be ready for the unexpected. Similarly, pilots must be able to understand air traffic controller instructions, especially when these differ from what a pilot expects to hear. It is during complications in aviation that communications become most crucial, with a greater reliance upon plain language. While comprehension is only one out of six skills in the Rating Scale, it represents half of the linguistic workload in spoken communications.

Pre-operational 3:	*Operational 4:*	*Extended 5:*	*Expert 6:*
Comprehension is often accurate on common, concrete and work-related topics when the accent or variety used is sufficiently intelligible for an international	*Comprehension is mostly accurate on common, concrete and work-related topics when the accent or variety used is sufficiently intelligible for an*	*Comprehension is accurate on common, concrete and work-related topics and mostly accurate when the speaker is confronted with a linguistic or situational complication or an*	*Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties.*

community of users. May fail to understand a linguistic or situational complication or an unexpected turn of events.	*international community of users. When the speaker is confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or require clarification strategies.*	*unexpected turn of events. Is able to comprehend a range of speech varieties (dialect and/or accent) or registers.*	
Level 3 comprehension is limited to routine communications in optimum conditions. A pilot or controller at this level would not be proficient enough to understand the full range of radiotelephony communications, including unexpected events, substandard speech behaviors or inferior radio reception.	As with all Operational Level 4 descriptors, comprehension is not expected to be perfectly accurate in all instances. However, pilots or air traffic controllers will need to have strategies available which allow them to ultimately comprehend the unexpected or unusual communication. Unmarked or complex textual relations are occasionally misunderstood or missed. The descriptor of Operational Level 4 under "Interactions"	Level 5 users achieve a high degree of detailed accuracy in their understanding of aeronautical radiotelephony communications. Their understanding is not hindered by the most frequently encountered non-standard dialects or regional accents, nor by the less well-structured messages that are associated with unexpected or stressful events.	Level 6 users achieve a high degree of detailed accuracy and flexibility in their under-standing of aeronautical radiotelephony communications regardless of the situation or dialect used. They further have the ability to discern a meaning which is not made obvious or explicit ("read between the lines"), using tones of voice, choice of register, etc., as clues to unexpressed meanings.

clarifies the need for clarification strategies. Failure to understand a clearly communicated unexpected communication, even after seeking clarification, should result in the assignment of a lower proficiency level assessment.			

6. Interactions

Because radiotelephony communications take place in a busy environment, the communications of air traffic controllers and pilots must not only be clear, concise and unambiguous, but appropriate responses must be delivered efficiently and a rapid response time is expected. The interactions skill refers to this ability, as well as to the ability to initiate exchanges and to identify and clear up misunderstandings.

Pre-operational 3:	*Operational 4:*	*Extended 5:*	*Expert 6:*
Responses are sometimes immediate, appropriate and informative. Can initiate and maintain exchanges with reasonable ease on familiar topics and in predictable situations. Generally inadequate when dealing with an	*Responses are usually immediate, appropriate and informative. Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deals adequately with apparent misunderstandings by checking, confirming or clarifying.*	*Responses are immediate, appropriate and informative. Manages the speaker/listener relationship effectively.*	*Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues and responds to them appropriately.*

unexpected turn of events.			
The interaction features at this level are such that communication lacks concision and efficiency. Misunderstandings and non-understandings are frequent leading to possible breakdowns in Communication. Speakers at this level will not gain the confidence of their interlocutors.	A pilot or air traffic controller who does not understand an unexpected communication must be able to communicate that fact. It is much safer to query a communication, to clarify, or even to simply acknowledge that one does not understand rather than to allow silence to mistakenly represent comprehension. At Operational Level 4, it is acceptable that comprehension is not perfect 100 per cent of the time when dealing with unexpected situations, but Level 4 speakers need to be skilled at checking, seeking confirmation, or clarifying a situation or communication.	Interactions at this level are based on high levels of comprehension and fluency. While skills in checking, seeking confirmation and clarification remain important, they are less frequently deployed. On the other hand speakers at this level are capable of exercising greater control over the conduct and direction of the conversation.	Expert speakers display no difficulties in reacting or initiating interaction. They are additionally able to recognize and to use non-verbal signs of mental and emotional states (for example, intonations or unusual stress patterns). They display authority in the conduct of the conversation.

2.3. DGCA Administrator

Authorization of DGCA Administrator is given by Director General in accordance with the duties & responsibilities mentioned below:

a. DGCA uses the services of DGCA Administrator to evaluate raters and the appropriate implementation of IELP testing process.
b. DGCA Administrator as a supervisor for the designated raters shall have training and experience in the specialty of IELP.
c. Evaluation reports of the rater assessment shall be submitted to the DGCA.

1. Qualifications & Experience

a. Shall have at least level 5 of the IELP rating scale.

b. Has attended rater training.

c. Minimum 3 (three) year experience as IELP Rater (applicable only for external contracting assignment/other than DAAO Inspector)

d. Possess language training experience.

e. Possess aviation English communication and aviation knowledge.

2. Duration of assignment

Duration of the assignment of DGCA Administrator is for a period of 2 (two) year.

3. Functions, Duties & Responsibilities of DGCA Administrator

(1) Evaluate IELP Examination Reports, submitted by Raters for issuance or renewal IELP certificate by Director General.
(2) Recommend training requirements of IELP Raters.
(3) Submit pertinent language related information to DGCA when justified by operational concerns.
(4) Coordinate and conduct periodic meetings with Raters.

(5) Supervise overall examination facility by DGCA & suggest or recommend any improvement to equipment, procedures; etc.

(6) Review and evaluate IELP examinations report of all IELP examinations conducted by IELP Rater.

(7) Evaluate to the DGCA suspension or cancellation of IELP Rater designation& reinstatement as and when desired.

(8) Attend local or overseas training programs or familiarization visits organized by DGCA.

(9) Conduct training for all rater

(10) Submit Audit plan to DGCA before the beginning of the year for approval.

CHAPTER 3

TESTING TEAM QUALIFICATION

3.1. General

Director General may appoint IELP testing team. Guidance on the required qualifications for test development, design and administration teams that conduct IELP test is provided below. Within a testing team, the same person may possess several areas of expertise or play several roles. The testing team should include test designers, developers, administrators, interlocutors and raters.

3.2. Familiarity with DGCA and ICAO Documentation

All members of the testing team should be familiar with the Regulation regarding ICAO English Language Proficiency and following ICAO publications:

a) The relevant Standards and Recommended Practices of ICAO Annex 1;
b) Holistic descriptors stated on Appendix 1 to ICAO Annex 1
c) ICAO Rating Scale (APPENDIX A to ICAO Annex 1),
d) ICAO Doc 9835 Manual on the Implementation of ICAO Language Proficiency Requirements; and
e) ICAO Doc 9432 Manual of Radiotelephony.

3.3. Test Design and Development Team

The ATO appoint test design and development team which includes individuals with the operational, language test development, and linguistic expertise described below:

1. Operational expertise:
    a) Radiotelephony experience as a Pilot, air traffic controller or aeronautical station operator;
    b) Experience in aeronautical operations and procedures and working knowledge of current practices.

2. Language test development expertise:
    a) Specialization in language test development through training, education or work experience;

b) Working knowledge of the principles of best practice in language test development.

3. Linguistic expertise:
   a) working knowledge of the principles of theoretical and applied linguistics;
   b) working knowledge of the principles of language learning;
   c) Experience in aviation language teaching.

   NOTE : A test design and development team that includes all the above types of expertise offers the best foundation for a successful test development project.

