

ANNEX A TO AC 101-01

Remote Pilot Licence (RePL) Training Course – CASA Guidance

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1 Glossary

1.1 Acronyms and abbreviations

Acronym / abbreviation	Description
AIP	Aeronautical Information Publication
CASA	Civil Aviation Safety Authority
CASR	Civil Aviation Safety Regulations
CLARC	CASA Client Services – permissions issue and licencing
ERSA	En Route Supplement Australia
JSA	Job Safety Assessment
KDR	Knowledge Deficiency Report
MOS	Manual of Standards
NAIPS	National Aeronautical Information Processing System (Airservices)
RPA	Remotely Piloted Aircraft
RPAS	Remotely Piloted Aircraft Systems
ReOC	RPA Operators Certificate
RePL	Remote Pilot Licence

1.2 Definitions

Term	Definition
chief instructor	A suitably qualified and experienced person who is the subject matter expert regarding RePL training operations.
Curriculum	A list of subjects or lessons and a description of how they will be conducted in order to achieve a specific training outcome.
Job safety assessment	The JSA specified in the RPA operator's approved manual.
RPA operator's documented practices and procedures	The RPA operator's documented practices and procedures mentioned in paragraph 101.370 (b) of CASR.
RPL training unit	A training unit for a RePL training course listed in the Part 101 Manual of Standards.
RPL training unit item	A subject of training within a unit of a RePL training course listed in the Part 101 Manual of Standards.
Syllabus	The summarised description of all academic content, such as lessons, which can be conducted by the operator.
RePL upgrade course	A RePL training course with the desired outcome of upgrading an RePL to a wider set of privileges.

2 References

2.1 Reference material

Document type	Title
RPAS Regulation	Part 101 of the Civil Aviation Safety Regulation (CASR) 1998 Manual of Standards to Part 101 of the CASR 1998
Training Regulation	Part 61 of the Civil Aviation Safety Regulation (CASR) 1998 Manual of Standards to Part 61 of the CASR 1998

2.2 Forms

Form no.	Title
Form 101-01	Application for Remote Pilot Licence (RePL), Initial and variation
Form 101-02	Application for RPA Operators Certificate (ReOC), initial issue and variation
Form 101-03	Application for RPA Operator's Certificate (ReOC) Subsequent Issue
Form 101-04	Application for ReOC Nominated Personnel (CEO, CRP & Maintenance Controller)
Form 101-05	Application for Remote Pilot Licence (RePL) and Training Notification of Results
Form 101-09	Application for RPA Flight Authorisation / Approval / Permission
Form 61-9GELP	General English Language Proficiency Notice

3 Applying to conduct RPAS training

3.1 Changes to RPAS regulations

In April 2019, the Manual of Standards (MOS) for Part 101 of the Civil Aviation Safety Regulations 1998 was released. The Part 101 MOS defines a RePL Training Course and includes the required RePL instructor qualifications and requirements for operator documented practices and procedures.

3.2 Guidance material

The following material is provided as a guide to anyone seeking to apply to:

- transition an existing training course to be in line with the requirements of Part 101 MOS
- become an approved RPAS training provider, being someone who is certificated under regulation 101.335 to hold an operator's certificate and is authorised by that certificate to conduct training.

The guidance applies to all training providers intending to deliver training for the issue of a RePL regardless of the form of training the provider intends to deliver.

3.3 Pre-application meetings

In addition to reading the following material, CASA strongly advises all new (initial issue) applicants to book a pre-application meeting before preparing an application. Currently, there is limited availability for face-to-face meetings, however CASA can conduct meetings via teleconference. To book a meeting, send an e-mail to rpas@casa.gov.au. In the subject field, put "request for RPAS training pre-application meeting". Within the body of the e-mail, please indicate your preference for face-to-face or teleconference, and include your contact details.

3.4 Application submission requirements

It is a requirement under CASR regulation 101.330 that an applicant proposing to conduct a RePL training course provide details of the proposed training. An application to CASA to conduct RePL training must be complete at the time of submission. An incomplete application will not be considered by CASA.

A complete application must include the following documentation:

- a. ReOC application form CASA 101-02
- b. Application for RePL Training – Checklist (see section 6 of this document)
- c. Documented practices and procedures
- d. A training syllabus, indicating all RePL course content relevant to the courses the applicant is applying to conduct

- e. An individual course curriculum for each of the courses the applicant is applying to conduct
- f. All course material including:
 - i. All lesson plans. This includes lessons covering the Aeronautical Knowledge Standards and the Practical Competency Standards
 - ii. All lesson materials that are used to communicate the syllabus (Power Point lessons / online slide shows / video lessons / handouts) and/or lessons conducted through other means
 - iii. All copies of the Aeronautical Knowledge Examination
 - iv. A Practical Competency Flight Test for each category of RPAS included in the training course or courses being applied for
- g. All other relevant material, possibly including:
 - i. Student reference workbooks
 - ii. Student course flight log templates
 - iii. Student course material handouts (timetables, course exercises, student code of conduct, student version exam policy)
 - iv. Student pre-course material (if applicable)
 - v. All instructor notes per lesson given (what the instructor needs to say to cover off the required items in the syllabus)
- h. If not included within the operators documented practices and procedures, the application must include:
 - i. The proposed location(s) for theoretical (classroom) and practical training (flying training areas). A completed JSA must be included for the flying training areas
 - ii. Documentation describing the proposed RPAS to be operated for training and supporting role equipment. This includes copies of the manufacturer's documentation
 - iii. The names of all nominated and suitably qualified RePL instructors.

When a complete application is received by CASA, the applicant will be given an estimate of the application cost. Upon payment of the estimate (if applicable), the application will be assigned to a CASA RPAS Inspector (the CASA officer) for assessment.