3.4. Test Administration Team

1. Test administration team, include test administrators and interlocutors.
2. Test administrators (the people who supervise and manage the administration of tests) and interlocutors should have a working knowledge of the test administration guidelines published by the test organization.
3. Interlocutors should demonstrate language proficiency of at least ICAO Extended Level 5 in the language to be tested and proficiency at Expert Level 6 if the test is designed to assess ICAO Level 6 proficiency.
4. Interlocutors should have successfully completed initial interlocutor training.
5. Interlocutors should successfully complete recurrent interlocutor training at least once each year.
6. Interlocutors should have appropriate aviation operational or language testing expertise, or both.

3.5. Rater Teams

1. The ATO appoint rater team to conduct IELP test. The rater team should consist of at least two raters to evaluate language tests: one with operational expertise and the other with language specialist expertise.

   a. **Operational expertise**
   The involvement of operational experts such as pilots, controllers and flight raters or raters in the rating process will add operational integrity to the process. Operationally experienced raters can also

assist by making informed judgments from an operational perspective on such aspects of language use as conciseness (exactness and brevity) in speech and intelligibility of accents and dialects that are acceptable to the aeronautical community.

b. Language specialist expertise

Because language testing for licensing requirements will have an impact on the professional careers of the test-takers as well as the reputations of operators and service providers and, ultimately, the safety of passengers and flight crews, test raters should be able not only to correctly interpret the descriptors of the Rating Scale but also to accurately identify strengths and weaknesses in a test-taker's performance. Only qualified language specialists serving as raters can identify and describe these strengths and weaknesses.

2. The credibility of test result will be under the responsibility of the qualified language specialist as described in paragraph 3.5.1.b. The language specialist will sign the test report as first rater and send to DGCA for license issuance.

3. In order to credibly and effectively evaluate test-takers language proficiency, raters should at least demonstrate the highest level of proficiency that test takers can achieve during assessment. It means that Raters should demonstrate language proficiency of at least ICAO Extended Level 5 in the language to be tested. If the test is designed to assess ICAO Level 6 proficiency, raters should demonstrate language proficiency at ICAO Expert Level 6.

Why it is important. To ensure safety, pilots and air traffic controllers expect the raters and administrators that assess them during operational training, and periodically thereafter, to meet stringent requirements. The assessment of language proficiency should follow the same practice given the high stakes involved. In addition, test-takers may question the validity and reliability of the test and testing process if they have doubts concerning the credibility and qualifications of the rater.

4. Raters should demonstrate language proficiency of at least ICAO Extended Level 5 in the language to be tested and proficiency at Expert Level 6 if the test is designed to assess ICAO Level 6 proficiency.

5. Raters should be familiar with Aviation English and with any vocabulary and structures that are likely to be elicited by test prompts and interactions and it is because communication between pilots and controllers is highly specialized, it includes terms that are specific to aviation (approach fix, hold position, etc.) as well as everyday words and structures that have singular and distinctive meanings for pilots and controllers (e.g. approach, cleared). A rater who is unfamiliar with these terms may be confused or distracted by them during a test interaction, similarly, a rater who does not understand how pilots and controllers interact with each other may have difficulty comprehending statements made by test-takers. In cases such as these, the rater may be unable to effectively evaluate the language proficiency of test-takers in this environment. The rater training process should include an aviation familiarity component, so that raters can comprehend, as much as their role requires, technical aspects of the language they will hear during tests.

6. Raters should have successfully completed initial rater training.

7. Raters should successfully complete recurrent rater training at least once each year.

8. Rater will be appointed by Director General based on assessment and evaluation report of DGCA Administrator.

9. The authorization of IELP rater has no expiration date otherwise fail to maintain a currency or terminated, suspended or revoked by Director General.

3.6. Recognized Rater Training Provider

DGCA will recognize any Rater Training Provider according to Chapter 4 ICAO Circular 323.

3.7. Applicable Form

No	Form Number	Title
1.	DGCA Form No. 68-01	Form Application for IELP Rater Designation
2.	DGCA Form No. 68-02	Designated IELP Rater Certificate
3.	DGCA Form No. 68-07	Form Rater Assessment Checklist

CHAPTER 4

TESTING PROCESS

4.1 DELIVERY METHOD

Speaking and listening proficiency tests can be delivered through direct or semi-direct testing. The primary difference between direct and semi-direct testing techniques lies in how speech samples are elicited, that is, in how the "prompts to speak" are delivered to the test-taker. Direct speaking tests involve face-to-face or telephonic interactions between the test-taker and the interlocutor, who may also serve as a rater. In semi-direct testing, test prompts and questions are pre-recorded, and test-takers' responses are recorded for evaluation at a different time and in some cases a different place.

Despite their different attributes, both live and recorded testing procedures share a common purpose: the direct assessment of an individual's speaking and interactive abilities.

1. **Direct Testing**

   In direct testing procedures, the test-taker interacts with a "live" interlocutor, who may also be a rater. The person-to-person interaction in a direct testing procedure may be directly observed and assessed in real time by a rater or can be recorded for subsequent rating. Test-takers are asked to perform language tasks based on a set of elicitation prompts. A prompt may be a question asked by, or a topic given by, an interlocutor. The test-taker may be asked, for example, to engage in a conversation-like interview with the interlocutor or to perform in a role-play.

   Note.
   One benefit of direct testing is that the test tasks can be made more natural or more communicative because the test-takers interact with an interlocutor. Another benefit of direct testing is that, because each test is a unique interaction between the tester and the test-taker, there is an infinite supply of test prompts available. For example, if a test-taker mentions during a test that his father is an air traffic controller, the

interlocutor could ask the test-taker questions related to that information — questions which the interlocutor may not ask any other test-taker. In a direct test, there is also less likelihood of a test-taker responding with rehearsed speech samples in an effort to convince an rater of a higher level of proficiency than actually attained.

Direct tests require particular attention to the standardization of design and administration procedures, notably with regard to the management of time, the nature and content of language input and overall interlocutor behavior. This is to avoid any bias that may inadvertently arise due to the human element of the test interaction. For example, an interlocutor may, without realizing it, ask more demanding questions of one test-taker than another; or one interlocutor may speak more clearly or more slowly than another interlocutor.

Because direct testing requires person-to-person interactions, the administration or delivery of the test tends to be more time-consuming and human resource-intensive than semi-direct testing.

2. Semi-direct Testing

In semi-direct testing, speech samples are elicited through pre-recorded and thereby standardized prompts. This is a significant benefit in that every test-taker receives the same or similar prompts, facilitating fairness. Another advantage of semi-direct testing is that the test can be administered in an audio or computer laboratory so that a larger number of test-takers can be tested at the same time.

Note.
However, the inflexibility arising from the use of standardized, pre-recorded prompts may result in an important limitation in the scope of evaluation available to semi-direct tests. This limitation may be particularly critical in the ability of the test to assess the full range of abilities covered by the "interactions" descriptors of the ICAO Rating Scale. Role-plays and simulations conducted in this mode may be short, unnatural and restricted to the most routine aspects of language use.

4.2   Test Design and Construct

The test should be designed to assess speaking and listening proficiency in accordance with each component of the ICAO English Language Proficiency Rating Scale and the holistic descriptors stated on Appendix C of CASR 61 and CASR 69.

1. A definition of test purpose that describes the aims of the test and the target population should be accessible to all decision-makers.

    What it means. Different tests have different purposes and different target populations. If an existing test is being considered, it is important that the organization offering the test clearly describes the purpose of the test and the population of test-takers for whom the test was developed.