3.5 Application desktop assessment

The submitted documentation will be assessed by the assigned CASA officer against the CASR, including Part 101 MOS using 'RePL Training Course - Worksheet - Application Assessment'. CASA recommends using this worksheet before submitting an application to ensure the operator's RePL training course complies with the CASR requirements. This worksheet is available on the [CASA website](#).

The assigned CASA officer will normally make contact with the applicant's nominated point of contact within two to three weeks of the receiving payment to provide some initial response to the application. Where applications contain significant deficiencies, the CASA officer will advise the applicant of this and provide an opportunity for the applicant to withdraw and amend their application. Note that this will suspend the application process

for a maximum of 90 days after which, if revised information has not been received, the application will be cancelled, and all unused monies refunded to the applicant.

After the initial discussion, the CASA officer will commence assessment of the written material and provide the applicant with requests for further information or clarification where required. This will generally take two to three weeks to complete, or longer if re-work or amendments are required. Once the assessment of the documentation is completed, the assigned CASA officer will contact the applicant to determine a suitable date and location to undertake the on-site assessment.

3.6 On-site assessment

On-site assessments are conducted at the applicant's proposed training location over one or two days, including reasonable breaks and travel time. The applicant's assigned CASA officer will work with the applicant to determine the final structure, and advise on the duration of the on-site work.

If the CRP is not qualified to be a RePL Instructor, then CASA will expect a training provider to appoint a suitably qualified and experienced person to oversight the training operations. This person may be designated within the organisation as the 'chief instructor', but the CRP and ReOC holder remain responsible for ensuring that the operations are carried out in accordance not only with the relevant aviation legislation, but also with the operator's documented practices and procedures.

3.6.1 Demonstration of RPAS theory training

The CRP or nominated 'chief instructor' will be required to deliver two or three demonstration lessons of RPAS theory over four to five hours. Ideally, the instructor will have at least one person in the classroom to act as a student. The CASA officer will choose the lessons to be conducted from the submitted lesson plans and advise the applicant of the specific lesson they wish to see demonstrated ahead of time.

The CASA officer will expect the demonstration lesson to be conducted as per the submitted lesson plan. The instructor will also be expected to demonstrate:

- a deep knowledge of the subject
- strong communication skills
- the ability to measure and assess a student's understanding of the subject
- strong preparation and organisation skills.

The CASA officer will provide feedback to the instructor after each demonstration lesson.

3.6.2 Demonstration of RPAS practical training

The CRP or nominated chief instructor will be required to deliver two or three demonstration lessons of RPAS practical training over two to four hours. The instructor should have at least one person to act as a student. Note that CASA officers cannot act as the student for the practical training demonstration. The CASA officer will choose the lessons to be conducted

from the submitted lesson plans and advise the applicant of the specific lesson they wish to see demonstrated ahead of time.

The CASA officer will expect the demonstration lesson to be conducted as per the submitted lesson plan and the operators documented practices and procedures.

The instructor will also be expected to demonstrate:

- knowledge of the location
- a deep knowledge of the subject or specific RPAS in use
- strong communication skills
- the ability to measure and assess a student's competency in each unit item being performed
- the ability to control all activities being conducted during the lesson and maintain an acceptable level of safety.

Travel time between the theory and practical training locations will be taken into account when calculating the cost of the application estimate.

3.6.3 Discussion on examination and administration

The CRP or chief instructor will take part in a discussion on examination construction, invigilation and marking.

The chief instructor and, preferably, the Chief Remote Pilot will also take part in a discussion regarding administration processes relating to the RPAS training provider.

3.7 Post-assessment

Once your assessment is complete, the assigned CASA officer will discuss the outcome of the assessment with you. At this point the two possible outcomes are:

- Application not yet complete:
 - If there are any deficiencies that cannot be remediated during the assessment phase, the CASA officer will indicate in writing the areas that need rework. The report will cover all aspects of the assessment phase, including course content, facilities and instructors. It should be noted that reports may contain constructive criticism of instructors.
- Application accepted:
 - If there are no deficiencies and once the CASA officer is satisfied that the course, instructors and facilities meet all CASA requirements the application will progress.

Upon returning to the office, the CASA officer will make a recommendation to the issuing delegate to issue the ReOC. This process will usually take two to three weeks. It is important to note that courses may be advertised with the caveat "pending regulatory approval, but must not be conducted¹ until you have the ReOC in your possession; verbal advice from a CASA officer is not a basis upon which courses can be conducted.

1 CASR 117.010

4 RePL course syllabus of training

4.1 Units of RePL training

An operator providing RePL training must maintain a course which delivers the aeronautical knowledge and practical competency standards prescribed in the Part 101 MOS.

The purpose of the operator's syllabus is to indicate which lessons provide instruction in each of the required aeronautical knowledge and practical competency unit items. The specific aeronautical knowledge and practical competency units required in the syllabus will depend on the RePL training courses being conducted by the operator and the students expected to sit that course.

4.1.1 Initial RePL training course

A RePL Training course for the initial issue of a RePL must include the following units:

- Aeronautical knowledge standards — common units
- Aeronautical knowledge standards — (relevant RPA) category unit
- (if applicable) Aeronautical knowledge requirement — RPA with a liquid-fuel system unit
- Practical competency standards — common units
- Practical competency standards — (relevant RPA) category unit
- Practical competency standards — RPA with a liquid-fuel system unit (if applicable).

Each course being offered (e.g. initial RePL multirotor, initial RePL aeroplane, initial RePL multirotor and aeroplane etc.) can have multiple different curricula, as the units required will be dependent on the students for whom the course is being conducted. See division 2.5 of the Part 101 MOS.