    Why it is important. A clear definition of test purpose and target population is a necessary starting point for evaluating the appropriateness of a test. The purpose and target population of a planned test influence the process of test development and test administration. For example, a test designed to evaluate the proficiency of *ab initio* pilots may be very different from a test developed for experienced or professional pilots; likewise, a test designed to measure pilots' or controllers' progress during a training program may be inappropriate as a proficiency test for licensing purposes.

2. A description and rationale for test construct and how it corresponds to the ICAO English Language Proficiency requirements should be accessible to all decision-makers in plain, layperson language.

    What it means. There are different approaches to proficiency testing for speaking and listening. Test developers should document the reasons for their particular approach to testing, in language that is comprehensible to people who are not experts in language test design.

    Why it is important. A description of the test structure and an easy-to-understand explanation of reasons for the test structure is one form of evidence that it is an appropriate tool for evaluating language proficiency for the ICAO requirements for a given context.

Additional information. See paragraph 4.2 for more explanation of the issues related to aviation language testing.

3. The test should comply with principles of good practice and a code of ethics as described in Chapter 6 of ICAO Doc 9835.

What it means. It is important for test developers to comply with a recognized code of good practice and ethics.

Why it is important. Aviation language testing is an unregulated industry and has very high stakes. A documented code of good practice and ethics, along with evidence that the organization is adhering to that code, serves as an important stop gap in an unregulated system.

4. The test should not focus on discrete-point items, on grammar explicitly or on discrete vocabulary items.

What it means. Discrete-point items are individual test questions which are presented out of context. Examples are a vocabulary test in which test-takers are asked to provide definitions for a list of words, and a grammar test in which test-takers are asked to provide the past-tense forms of a list of irregular verbs. Discrete-point tests, also referred to as indirect tests, do not test language skills directly. Instead, they test individual, specific features of the language thought to underlie language skills. That is, they test knowledge about grammar, vocabulary, pronunciation, etc. This type of test is not appropriate for assessing aviation language proficiency.

Why it is important. The ICAO language provisions focus on the ability to use the language. Discrete-point tests do not evaluate a person's ability to use the language. Furthermore, test-takers who perform well on such tests often perform poorly on tests in which they actually have to use the language.

Additional information. There are a number of different ways knowledge about language is tested, for example:

a) multiple-choice questions in a series of unrelated sentences;
b) identification of an error in a sentence; or
c) Written translation exercises.

For many people such tests have the advantage of being objective because they give a numerical score. However, the supposed objectivity of multiple-choice tests must be questioned in consideration of the choice of the particular items and questions selected for the test. It may be asked, why were they selected from the infinite number of potential items available? In other words, why were test-takers asked to define certain words, or why were they tested on the use of a particular tense but not on their ability to ask clarifying questions?

Speaking and listening tests, on the other hand, refer to a scale of proficiency rather than a numerical score. The rating scale describes levels of proficiency which a panel of trained raters can use to assign the test-taker a level on a rating scale.

The more directly a test performance is related to target performance, the more a test can be considered a proficiency test. For example, test administrators interested in an individual's speaking skills should arrange for an assessment of that individual's performance on a speaking task. Using this approach, speaking skills may be directly assessed during an interview or conversation or role-play, or are based on a recorded sample of actual speech.

The goal of a proficiency test is to assess the appropriateness and effectiveness of communication rather than grammatical accuracy. Grammatical accuracy should be considered only so far as it has an impact on effective communication, but evaluating an individual's grammatical knowledge should not be the objective of the test.

5. If comprehension is assessed through a specific listening section with individual items, it should not be done to the detriment of assessing interaction.

   What it means. Some language tests evaluate listening during an oral interaction such as a conversation, interview or role-play. Other language tests evaluate listening separately, in some cases via a series of individual listening items. An example of an individual listening item, in the aviation language context, might require a test-taker to listen to a pre-recorded conversation between ATC and a flight crew to identify relevant pieces of information.

Why it is important. A separate listening test can provide information about comprehension independent of a person's ability to interact. In such tests, the communication is one-way, and the test-taker does not have to participate in the way that is required by a conversation, role-play or other interaction.

Additional information. It is important for the ATO to validate the method it uses to evaluate comprehension.

6. Proficiency tests that are administered directly may use face-to-face communication in some phases of the delivery but should include a component devoting time to voice-only interaction.

What it means. Voice-only interaction is an important characteristic of aeronautical radiotelephony communications; when a pilot and a controller interact, they cannot see each other. Directly administered proficiency tests should simulate this condition of "voice only" in at least a portion of the test.

Why it is important. When two people interact face-to-face, they use non-verbal cues (information other than words) to IELP them understand each other's messages. People's facial expressions, their body language and the gestures they make with their hands often communicate important information. Aeronautical radiotelephony communications do not benefit from such non-verbal cues; all radiotelephony communications are conveyed through words alone, which can be more difficult to interpret than face-to-face communication.

Additional information. In a test that is administered directly, voice-only interaction can be facilitated by means of a telephone or headset via which the interlocutor and test-taker communicate while positioned in such a way that they cannot see each other.

7. The test should be specific to aviation operations.

What it means. Tests should provide test-takers with opportunities to use plain language in contexts that are work-related for pilots and air traffic controllers in order to demonstrate their ability with respect to each descriptor in the Rating Scale and the holistic descriptors.

Why it is important. The ICAO English Language Proficiency Requirements (LPRs) refer to the ability to speak and understand the language used for radiotelephony communications. It is important that flight crews and air traffic controllers be proficient in the use of plain language used within the context of radiotelephony communications in order to communicate safely on any operational issue that may arise.

Additional information. ICAO language provisions require proficiency in the use of standardized phraseology and in the use of plain language. The assessment of standardized phraseology is an operational activity, not a language proficiency assessment activity. While an aviation language test may include phraseology to introduce a discussion topic or make interaction meaningful to the test-taker, it is important that tests elicit a broad range of plain language and not be limited to tasks that require standardized phraseology. The focus of a language proficiency test for compliance with ICAO requirements should be on plain language.

The idea of a work-related context can be interpreted in different ways. The narrow view would seek to replicate radiotelephony communications including both phraseology and plain language, as closely as possible. The broad view would elicit samples of interaction and comprehension on those topics occurring in radiotelephony communications without resorting to replicating radiotelephony communications. These could be of a general piloting and controlling nature and involve question and answer routines, short reports or problem-solving exchanges, or briefings and reports.

A further step toward providing test-takers with a familiar aviation-related context would be to customize the tests for controllers or pilots. Thus, controllers would have the possibility of taking tests using or referring to a tower, approach or en-route environment; similarly, pilots would be able to take tests using or referring to an approach procedure. These should be seen as adaptations in the interest of the comfort of the test-taker, not as specialized tests of distinct varieties of language proficiency.

8. It is acceptable that a test contains a scripted task in which phraseology is included in a prompt, but the test should not be designed to assess phraseology.

What it means. An aviation language proficiency test has different aims than a phraseology test. While an aviation language test can include some phraseology as prompts or scene setters, the purpose of the test is to assess plain language proficiency in an operational aviation context.

Why it is important. First, tests of phraseology alone are not suitable for demonstrating compliance with ICAO English Language Proficiency requirements. Second, using phraseology accurately is an operational skill which is very dependent on the operational context; and incorrect usage by a test-taker of a specific phraseology may be an operational error, rather than a language error. Phraseology must be taught and tested by qualified operational personnel.