4.1.2 RePL upgrade training course

A RePL training course for the subsequent issue of a RePL, including one or more additional RPAS categories or weights, must include the following units (if applicable):

- Aeronautical knowledge standards — (relevant RPA) category unit
- Practical competency standards — common units
- Practical competency standards — (relevant RPA) category unit
- Practical competency standards — RPA with a liquid-fuel system unit.

Each upgrade course being offered (e.g. upgrade RePL multirotor, upgrade RePL aeroplane etc.) can multiple different curricula. See division 2.5 of the Part 101 MOS to determine whether the relevant aeronautical knowledge unit will need to be conducted. This requirement will be specific to each student.

4.2 Other units of a RePL training

4.2.1 General English Language Proficiency (GELP)

An applicant for a RePL must have general English language proficiency (GELP).

If the operator of the RePL training course intends to conduct a GELP assessment, it must include the GEL unit within the RePL training course syllabus. See the Part 61 MOS Volume 2 Section 1 – GEL. Assessments must be in accordance with CASA Form 61-9GELP, available on the [CASA website](#).

4.2.2 Aeronautical Radio Operators Certificate (AROC)

Aeronautical radio operator course

A RePL training course can include training for an AROC. If this is the case, the applicant must submit the complete AROC course to CASA for review. This includes one or more lesson plans, all course material and an examination.

The training units for AROC are the following:

- Aeronautical Knowledge Unit – RARO (CASR Part 61 MOS Volume 3, Appendix 1, Section 1.2, Unit 1.2.1)
- Practical Competency Unit – C3 Operate aeronautical radio (CASR Part 61 MOS Volume 2 of Section 2, C3).

An examination the relevant knowledge should be conducted during a practical test. The questions should focus on theoretical topics, such as radio wave propagation and antennas, as well as the practical use of a radio during aviation operations. A record should be kept of the questions and applicant responses.

Aeronautical radio operator approved examiner

The examination must be conducted by a person approved to conduct training and assessment for an Aeronautical Radio Operators Certificate (AROC). Under subregulation 64.015 (4), the examination may be conducted by:

- CASA
- A flight examiner
- A pilot instructor who holds a training endorsement that authorises the instructor to conduct flight training for a pilot licence or rating
- The holder of an approval under regulation 64.012 for this paragraph.

To be approved under CASR 64.012, the applicant must submit to CASA the following:

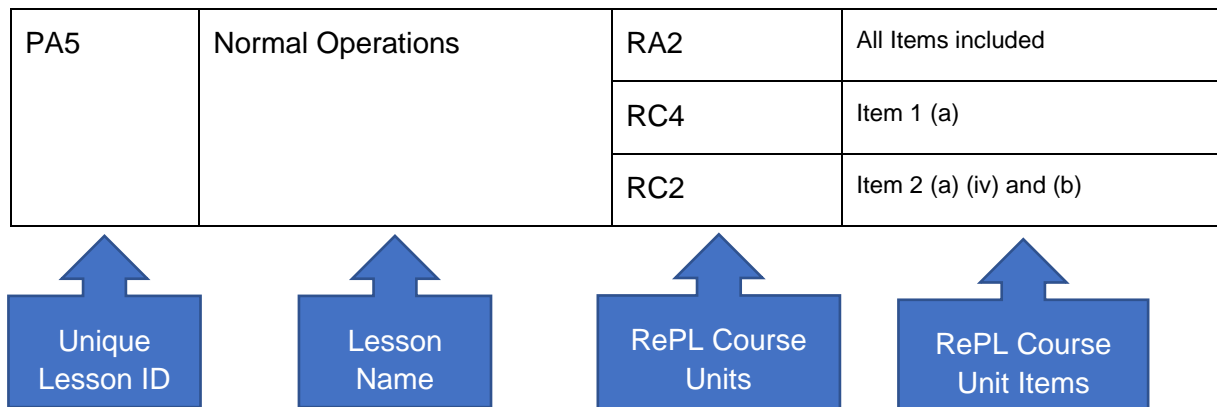
- The name(s) and ARN(s) of the nominated persons
- A brief resume indicating the nominated person's qualifications and experience to present such a course.

4.3 Documented syllabus

A syllabus designed from the course lessons through to the RePL Unit Items listed in the Part 101 Manual of Standards (MOS), as in the example below, will assist CASA with the desktop assessment. It will also assist the chief instructor and Chief Remote Pilot who are responsible for the review and continuous improvement of the course content.

The RePL Unit items may be spread across multiple lessons or a single lesson may include multiple whole units, but this must be represented in the RePL training syllabus in a clear manner.

Figure 1: Example excerpt from a syllabus



Lessons for multiple RePL training courses should be combined as a single syllabus. The syllabus may be inserted into a section of the company operations manual, or it may be kept as a separate document or appendix.

More information on how to structure an RePL syllabus will be provided in a pre-application meeting.

4.3.1 Course syllabus information

The following is a list of the requirements for the syllabus and the minimum information to be included:

- a. The syllabus should be an editable text document in English.
- b. Lesson Code: The unique identifier (ID) created by the ReOC holder for a lesson plan and lesson presentation. An example code might be TA1 (Theory-Aeroplane-lesson 1) or PA1 (Practical-Aeroplane-lesson 1).
- c. Lesson Name: The name created by the ReOC holder for a lesson plan and lesson presentation.
- d. RePL Units: This is the RePL course unit code given in the Part 101 Manual of Standards for the unit covered in the lesson.
- e. RePL Unit Items: The items from the RePL course unit which are included in the lesson should be listed here. If the unit has been broken up into two or more separate lessons, list which items are included in this lesson. If all items are included in the lesson, simply state this.

Additional information depends on the specific courses being conducted and the format of that course. Examples might be to categorise the lesson as, or a combination of:

- face to face instruction
- a live online lecture
- a pre-recorded lecture
- an interactive E-lesson.

**Table 1: Example RePL syllabus for an RePL upgrade course – aeroplane category
ABC DRONES – RPAS small aeroplane category - RePL upgrade course syllabus**

Lesson Code	Lesson Name	RePL Unit Code	RePL Unit Items
TA1	Aeroplane RPAS Category	RBKA	All Items included

Lesson Code	Lesson Name	RePL Unit Code	RePL Unit Items
PA1	Operation Planning and Navigation	RC4	Item 1 (b) Items 2-6
PA2	Management and other Roles	RC3 RNT	All Items included
PA3	Pre-flight, Post-flight and Battery Management	RC1 RC2	All Items included (Except RC2 Item 2 (a) (iv) and (b))
PA4	Launch and recovery	RA1 RA3	All Items included
PA5	Normal Operations	RA2	All Items included
		RC4	Item 1 (a)
		RC2	Item 2 (a) (iv) and (b)
PA6	Abnormal and Emergency Operations	RA5	All Items included
		RA4	Item 1
PA7	Advanced Operations	RA4	Items 2-4
PA8	Automated Flight Management Operations	RAF	All Items included

Note: The syllabus above includes the practical competency common units (RC1-4, RNT & RAF) which would not be required for a student who had been found competent in them as part of a previously completed Part 101 MOS RePL training course (see Part 101 MOS Division 2.5). If that were the case, only lessons TA1, PA4, PA5, PA6 and PA7 would need to be conducted and the curriculum would need to be adjusted.

4.3.2 Syllabus assessment

The submitted course syllabus will be assessed against the unit codes within schedule 2 and 3 of the CASR Part 101 MOS. Each required unit must be identifiable within a lesson by CASA.

5 RePL training course curriculum

5.1 Course of RePL training

A course curriculum indicates the specific lessons and timings which will comprise a single RePL training course. The curriculum should identify these lessons from the operator's submitted RePL Training Syllabus.

A RePL training course can be conducted for either:

- automated operation mode
- or
- automated operation mode and the manual mode.

A student who completes a RePL training course conducted for automated operation mode only, will receive a condition on their RePL which will limit them to operating the relevant RPA type only in an automated operation mode.

The definition for automated operation and manual operation can be found in section 1.04 Definitions for the Part 101 MOS.

5.2 Constructing a RePL course curriculum

The following minimum information is to be included within the course curriculum:

- a. Number of course days
- b. Durations, which show:
 - i. that the RePL training course will meet the minimum instructional student contact time with a RePL training instructor of 15 hours for the aeronautical knowledge component of the course
 - ii. that the RePL training course will provide the student a minimum of 5 hours experience in operating an RPA under the standard RPA operating conditions (applicable to initial RePL training course only).
- c. Breaks
- d. Lessons, including:
 - i. Lesson code
 - ii. Lesson name.

5.3 Curriculum assessment

The curriculum will be assessed to ensure the course is feasible within the defined timeframe.

**Table 2: Example course curriculum for a RePL upgrade course – aeroplane category
ABC DRONES – RPAS small aeroplane category - RePL upgrade course curriculum**

	0730 – 0920	Break	0930 - 1055	1100 - 1200	Lunch	1300 - 1415	1420 - 1535	1540 - 1655
Day 1	Intro & TA1 – Aeroplane RPAS Category		PA1 – Operation Planning and Navigation PA2 – Management and other Roles			PA3 – Pre-flight, Post-flight and battery management PA4 – Launch and recovery		PA5 – Normal Operations
	0800 - 0915	Break	0930 - 1045	1045 - 1200	Lunch	1300 - 1415	1420 - 1500	1505 - 1655
Day 2	PA5 – Normal Operations		PA6 – Abnormal and Emergency Operations PA7 – Advanced Operations			PA7 – Advanced Operations PA8 – Automated flight		Flight Test & Final Administration

6 RePL training course material

6.1 Lesson plans

6.1.1 Lesson plan information

While not prescriptive in terms of format or content, a lesson plan must be provided for all the lessons delivered within the proposed course. Each lesson plan should describe how a single lesson will be presented. Lesson plans should include the following information:

- lesson code
- lesson name
- learning outcomes (derived from the required syllabus MOS unit items)
- formative/competency testing method (examination or flight test)
- required prior learning
- previous lesson
- following lesson
- instructor requirement
- location
- lesson duration
- required physical resources
- required digital resources and their location
- outline of instructor's notes for lesson
- the required activity/behaviours which are to be demonstrated by the student to the instructor (practical lessons only)
- The tolerances and range of variables for each activity/behaviour that must be performed for the student to be deemed competent.

6.1.2 Lesson description

The lesson plan must indicate the method to be used by the instructor to convey the aeronautical knowledge topics to the student in a consistent and repeatable manner. In the case of practical competency units, the lesson plan must indicate the specific exercise to be conducted by the student and what variables and tolerances will apply.

For aeronautical knowledge units, referencing a slide show file is an acceptable description of the instruction method. Including the slide number for each topic can be invaluable when updating specific information in a lesson and will help with CASA's assessment.

6.1.3 Instructor requirement

There must be no more than 10 students to 1 instructor for training including aeronautical knowledge units and 5 students to 1 instructor for training including practical competency units.

The instructor must hold a RePL and have at least 20 hours of non-training operational experience for an ReOC holder, in the same category of RPA as that for which a lesson is to be delivered.