Additional information. Responses containing elements of ICAO phraseology should not be rated with regard to their procedural appropriateness or technical correctness during language proficiency testing. This practice could introduce confusion between the test-taker's operational knowledge and his/her language proficiency. It could also introduce contradictions between the regulators' established system of operational training/testing and language testing. Because of these contradictions, this practice could result in diminished, rather than enhanced, safety.

If phraseology is included in a test prompt, care should be taken that it is used appropriately and that it is consistent with ICAO standardized phraseology.

9. The test should not be designed to evaluate the technical knowledge of operations.

What it means. Language tests should not assess either operational skills or the specific technical knowledge of operations. A language test is not an operational or technical knowledge test. For example, a language test item may prompt the test-taker to describe an operational procedure that involves a number of steps. A test-taker may provide a very clear description of that procedure but omit one of the steps. In such a case the rater may not recognize that the omission of that one step was an operational error and penalize the test-taker for that error.

In responding to that same test item, another test-taker may correctly identify all the steps of the process (achieving technical accuracy), but do so with problems in pronunciation and fluency based on the ICAO Rating Scale. In this case, because of the test-taker's technical knowledge the rater may, perhaps unconsciously, assign a higher level of language proficiency than the test-taker should receive.

Why it is important. If the distinction between language proficiency and technical knowledge is not very clear to the interlocutor and rater of an aviation language test, it may be easy to confuse one with the other. Such confusion may lead to test-takers getting penalized unfairly for technical errors; or to other test-takers getting rewarded, also unfairly, for their technical expertise. Another potential problem if very specific technical items are included in a language proficiency test is that they may require technical knowledge beyond that of a test-taker; for example, answers to questions concerning ground control procedures may not be known to en-route controllers. As a result, the test-taker may be unable to respond effectively, due to a lack of technical expertise rather than a lack of language proficiency.

Additional information. Based on the above information, a prompt such as "What are the separation minima for aircraft being vectored for an ILS approach?" or "Describe the different flight modes of the A320 flight control system" are therefore not appropriate.

10. The final score for each test-taker should not be the average or aggregate of the ratings in each of the six ICAO English Language Proficiency skills but the lowest of these six ratings.

What it means. For each test-taker, scores should be reported for pronunciation, vocabulary, structure, fluency, comprehension, and interactions in accordance with the Rating Scale. In cases in which a test-taker is given different ratings for different skill areas — for example, 3 for pronunciation, 4 for vocabulary and structure, and 5 for fluency, comprehension and interactions — the overall score for that test-taker should be the lowest of these scores; in the above example, the test-taker's overall score would be 3.

Why it is important. This practice is critical because the Operational Level 4 descriptors are developed as the safest minimum proficiency skill level determined necessary for aeronautical radiotelephony communications. A lower score than 4 for any one skill area indicates inadequate proficiency. For example, a pilot with Operational Level 4 ratings in all areas except pronunciation may not be understood by the air traffic controllers with whom that pilot should communicate. In summary, an individual should demonstrate proficiency to at least Level 4 in all skill areas of the ICAO Rating Scale in order to receive an overall Level 4 rating.

11. The following ICAO English Language Proficiency standards must be met by the test taker and evaluated by the designated Rater when determining if the test taker meets the English language eligibility requirements:

   1. **PRONUNCIATION.** Assumes that English is not the test taker's first language and that the test taker has a dialect or accent that is intelligible to the aeronautical community. Pronunciation, stress, rhythm, and intonation are influenced by the test taker's first language, but only sometimes interfere with ease of understanding.

   2. **STRUCTURE.** Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task. Basic grammatical structures and sentence patterns are used creatively and are usually well controlled by the test taker. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning.

   3. **VOCABULARY.** The test taker's vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work-related topics. The test taker can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances.

   4. **FLUENCY.** The test taker produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. The

test taker can make limited use of discourse markers or connectors. Fillers are not distracting.

5. **COMPREHENSION**. Comprehension by the test taker is mostly accurate on common, concrete, and work-related topics when the dialect, accent, or variety used is sufficiently intelligible. When the test taker is confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or require clarification strategies.

6. **INTERACTIONS**. Responses by the test taker are usually immediate, appropriate, and informative. The test taker initiates and maintains exchanges even when dealing with an unexpected turn of events. The test taker deals adequately with apparent misunderstandings by checking, confirming, or clarifying

12. The test taker has one chance for retest, If the test taker not achieved operational level 4. If the test taker not achieved operational level 4 in retest, the test taker should be accomplished corrective course.

13. One rater team could only examine maximum 15 test-takers per day.

14. IELP Testing for Pilot shall be performed by an approved TSP (Testing Service Provider) or Approved Training Organization (141 or 142);

15. IELP Testing for ATC/ACO shall be performed by an approved Testing Facility under CASR Part 143;

16. After IELP testing process is completed:

a. IELP testing record, certificate or validation endorse into license ~~as a part of license~~ is issued by Director General.

b. Every Approved Testing Facility shall provide documentations of all test results and keep or maintain the security of the documents.

c. Results of testing should be held in strict confidence and released only to test-takers, their sponsors or employers, and the DGCA. .

CHAPTER 5

FACILITIES AND RECORD KEEPING

5.1   General

The following must be available in TSP (Testing Service Provider) or approved training organization to provide support for Testing process:
1) The testing location should be moderately comfortable, private and quiet.
2) Climate control, ventilated and lighted on each room.
3) Testing aids necessary to support the testing process (board, flipchart, projector, pictorial displays, headset, etc)
4) Courseware necessary to support learning process (handout, rater guide, stationery, etc)
5) Computer and appropriate recording device.

5.2 Record Keeping

1. **Documentation**
    Each TSP (Testing Service Provider) or approved training organization must provide necessary infrastructure and equipment to comply with the requirement of CASR 121 Subpart N, 135 Subpart N, 141, 142, 143. If a Testing Service Provider is also a training provider, there should be a clear and documented separation between the two activities.
    Test result document shall be kept in the form of softcopy or hardcopy for a period of 3 years for Level 4-Certificate and 6 years for Level 5-Certificate. Level 1, 2 and 3 certificate shall be kept for remedial and for test evidence in the case of appeal and complaint from test-taker. For retrieval and historical purposes Level 6-Certificate shall be kept forever. Such infrastructure and equipment must be adequate enough to support the following data to be kept by the TSP (Testing Service Provider) or approved training organization:
    a)   The name of the test-taker;
    b)   Initial and recurrent rater training record;
    c)   Test rating process including the instructions to the test-taker, test administration team, and test raters;
    d)   Maintain either video or audio recordings of all speaking tests;
    e)   The test-taker performance on each speaking test, all score sheets, supporting documentation, including electronic data, and the name of the rater providing instruction;
    f)   Result of Testing should be held in strict confidence and released only to the test-takers, their sponsors or employers, and the DGCA, unless the test-takers provide written permission to release their results to another person or organization;

g) Documentation on how the test is maintained, including a description of ongoing test development.

2. **Filing system**

In order to create proper filing system appropriate Authorized ATO shall apply systematic filing system.

Format of the record may be in hard copy or softcopy or in any other format approved by DGCA

3. **Storage and Security**

For security reason, storage for the documents or files shall be adequate, accessible and damage-proof.

Such infrastructure and equipment must be secured to prevent an unauthorized access to the record.

ATO must assigned dedicated person to manage and ensure the security of the record

4. **Retrieval system**

To retrieve documents or files, DGCA shall establish a systematic retrieval system in order to provide data accessibility.