Figure 2: Example extract from a lesson plan

<p>Topics 1 RPA components</p> <p>a) typical components found on the fuselage of the RPA, and b) typical features of the wings of the RPA, and c) typical components found on the tail of the RPA, and d) undercarriage and recovery fittings of the RPA.</p>	<p>Slide 4 -12</p>
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In the example above, the instructor can expect to find the topic of RPA components covered on slides 4 to 12 of the lesson slide-show presentation.

Lesson plans for practical competency units must indicate/describe the following:

- Each of the required behaviours mentioned in each item of the relevant practical competency unit from the RePL training course within the CASR Part 101 MOS, which are to be demonstrated by a student to a RePL training instructor
- The method used to assess the student's understanding and competence for each unit item
- The tolerances and range of variables for each activity/behaviour that must be demonstrated for the student to be deemed competent.

If pre-prepared exercises or example situations are used, they must be referenced in the lesson plan and submitted with the initial application to CASA.

Table 3: Example extract from a lesson plan

10	<p>Explain paragraph 101.370 of CASR relating to the operation of the RPA.</p> <p>Then, identify some of the relevant parts of ABC DRONES' documented practices and procedures relevant to 101.370.</p>	<p>As a class, read the Sample RPAS Operations Manual & Operational Procedures (Library) to find relevant passages to 101.370.</p>	<p>CASA Sample Operations Manual & Operational Procedures (Library)</p>

In the example above, the lesson plan defines the instructor's task and the student activity. When the instructor is confident the students are competent to identify remote pilot compliance requirements within the documentation, they can move on to the next subject. The allotted time for the subject to be discussed in the lesson plan is for planning purposes only and may not reflect an actual lesson. If planned times within lessons are consistently overrun or underrun, a review of the lesson plan times should be conducted.

6.1.4 Internal lesson review

It is recommended that a section is included in the lesson plan which records the name of the person who approved the lesson and a date for future review. If this is not included, a procedure for the review and continuous improvement of the course lessons should be included within the RePL operations manual.

6.1.5 Lesson plan assessment

Each of the submitted course lesson plans will be assessed against the submitted syllabus and checked to ensure all the required unit items are included. During the on-site assessment, the CASA officer will expect to see lessons conducted as per the submitted lesson plans.

CASA has found the following example lesson plans to be effective across all theory and operational training lessons.

Table 4: Example theory lesson plan for a RePL upgrade course – aeroplane category

Lesson Code: T1		Lesson Name: Theory – Aeroplane RPAS Category		ABC DRONES – RPAS Small Aeroplane Category - RePL Upgrade Course	
INTENDED LEARNING OUTCOMES After this unit, students should understand: Theory of aeroplane RPA components, aerodynamics and operation.			DURATION 55 minutes		LOCATION Classroom 1
ITEM 1 - RPA components a) typical components found on the fuselage of the RPA, and b) typical features of the wings of the RPA, and c) typical components found on the tail of the RPA, and d) undercarriage and recovery fittings of the RPA. 2 - Aeroplane aerodynamics a) Characteristics of an aerofoil. 3 - Launch a) effects of cross-wind on high- and low-wing aeroplanes during launch and control technique, and b) effects of cross-wind on tail-wheel equipped aeroplanes and control techniques, and c) advantages of launching into wind. 4 - Climbing a) Effect on climb rate and angle resulting from changes in the following. 5 - Straight and level a) Relationship between attitude, angle of attack and airspeed in level flight. 6 - Turning a) concept of balanced turns, and b) effect of increasing or decreasing bank angle, and c) precautions during steep turns, and d) visual illusions during level turns at low level when turning downwind or into wind. 7 - Stalling, spinning and spiral dives a) the characteristics of a stall, and b) visual signs from the ground when the RPA is approaching a stall, and c) stall recovery, and d) effects on the stall airspeed, and e) manoeuvres during which the RPA may stall at an angle which appears to be different to the true stalling angle, and f) differences between a spin and a spiral dive, and g) spiral dive recovery. 8 - Descent (a) angle of descent and attitude, and (b) effect of headwind/tailwind, and (c) rate and angle of descent. 9 - Landing/recovery a) achieving a smooth landing, and b) effects of a cross-wind on high- and low-wing aeroplanes during landing/recovery, and c) advantages of landing into the wind, and d) differences between a flapless approach and an approach with flap, and e) deep stall landings, and f) use of a recovery net.	Slide 4-12	REQUIRED PRIOR LEARNING Student must have a RePL	RESOURCES <ul style="list-style-type: none"> White Board White Board Markers 5 x Student laptops – power supplies Instructors Laptop – Power supply – HDMI cable for projector Software: <ul style="list-style-type: none"> Power Point Internet access Data Projector Model Aircraft to aid in demonstration		
	13-19	PREVIOUS UNIT None			
	20-26	NEXT UNIT P1 Ground Operations – Operation Planning and Navigation			
	27-31				
	32-35				
	36-42				
	42-56	LESSON ACTIVITY Nil		FILES AND FILE LOCATION Slide Package @ D:\Documents (Shared)\ReOC Share Files\5-RePL Course Documents\Lessons	
	57-61	FORMATIVE TEST Quiz TA1 - 18 question quiz handed out at the end of the unit.		Quiz TA1 @ D:\Documents (Shared)\ReOC Share Files\5-RePL Course Documents\Quiz	
62-71	SUMMATIVE TEST E3 - Aeroplane Upgrade Course Examination	WHO CAN CONDUCT? RePL chief instructor; or RePL Instructor			
			ASSOCIATED RA RePL Classroom Training Risk Assessment		
APPROVED BY CHIEF INSTRUCTOR Name: Joe Bloggs Signature <i>JBL SS</i>			DATE: 10/4/2019		
			NEXT REVIEW BY CHIEF INSTRUCTOR Due: 10/10/2019		

Table 4: Example theory lesson plan for a RePL upgrade course – aeroplane category

ABC DRONES – RPAS Small Aeroplane Category - RePL Upgrade Course			
Lesson Code: PA1		Lesson Name: Operation Planning and Navigation	
Location: Classroom 1		Duration: 100 minutes	
Who can Teach: RePL chief instructor RePL Instructor			
Required Prior Knowledge: Aeronautical Knowledge component of the RePL Course			
Previous Unit: TA1 – Aeroplane RPAS Category		Next Unit: PA2 – Management and other Roles	
Lesson Activity: Exercise 1.2, 1.4 and 1.5			
Formative Test: Exercise 1.6		Summative Test: RPAS Aeroplane Flight Test	
Resources: VNC, NAIPS, CASR, JSA Forms, BOM Website, ERSA Exercise 1.2, 1.4, 1.5 and 1.6 ABC DRONES' RPAS Operations Manual & Operational Procedures (Library) Example CASA 3 NM approval instrument			
Files & File Locations: D:\Documents (Shared)\ReOC Share Files\5-RePL Course Documents\Exercises and Example Documents			
Associated Risk Assessment: RePL Classroom Training Risk Assessment			
Lesson Objectives: <ol style="list-style-type: none"> 1. RPA operator's documented practices and procedures 2. Operational basics of aviation 3. Use of aeronautical charts 4. Aircraft orientation considerations 5. Use of ERSA 6. Operations preparation and planning. 			
Time	Content & Instructor Activity	Student Activity	Resource
10	<p>Explain paragraph 101.370 of CASR relating to the operation of the RPA.</p> <p>Then, identify some of the relevant parts of ABC DRONES' documented practices and procedures relevant to 101.370.</p>	As a class read the Sample RPAS Operations Manual & Operational Procedures (Library) to find relevant passages to 101.370.	CASA Sample Operations Manual & Operational Procedures (Library)
15	<p>Describe and explain the following points and guide the students through exercise 1.2:</p> <ul style="list-style-type: none"> • Describe different traffic patterns of manned aircraft at aerodromes: <ul style="list-style-type: none"> ○ Uncontrolled AD ○ Controlled AD 	<p>Students must describe how they would respond when given an example scenario of an interaction with manned aircraft near an aerodrome.</p> <p>Students must describe the correct preventative actions to</p>	Exercise P1.2

ABC DRONES – RPAS Small Aeroplane Category - RePL Upgrade Course			
	<p>Describe suitable vertical and horizontal separation distances between the RPA and other aircraft.</p> <p>Describe responses and preventative actions to maintain the safety of the operation during interactions with manned aircraft near aerodromes.</p> <p>Explain when an incident or accident report must be submitted in relation to an operation of the RPA:</p> <ul style="list-style-type: none"> • Incident • Serious incident • Accident 	<p>maintain safety during the scenario.</p>	
10	<p>Assist the students in explaining the features of a visual navigation chart.</p>	<p>On a visual navigation chart, students must identify, without reference to the chart legend: major features, including roads, rivers, lakes:</p> <ul style="list-style-type: none"> • obstacles, spot heights, including elevation or height above terrain • CTA, CTR, PRDs and aerodrome information • secondary controlled aerodromes • identify airspace boundaries and symbols • interpret other symbols with reference to the chart legend. 	VNC
20	<p>Describe and explain the following points and guide the students through exercise 1.4.</p> <p>Point out the approach and departure paths and movement areas on:</p> <ul style="list-style-type: none"> • Single RWY AD • Multi RWY AD • HLS <p>Explain the significance of track and ground speed in relation to an operation of the RPA.</p> <p>State the relevance of height, altitude and elevation in relation to different circumstances in which the RPA is operated.</p>	<p>Students must interpret a map or chart in relation to a proposed RPA operation and work out its implications for the operation. The following must be identified:</p> <ul style="list-style-type: none"> • AD movement areas • AD approach and departure paths • Operating altitude AGL, time for climb and decent • Operating altitude AMSL and airspace • The required flight distance from launch area and estimated time of travel • Obstacles within the area of operations. 	Exercise P1.4
10	<p>Describe the ERSA and guide the students through exercise 1.5.</p>	<p>Students will use the ERSA to extract information to complete</p>	Exercise P1.5

ABC DRONES – RPAS Small Aeroplane Category - RePL Upgrade Course			
		<p>exercise 1.5. They must extract:</p> <ul style="list-style-type: none"> • information for a particular aerodrome and airspace • information and data about PRD areas. 	ERSA
2	<p>Describe the “fly neighbourly” areas</p> <p>“An FNA is a voluntary agreement under which aircraft operators agree to operate in an agreed manner which might include limits on operating heights, the frequency of operations and areas of operation. The nature, scope and terms of an agreement are matters for the parties to the agreement to determine. Arrangements for monitoring of and compliance with the agreement are also matters for the parties involved.”</p>		
3	<p>Describe environmental protection considerations</p> <p>“RPA operators wanting to fly over conservation land and national parks have to get an approval from the relevant authority, because it has been recognised drones cause a disturbance to wildlife. If such an approval is requested, the operator will need to plan the operation in such a way as to not cause a disturbance to wildlife.”</p> <p>“Considerations for such an approval could include:</p> <ul style="list-style-type: none"> • Birds • Marine mammals • People • Protected animals.” <p>“Other considerations:</p> <ul style="list-style-type: none"> • Fire due to battery issues or RPAS failure • Damage of vegetation from crew or equipment.” 		
30	<p>Guide the students through exercise 1.6</p>	<p>Students must:</p> <ul style="list-style-type: none"> • identify the operational documentation required for a planned operation: <ul style="list-style-type: none"> ○ JSA, RA and Authorisation Form ○ visual navigation chart ○ NOTAM ○ ERSA ○ Weather forecast. • plan an RPA operation using the JSA form • decide whether to carry out the operation or not • read and interpret a local weather forecast, and then an aeronautical weather forecast to determine whether it would still be suitable to operate the RPA for the operation given the forecast • as per the example CASA 3 NM approval instrument, simulate obtaining and 	<p>Exercise P1.6</p> <p>example CASA 3 NM approval instrument</p>