5.3 Applicable Form

No	Form Number	Title
1	DGCA Form No. 68-03	Form IELP Testing Report
2	DGCA Form No. 68-04	Certificate of IELP

CHAPTER 6

AUDIT

6.1. General

1. General Process

The Audit of IELP Raters, Authorized TSP/ATO and their activities must ~~should~~ take place on a continuous basis. Raters/ATO should receive a higher level of supervision and Audit by Administrator/DGCA Inspector to ensure that the IELP test is carried out appropriately.

2. Audit

The administrator/DGCA Inspector contacts the TSP/ATO to provide an opportunity to discuss and observe current regulations, procedures, techniques and facilities for the rater and TSP/ATO to use in fulfilling that responsibility. These contacts also provide an opportunity for the administrator/DGCA Inspector to observe the rater and TSP/ATO conducting examination/IELP test.

3. Administrator/DGCA Inspector Conduct

During Audit, interference with the rater's/ATO routine should be kept to a minimum. The purpose of the administrator's/DGCA Inspector discussion with the rater is twofold: to inform the rater/ATO of changes in regulations and to ensure the rater/ATO competences.

6.2. Methods of Audit

The scope and content of the Audit is left to the discretion of the administrator/DGCA Inspector and may be combined with other inspections mandated by DGCA. A number of factors need to be considered, including the administrator/DGCA Inspector personal knowledge of, or previous experience with the rater. Rater/ATO surveillance may include a discussion, an observation of performance, or any combination of the three methods.

1. Discussion

Discussions held with rater/ATO are comparable to the oral portion of a practical test. Through discussion the administrator/DGCA Inspector

determines the rater/ATO knowledge of current applicable regulations, testing techniques and procedures. The discussion also allows the administrator/DGCA Inspector to brief the rater/ATO on the latest DGCA policy. As different situations arise, there are many other areas that may become necessary to discuss with the rater. If the rater is employed by an IELP Approved Training Facility, the administrator/DGCA Inspector should examine employment records related to aviation activities and note the rater/ATO performance.

2. Observation of Performance

The observation of a rater/ATO performance can be accomplished in several ways.

(1) The administrator/DGCA Inspector may conduct spot checks of test taker by doing interview with test taker. Checking more than one test taker is advisable to gain better perspective on the rater/ATO ability.

(2) The administrator/DGCA Inspector can request procedures appropriate to the IELP test execution.

(3) The administrator/DGCA Inspector can observe IELP testing process.

3. Evaluation of Observed Performance

An evaluation can take the form of a debriefing of the rater/ATO. The administrator/DGCA Inspector should recognize and congratulate the rater on outstanding areas. Areas that are marginally acceptable should be discussed, and the administrator should offer suggestions for improvement. Areas that are clearly deficient, revealed either in the rater/ATO actual performance or in a test taker's performance, could make the rater subject to a re-evaluation.

6.3. Applicable Form

No	Form Number	Title
1	DGCA Form No. 68-05	Form IELP Rater Audit Checklist
2	DGCA Form No. 68-06	Form Authorization and Surveillance Aviation Language Proficiency Testing

CHAPTER 7

VALIDATION OF IELP CERTIFICATE FOR FOREIGN LICENSE

7.1. General

1. General Process

The holder of a valid foreign IELP Certificate issued by an ICAO member state may use that certificate as the basis for issuance or endorsement of his or her license.

A list of ICAO member states is found in see APPENDIX-05. Due to the rapidly changing world political situation, a country may be an ICAO member but not be included on this list.

2. Foreign IELP Certificate

Early in the process of issuing or endorsement an IELP certificate on the basis of a foreign license, the Director General will determine if the test taker can read, speak, and understand the English language by overviewing test taker's certificate or by correspondence with respective Licensing authorities.

3. Methods of Obtaining IELP Certificate Based on a Foreign License

1) If the endorsement process is considered impractical, a test taker may obtain an IELP Certificate without relying on a foreign certificate by taking IELP tests required by Indonesian regulations.
2) In the case that IELP certificate is invalid or expired, a test taker should take a recurrent test to obtain or renew his/her IELP certificate.

7.2. Completing the Certification File

Administrators processing certificate endorsement issued on the basis of a foreign certificate must write recommendation on the APPENDIX-06.

CHAPTER 8

ADMINISTRATIVE TASKS

8.1. General

The administrative task is an important role in the efficiency of a DGCA Personnel Licensing system.

8.2. Administrative Personnel

Many of the tasks associated with Personnel Licensing are of an administrative nature. The qualifications required for administrative support personnel are similar to other administrative functions. Personnel should be familiar with office equipment and the procedures in use. The administrative support staffs play an important role in the efficiency and integrity of a State Personnel Licensing system. It is therefore essential to ensure that administrative staff has the personal integrity and the required knowledge to discharge their responsibilities.

Every each new staff member should be trained on the specific tools and procedures of the personnel licensing office and be familiarized with the concept and rules governing personnel licensing. It is recognized that it isnot always possible to provide formal training on the subject and that most of administrative staff receive their training on the job. It is nevertheless important to ensure that training is actually taking place and this could easily be achieved by a training checklist identifying all of the items on which training should take place and where each item is checked out by the supervisor and trainee when the training on this item is complete.

8.3. Procedures of Administrative records

The administrative record processes of the certificate are under the responsibility of administrative personnel and supervised by Head of Personnel Licensing Section.

The administrative process as follow:

(1) Record of examination paper and examination result.
Detail and records of examination procedures refer to chapter 4.2 of this part.

(2) Record of certificate data.
The entry data/records for IELP Certificate registry is refer to personal administration file or in IMSIS IT

(3) A copy of the designee's documentation evidencing the voluntary surrender of the designation

(4) Documentation of the termination of designee's authority, including supporting documentation; or

(5) Documentation of the outcome of the designee's appeal to the regional appeal panel, including reinstatement, if applicable.

8.4. Library and Reference Documentation

The library and reference material/document for licensing will be controlled by technical library staff of DAAO.

8.5. Facility and Equipment

The facilities and equipment of an appropriate PEL office should meet the following requirements:

(1) *Easy access by the public:* The public area should include a sitting area where customers can fill in documents and forms, wait their turn or for their documents to be processed.

(2) *Provision of a good working environment for the staff:* The PEL Office should also provide reasonably quiet surroundings for executing technical or other work demanding high concentration, such as preparing examination questions, etc. Ready access to documents should also be possible.

(3) *Maintenance of confidential records in a secure way:* Most of the documents held in a PEL Office are of a confidential nature and appropriate measures should be taken to ensure the security of the documents and control access to them. This requires that the paper records be kept in cabinets that should be located in a secure area. The right of access to the various documents, in electronic or paper format, should be defined for each staff member. This is especially true for examination material unless it is legally required to be in the public domain, and its confidentiality must be preserved at all stages from development, through production and distribution, to delivery.

CHAPTER 9

TERMINATION

9.1. General

Aviation Act No. 1 year 2009 empowers the DGCA to delegate to private individuals any function relating to "the examination and testing." These people are subject to any regulation, supervision, and review that the DGCA may prescribe. Under the provisions of this section and Ministry of Transportation directives, the Director may rescind any such delegation at any time and for any reason he or she deems appropriate. The Director General may determine whether to renew or terminate a delegation for any reason he or she deems appropriate.

9.2. Termination

a. An authorization of rater or ATO (TC or ATCO) or IELP Certificate holder can be cancelled at any time. The preferred termination of an authorization is to allow the authorization to expire without renewal.

b. Termination is the action by the DGCA to rescind an authorization at any time for any reason the Director considers appropriate.