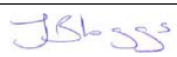
ABC DRONES – RPAS Small Aeroplane Category - RePL Upgrade Course			
		complying with ATC clearances.	
APPROVED BY CHIEF INSTRUCTOR			
Name: Joe Bloggs	Signature: 	Date: 10/04/19	
NEXT REVIEW BY CHIEF INSTRUCTOR		Due: 10/10/2019	

Table 5: Example theory lesson plan for a RePL course – multirotor category

Lesson Code: PA4		Lesson Name: Launch and recovery	
Location: Flight Area [ADDRESS HERE]		Duration: 100 minutes	
Who can Teach: RePL chief instructor RePL Instructor			
Required Prior Knowledge: Aeronautical Knowledge component of the RePL Course			
Previous Unit: PA3 – Pre-flight, Post-flight and battery management		Next Unit: PA5 – Normal Operations	
Lesson Activity: Flight 1			
Formative Test: Flight 1		Summative Test: RPAS Aeroplane Flight Test	
Resources: VNC, NAIPS, CASR, JSA Forms, BOM Website, ERSA ABC DRONES' RPAS Operations Manual & Operational Procedures (Library) JSA and RA			
Files & File Locations:			
Associated Risk Assessment: RePL Flight Training Area Risk Assessment			
Lesson Objectives: <ol style="list-style-type: none"> 1. RPAS operational site considerations 2. Conducting a JSA and RA validation 3. Operational pre-flight and post-flight procedures 4. Operational pre-flight briefing 5. Aircraft orientation considerations 6. RPAS launch, basic manoeuvring and recovery. 			
Time	Content & Instructor Activity		Tolerance & range of variables
	Lesson Introduction (as a group) <ol style="list-style-type: none"> 1. Brief students on lesson objectives and exercises to be conducted in this lesson 2. Discuss site considerations with students 		

	<ol style="list-style-type: none"> 3. Validate the JSA with students 4. Review the risk assessment with students 5. Review pre-flight & post-flight procedures 6. Give students the lesson pre-flight brief. 	
	<p>Lesson Body (run individually with each student under supervision)</p> <ol style="list-style-type: none"> 1. Student to set up RPA in flight area. 2. Student to conduct pre-flight. 3. Student to give pre-flight brief. 4. Student performs RPAS manoeuvres: <ol style="list-style-type: none"> a. Engine start b. Launch 2 m vertically and hover c. Pirouette – 90° right, 180° left d. Fly 10 m left, hover over cone. 20 m right, hover over cone. Return to launch point. Maintain nose out e. Land. 5. Student to conduct post-flight. 6. Instructor to debrief student. 7. If required, repeat until student competent. 8. Once competent, send the student to practice manoeuvres two more times at the practice area. They are to repeat all steps. 	<p>Student to demonstrate:</p> <ol style="list-style-type: none"> 1. Control over the multirotor that is on the ground. 2. Stable hover over the cone and post-launch checks completed in accordance with checklist. 3. Complete full circles and stop within 20° of required point. 4. Stop and hover within 1 m of the cone. 5. Stable landing on designated spot with no bouncing or damage.
	<p>Lesson summery (as a group)</p> <ol style="list-style-type: none"> 1. Confirm all students have been taken though the lesson and had two run throughs on their own. 2. Debrief the students on their performance. 3. Summarise the lesson. 	
APPROVED BY CHIEF INSTRUCTOR		
Name: Joe Bloggs		Signature: 
		Date: 10/04/19
NEXT REVIEW BY CHIEF INSTRUCTOR		Due: 10/10/2019

6.2 RePL aeronautical knowledge lessons

6.2.1 Required level of detail

The level of detail that is contained in slides, presentations and student manuals will naturally vary between training organisations. However, a good rule of thumb is to include enough detail between the content itself and the instructor notes to allow an instructor who has less subject matter expertise in a particular topic to successfully convey the required information to students in a consistent and standardised way.

It is important to note that irrespective of the actual situation, CASA conducts all training organisation assessments on the basis of the organisation having or potential to have:

- Multiple instructors who are not the CRPs or chief instructors
- Instructors with the minimum required experience and subject matter expertise.

Lessons with items from the common units of aeronautical knowledge standards and practical competency standards should be designed to cover the required subjects in a general manner and should not be RPA category or system specific (e.g., not exclusively relevant to a DJI Phantom 4 multirotor). It is encouraged that system specific examples are used in training, but the lessons should cover the information in a way that is relevant to the safe operation of all RPAS.

Items from the Practical Competency Standards units must involve the student in an exercise or activity that meets the requirement listed in the relevant unit table within the Part 101 MOS. Some of these activities can be conducted in a classroom environment, but others will require the student to be in an active RPAS operation. Please read the requirement, tolerances and range of variable listed in the Part 101 MOS carefully.

6.2.2 Presentation slides

Presentation slides are designed to be used in the classroom environment to both illustrate certain concepts to the student and to prompt discussion among the class members. There is no right or wrong way to develop the slide packs, provided there is sufficient material to ensure all the learning elements from each of the modules are covered. A good way to do this is to add the specific learning elements into the notes area of the slides, which will help the instructor ensure the elements are covered and CASA when assessing your material.