1. Basis of termination

The termination of rater or ATO may be based on any of the following:

(1) A change of authorize rater/ATO program policy.

(2) A change in authorize rater employment.

(3) Voluntary surrender the authorization, by the rater/ATO sending a written request for cancellation.

(4) Evidence of any abuse of the designation or any actions by the authorization rater/ATO which discredit the DGCA.

(5) A request for cancellation of from the authorized ATO

(6) Unsatisfactory performance in any phase of the authorized rater/ATO duties or responsibilities

(7) Evidence indicating that requirements authorization were not met at the time of authorized.

(8) The authorized rater fails to be present for the annual observation within the specified allowed time.

2. Documentation

The DGCA will document deficiencies in performance in the designee file. The DGCA should include any correspondence relating to the designee's deficiencies, including but not limited to corrective action taken or a record of additional training as well.

3. Termination Letter

Authorized ATO are terminated under the general conditions contained in CASR part 142 and 143. The Director General makes the decision to terminate an authorization. The Director General's decision regarding the termination of an authorization will be provided to the Authorized ATO in writing, and the reasons cited will be as specific as possible. Upon receipt of a termination letter, the Authorized ATO must immediately cease the exercise its authorized privileges.

CHAPTER 10

LICENCE ENDORSEMENTS FOR LANGUAGE PROFICIENCY

10.1 ICAO Provisions

There are two provisions: ICAO Annex 1, 5.1.1.2, XIII, and Article 39 b) of the Chicago Convention.

a) Annex 1, 5.1.1.2, XIII, states, under Remarks, that the following shall appear on the licence: "special endorsements relating to limitations and endorsement for privileges, including from 5 March 2008 an endorsement on language proficiency, and other information required in pursuance to Article 39 of the Chicago Convention." Annex 1, 5.1.1.2, XIII, applies if a State has established a regulatory framework for language proficiency and conducted language assessments. Paragraph 5.1.1.2, XIII, does not specify the wording to be used for endorsement of licences related to language proficiency.

b) Article 39 b) states that "any person holding a licence who does not satisfy in full the conditions laid down in the international standard relating to the class of licence or certificate which he holds shall have endorsed on or attached to his licence a complete enumeration of the particulars in which he does not satisfy such conditions." Article 39 b) applies if a State has not yet established a regulatory framework for language proficiency, if language assessments have not yet been conducted, or if a licence holder has failed to demonstrate a language proficiency of at least ICAO Operational Level 4 (for the licences listed in Annex 1, 1.2.9.4, and, as applicable, 1.2.).

10.2. THE ENDORSEMENT FOR LANGUAGE PROFICIENCY BE WORDED ON THE LICENCES

2. HOW SHOULD THE ENDORSEMENT FOR LANGUAGE PROFICIENCY BE WORDED ON THE LICENCES?

As indicated above, Annex 1, 5.1.1.2, XIII, governing the endorsement of licences for language proficiency does not specify the wording to be used. The wording below should be considered as a guideline for licensing authorities. In the endorsement, a validity period should be indicated only for proficiency Levels 4 and 5 in accordance with Annex 1, 1.2.9.7.

2.1   For pilots

Endorsements under Annex 1, 5.1.1.2, XIII

2.1.1 If a pilot has been assessed to Level 4 or higher in English, the licence should indicate the following:

Meets language proficiency requirement in accordance with 1.2.9.4 of ICAO Annex 1 for English valid until [DATE].1

1. The words "valid until [DATE]" should be included only for proficiency Levels 4 and 5.

 2.1.3 If a pilot fails to meet Level 4 or higher in English, the licence should indicate the following:

Does not meet language proficiency requirement in accordance with 1.2.9.4 of ICAO Annex 1 for radiotelephony communications in English.

2.1.4 If the pilot has not been assessed as meeting the language proficiency requirement to at least ICAO Operational Level 4 in a language used for radiotelephony communications, the licence should indicate the following text:

Does not meet language proficiency requirement in accordance with 1.2.9.4 of ICAO Annex 1.

2.1.5 If the pilot has not been assessed because the Licensing authority has not yet conducted an assessment or assessments for the relevant language or languages used in radiotelephony communications, the above endorsement should appear on the licence and the Civil Aviation Authority should provide a reference to its implementation plan, as described in Assembly Resolution A37-10, in an attachment or a letter.

APPENDIXES – LIST OF APPENDIX

No	APPENDIX Number	Title	Revision Date
1	01	Table ICAO Rating Scale	
2	02	Sample Letter of Correspondence	
3	03	Sample Letter of Termination (For Cause)	
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APPENDIX – 01

ICAO LANGUAGE PROFICIENCY RATING SCALE
(APPENDIX A to Annex 1)

1.1 Expert, extended and operational levels

LEVEL	PRONUNCIATION *Assumes a dialect and/or accent intelligible to the aeronautical community.*	STRUCTURE *Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task.*	VOCABULARY	FLUENCY	COMPREHENSION	INTERACTIONS
Expert 6	Pronunciation, stress, rhythm, and intonation, though possibly influenced by the first language or regional variation, almost never interfere with ease of understanding.	Both basic and complex grammatical structures and sentence patterns are consistently well controlled.	Vocabulary range and accuracy are sufficient to communicate effectively on a wide variety of familiar and unfamiliar topics. Vocabulary is idiomatic, nuanced, and sensitive to register.	Able to speak at length with a natural, effortless flow. Varies speech flow for stylistic effect, e.g. to emphasize a point. Uses appropriate discourse markers and connectors spontaneously.	Comprehension is consistently accurate in nearly all contexts and includes comprehension of linguistic and cultural subtleties.	Interacts with ease in nearly all situations. Is sensitive to verbal and non-verbal cues and responds to them appropriately.
Extended 5	Pronunciation, stress, rhythm, and intonation, though influenced by the first language or regional variation, rarely interfere with ease of understanding.	Basic grammatical structures and sentence patterns are consistently well controlled. Complex structures are attempted but with errors which sometimes interfere with meaning.	Vocabulary range and accuracy are sufficient to communicate effectively on common, concrete, and work-related topics. Paraphrases consistently and successfully. Vocabulary is sometimes idiomatic.	Able to speak at length with relative ease on familiar topics but may not vary speech flow as a stylistic device. Can make use of appropriate discourse markers or connectors.	Comprehension is accurate on common, concrete, and work-related topics and mostly accurate when the speaker is confronted with a linguistic or situational complication or an unexpected turn of events. Is able to comprehend a range of speech varieties (dialect and/or accent) or registers.	Responses are immediate, appropriate, and informative. Manages the speaker/ listener relationship effectively.
Operational 4	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation but only sometimes interfere with ease of understanding.	Basic grammatical structures and sentence patterns are used creatively and are usually well controlled. Errors may occur, particularly in unusual or unexpected circumstances, but rarely interfere with meaning.	Vocabulary range and accuracy are usually sufficient to communicate effectively on common, concrete, and work-related topics. Can often paraphrase successfully when lacking vocabulary in unusual or unexpected circumstances.	Produces stretches of language at an appropriate tempo. There may be occasional loss of fluency on transition from rehearsed or formulaic speech to spontaneous interaction, but this does not prevent effective communication. Can make limited use of discourse markers or connectors. Fillers are not distracting.	Comprehension is mostly accurate on common, concrete, and work- related topics when the accent or variety used is sufficiently intelligible for an international community of users. When the speaker is confronted with a linguistic or situational complication or an unexpected turn of events, comprehension may be slower or require clarification strategies.	Responses are usually immediate, appropriate, and informative. Initiates and maintains exchanges even when dealing with an unexpected turn of events. Deals adequately with apparent misunderstandings by checking, confirming, or clarifying.
Levels 1, 2 and 3 are on subsequent page.						

1.2 Pre-operational, elementary and pre-elementary levels

LEVEL	PRONUNCIATION Assumes a dialect and/or accent intelligible to the aeronautical community.	STRUCTURE Relevant grammatical structures and sentence patterns are determined by language functions appropriate to the task.	VOCABULARY	FLUENCY	COMPREHENSION	INTERACTIONS
			Levels 4, 5 and 6 are on preceding page.			
Pre-operational 3	Pronunciation, stress, rhythm, and intonation are influenced by the first language or regional variation and frequently interfere with ease of understanding.	Basic grammatical structures and sentence patterns associated with predictable situations are not always well controlled. Errors frequently interfere with meaning.	Vocabulary range and accuracy are often sufficient to communicate on common, concrete, or work-related topics, but range is limited and the word choice often inappropriate. Is often unable to paraphrase successfully when lacking vocabulary.	Produces stretches of language, but phrasing and pausing are often inappropri-ate. Hesitations or slowness in language processing may prevent effective communication. Fillers are sometimes distracting.	Comprehension is often accurate on common, concrete, and work- related topics when the accent or variety used is sufficiently intelligible for an international community of users. May fail to understand a linguistic or situ-ational complication or an unexpected turn of events.	Responses are sometimes immediate, appropriate, and informative. Can initiate and maintain exchanges with reasonable ease on familiar topics and in predictable situations. Generally inadequate when dealing with an unexpected turn of events.
Elementary 2	Pronunciation, stress, rhythm, and intonation are heavily influenced by the first language or regional variation and usually interfere with ease of understanding.	Shows only limited control of a few simple memorized gram-matical structures and sentence patterns.	Limited vocabulary range consisting only of isolated words and memorized phrases.	Can produce very short, isolated, memorized utterances with frequent pausing and a distracting use of fillers to search for expressions and to articulate less familiar words.	Comprehension is limited to isolated, memorized phrases when they are carefully and slowly articulated.	Response time is slow and often inappropriate. Interaction is limited to simple routine exchanges.
Pre-elementary 1	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.	Performs at a level below the Elementary level.

The Operational Level (Level 4) is the minimum required proficiency level for radiotelephony communication. Levels 1 through 3 describe Pre-elementary, Elementary, and Preoperational levels of language proficiency, respectively, all of which describe a level of proficiency below the ICAO language proficiency requirement. Levels 5 and 6 describe Extended and Expert levels, at levels of proficiency more advanced than the minimum required Standard. As a whole, the scale will serve as benchmarks for training and testing, and in assisting candidates to attain the ICAO Operational Level (Level 4).

APPENDIX – 02 Sample Letter of Correspondence

MINISTRY OF TRANSPORTATION
DIRECTORATE GENERAL OF CIVIL AVIATION
DIRECTORATE AIRWORTHINESS AND AIRCRAFT OPERATIONS
Karya Building 22nd Floor, Jl. Medan Merdeka Barat No. 8 Jakarta Pusat – Indonesia
Phone : 62-21 3506664, 3506665 Facsimile : 62-21 3506663

Our Ref. :   Date,

Subject   :

                                             To:

Dear [designee's name]:

This letter is to inform you that based on our surveillance conducted on (day/month/year), DGCAadministrator found finding(s) as attached. We ask your action and response regarding this matter.

You may submit a corrective action no later than 14 calendar-days from the date of receipt of this letter. At that time, you should include any evidence or statement concerning this matter.

Thank you for your attention.

                              Sincerely,
                  On behalf Director General Civil Aviation.

                              [Name]

              Director of Airworthiness and Aircraft Operations

MINISTRY OF TRANSPORTATION
DIRECTORATE GENERAL OF CIVIL AVIATION
DIRECTORATE OF AIR NAVIGATION
Karya Building 23rd Floor, Jl. Medan Merdeka Barat No. 8 Jakarta Pusat – Indonesia
Phone : 62-21 3506451, 3506553 Facsimile : 62-21 3507569

Our Ref. :   Date,

Subject   :

                                                    To:

Dear [designee's name]:

This letter is to inform you that based on our surveillance conducted on (day/month/year), DGCAadministrator found finding(s) as attached. We ask your action and response regarding this matter.

You may submit a corrective action no later than 14 calendar-days from the date of receipt of this letter. At that time, you should include any evidence or statement concerning this matter.

Thank you for your attention.

                                    Sincerely,
                        On behalf Director General Civil Aviation.

                                    [Name]

                            Director of Air Navigation

APPENDIX 03, Sample Letter of Termination (For Cause)

**MINISTRY OF TRANSPORTATION
DIRECTORATE GENERAL OF CIVIL AVIATION
DIRECTORATE AIRWORTHINESS AND AIRCRAFT OPERATIONS**
Karya Building 22nd Floor, Jl. Medan Merdeka Barat No. 8 Jakarta Pusat – Indonesia
Phone : 62-21 3506664, 3506665 Facsimile : 62-21 3506663

Our Ref. :   Date,

Subject   :

                                                    To:

Dear [designee's name]:

This letter is to inform you that your DGCA designation as a RATER is terminated pursuant to CASR 183.[*You must immediately cease exercising the privileges of your designation*]or[*Pursuant to our (telephone conference/meeting) on (date), you were to cease exercising the privileges of your designation on (date)*].

Your designation is being terminated [*for not performing your duties under your designation OR because you no longer meet the eligibility requirements for the designation.*] Cite the reference to the (regulations/policy) that was violated/noncompliance.

You may submit a request for appeal in writing to this office no later than 14 calendar-days from the date of receipt of this letter. At that time, you should include any evidence or statement concerning this matter with your written request for appeal. You will be notified of the outcome of the appeal within 60 calendar-days after our receipt of your written request for appeal.

Sincerely,
On behalf Director General Civil Aviation.

[Name]

Director of Airworthiness and Aircraft Operations

MINISTRY OF TRANSPORTATION
DIRECTORATE GENERAL OF CIVIL AVIATION
DIRECTORATE OF AIR NAVIGATION
Karya Building 23rd Floor, Jl. Medan Merdeka Barat No. 8 Jakarta Pusat – Indonesia
Phone : 62-21 3506451, 3506553 Facsimile : 62-21 3507569

Our Ref. :   Date,

Subject   :

                                              To:

Dear [designee's name]:

This letter is to inform you that your DGCA designation as a RATER is terminated pursuant to CASR 183.[*You must immediately cease exercising the privileges of your designation*]or[*Pursuant to our (telephone conference/meeting) on (date), you were to cease exercising the privileges of your designation on (date*)].

Your designation is being terminated [*for not performing your duties under your designation OR because you no longer meet the eligibility requirements for the designation.*] Cite the reference to the (regulations/policy) that was violated/noncompliance.

You may submit a request for appeal in writing to this office no later than 14 calendar-days from the date of receipt of this letter. At that time, you should include any evidence or statement concerning this matter with your written request for appeal. You will be notified of the outcome of the appeal within 60 calendar-days after our receipt of your written request for appeal.

Sincerely,
On behalf Director General Civil Aviation.

[Name]

Director of Air Navigation

APPENDIX 04, Sample Letter of Termination (Not-for-Cause)

MINISTRY OF TRANSPORTATION
DIRECTORATE GENERAL OF CIVIL AVIATION
DIRECTORATE AIRWORTHINESS AND AIRCRAFT OPERATIONS
Karya Building 22nd Floor, Jl. Medan Merdeka Barat No. 8 Jakarta Pusat – Indonesia
Phone : 62-21 3506664, 3506665 Facsimile : 62-21 3506663

Our Ref. :   Date,

Subject   :

To:

Dear [designee's name]:

This letter is to inform you that your DGCA designation as a RATER is terminated pursuant to CASR 183 [*You must immediately cease exercising the privileges of your designation.*] OR [*Pursuant to our (telephone conference/meeting) on (date), you were to cease exercising the privileges of your designation on (date).*]

Your designation is being terminated [*because you voluntarily surrendered your designation authority on (date) OR because this office is no longer in need of your assistance.*]

This termination is not-for-cause and may not be appealed. You may be eligible for reinstatement at a future date. We appreciate your service to the DGCA.

Sincerely,
On behalf Director General Civil Aviation.

[Name]

Director of Airworthiness and Aircraft Operations

**MINISTRY OF TRANSPORTATION
DIRECTORATE GENERAL OF CIVIL AVIATION
DIRECTORATE OF AIR NAVIGATION**
Karya Building 23rd Floor, Jl. Medan Merdeka Barat No. 8 Jakarta Pusat – Indonesia
Phone : 62-21 3506451, 3506553 Facsimile : 62-21 3507569

Our Ref. :   Date,

Subject   :

                                                         To:

Dear [designee's name]:

This letter is to inform you that your DGCA designation as a RATER is terminated pursuant to CASR 183 [*You must immediately cease exercising the privileges of your designation.*] OR [*Pursuant to our (telephone conference/meeting) on (date), you were to cease exercising the privileges of your designation on (date).*]

Your designation is being terminated [*because you voluntarily surrendered your designation authority on (date) OR because this office is no longer in need of your assistance.*]

This termination is not-for-cause and may not be appealed. You may be eligible for reinstatement at a future date. We appreciate your service to the DGCA.

                              Sincerely,
                  On behalf Director General Civil Aviation.

                              [Name]

                       Director of Air Navigation

APPENDIX - 05

LIST OF ICAO MEMBER STATES
As per 31/10/13
Total 191

Afghanistan	Brunei Darussalam
Albania	Bulgaria
Algeria	Burkina Faso*
Andorra	Burundi
Angola	Cabo Verde
Antigua and Barbuda	Cambodia
Argentina*	Cameroon*
Armenia	Canada*
Australia*	Central African Republic
Austria	Chad
Azerbaijan	Chile*
Bahamas	China*
Bahrain	Colombia
Bangladesh	Comoros
Barbados	Congo
Belarus	Cook Islands
Belgium	Costa Rica
Belize	Côte d'Ivoire
Benin	Croatia
Bhutan	Cuba
Bolivia (Plurinational State of)*	Cyprus
Bosnia and Herzegovina	Czech Republic
Botswana	Democratic People's Republic of Korea
Brazil*	

Democratic Republic of the Congo	India*
Denmark	Indonesia
Djibouti	Iran (Islamic Republic of)
Dominican Republic*	Iraq
Ecuador	Ireland
Egypt*	Israel
El Salvador	Italy*
Equatorial Guinea	Jamaica
Eritrea	Japan*
Estonia	Jordan
Ethiopia	Kazakhstan
Fiji	Kenya*
Finland	Kiribati
France*	Kuwait
Gabon	Kyrgyzstan
Gambia	Lao People's Democratic Republic
Georgia	Latvia
Germany*	Lebanon
Ghana	Lesotho
Greece	Liberia
Grenada	Libya*
Guatemala	Lithuania
Guinea	Luxembourg
Guinea-Bissau	Madagascar
Guyana	Malawi
Haiti	Malaysia*
Honduras	Maldives
Hungary	Mali
Iceland	

*Council Member State

Malta

Marshall Islands

Mauritania

Mauritius

Mexico*

Micronesia (Federated States of)

Monaco

Mongolia

Montenegro

Morocco

Mozambique

Myanmar

Namibia

Nauru

Nepal

Netherlands

New Zealand

Nicaragua*

Niger

Nigeria*

Norway*

Oman

Pakistan

Palau

Panama

Papua New Guinea

Paraguay

Peru

Philippines

Poland*

Portugal*

Qatar

Republic of Korea*

Republic of Moldova

Romania

Russian Federation*

Rwanda

Saint Kitts and Nevis

Saint Lucia

*Council Member State

Saint Vincent and the Grenadines

Samoa

San Marino

Sao Tome and Principe

Saudi Arabia*

Senegal

Serbia

Seychelles

Sierra Leone

Singapore*

Slovakia

Slovenia

Solomon Islands

Somalia

South Africa*

South Sudan

Spain*

Sri Lanka

Sudan

Suriname

Swaziland

Sweden

Switzerland

Syrian Arab Republic

Tajikistan

Thailand

The former Yugoslav Republic of Macedonia

Timor-Leste

Togo

Tonga

Trinidad and Tobago

Tunisia

Turkey

Turkmenistan

Uganda

Ukraine

United Arab Emirates*

United Kingdom*

United Republic of Tanzania*

United States*

Uruguay

Uzbekistan

Vanuatu

Venezuela (Bolivarian Republic of)*

Viet Nam

Yemen

Zambia

Zimbabwe

APPENDIX – 06 Sample of Validation Letter

MINITRY OF TRANSPORTATIONS
DIRECTORATE GENERAL OF CIVIL AVIATION
DIRECTORATE AIRWORTHINESS AND AIRCRAFT OPERATIONS
Soekarno-Hatta International Airport, Jl. C 3, Cengkareng
Phone : 62-21 22566288, 22560888 Facsimile : 62-21 22566399

Attn. :**CIVIL AVIATION AUTHORITY OF [member state]**

Our Ref   :
Date   :
Subject   :

Dear Sir,

The DGCA of the Republic of Indonesia is considering the possibility of validation for English Language Proficiency Certificate issued by Civil Aviation Authority of [member state].

Kindly please confirm validity and authenticity of the following English Language Proficiency Certificate:

NO	NAME	DATE of BIRTH	LICENSE NO.
1.			
2.			

Please also inform us regarding categories and ratings covered in this license.
Thank you for your kind attention and we appreciate your assistance in advance.

Kindest Regards,

Deputy Director of Airworthiness and
Aircraft Operations
Directorate General of Civil Aviation
Republic of Indonesia

[NAME OF LICENSING AUTHORITY]

MINITRY OF TRANSPORTATIONS
DIRECTORATE GENERAL OF CIVIL AVIATION
DIRECTORATE OF AIR NAVIGATION
Karya Building 23rd Floor, Jl. Medan Merdeka Barat No. 8 Jakarta Pusat – Indonesia
Phone : 62-21 3506451, 3506553 Facsimile : 62-21 3507569

Attn. :**CIVIL AVIATION AUTHORITY OF [member state]**

Our Ref   :
Date   :
Subject   :

Dear Sir,

The DGCA of the Republic of Indonesia is considering the possibility of validation for English Language Proficiency Certificate issued by Civil Aviation Authority of [member state].

Kindly please confirm validity and authenticity of the following English Language Proficiency Certificate:

NO	NAME	DATE of BIRTH	LICENSE NO.
1.			
2.			

Please also inform us regarding categories and ratings covered in this license.
Thank you for your kind attention and we appreciate your assistance in advance.

Kindest Regards,

Deputy Director of Air Navigation
Directorate General of Civil Aviation
Republic of Indonesia