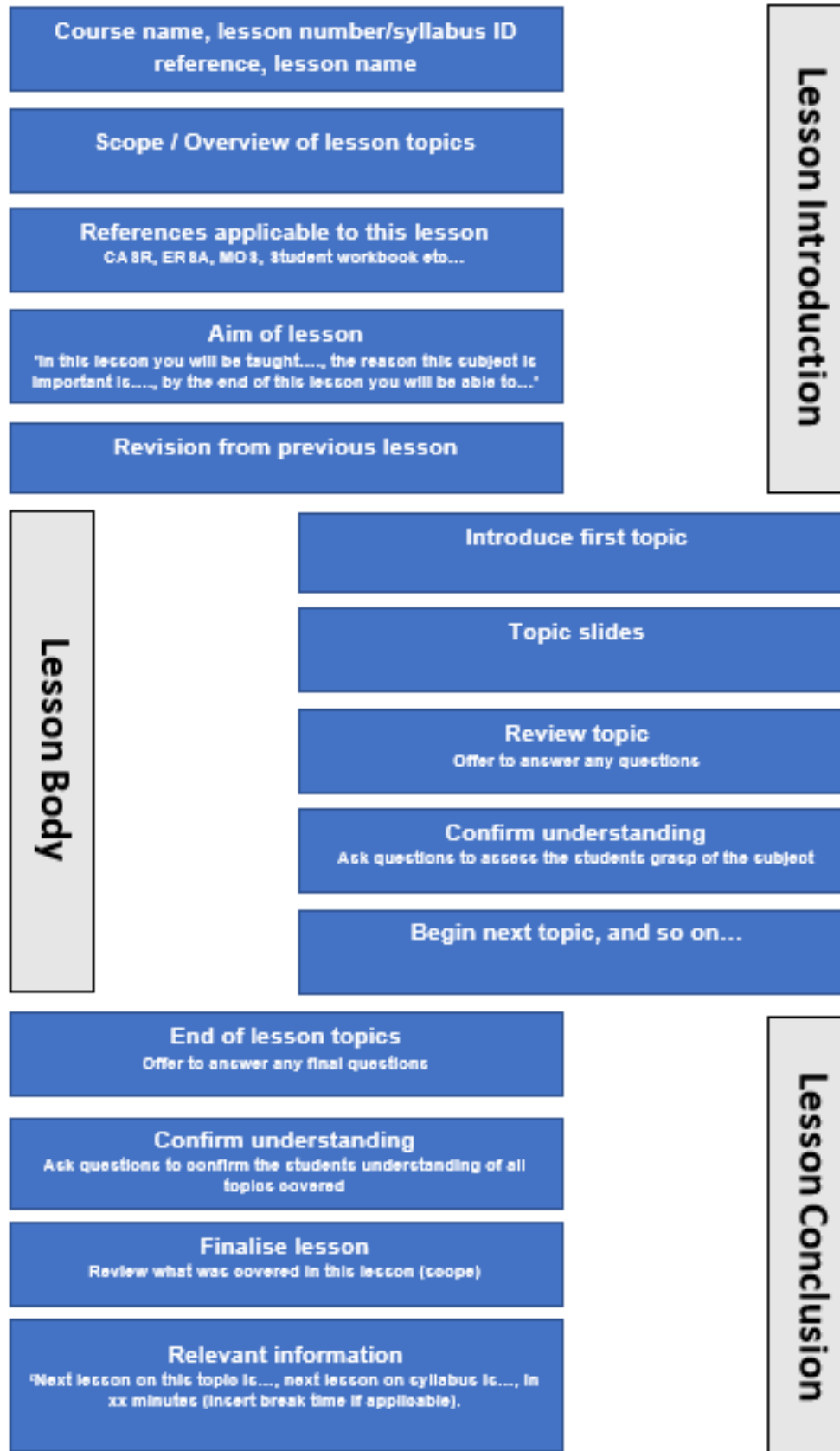
6.2.3 Lessons in other formats

If the lessons are to be conducted in a format other than presentation slides, the operator will need to submit a more comprehensive lesson plan which further breaks down how the lesson will be presented.

6.2.4 Sample lesson assessment

The CASA officer will review a random sample of lessons and assess them against their associated lesson plans for general accuracy, detail and sufficient instructor notes.

Figure 2: Example structure for slide show lessons



6.3 RePL aeronautical knowledge examination

6.3.1 Examination requirements

The RePL examination must comply with the following requirements:

- a. The questions must all be multiple choice. Questions requiring calculations or multiple steps to determine the answer can still be included, but they must be presented in a multiple-choice format.
 - i. It is poor exam practice for more than 5% of the total number of questions in the examination to have less than three possible answers
 - ii. Correct answers should be designed in a way that students who achieved the learning outcome of the theory lessons will be able to identify them
 - iii. All incorrect answers in a multiple-choice question should be plausible for students who did not achieve the learning outcome. Incorrect answers that are implausible will not serve to test the student's level of knowledge and, thus, should not be used. Common student errors provide the best source of incorrect alternative answers.
- b. Each examination (other than those for an upgrade course) must contain a minimum of 80 questions. The exact number of questions is determined by the aeronautical knowledge units included in the course.
- c. Examination question sets must be compiled in accordance with the required units for the relevant RePL course, taking into account the priority of each unit item. See the table below for a breakdown of the minimum number of questions required for each unit of the RePL course.

Table 6: RePL exam question number table

Unit code	Unit of knowledge	Required number of questions
Common Aeronautical Knowledge Units		
RBAK	Basic aviation knowledge for RPAS	12
RACP	Airspace, charts and aeronautical publications for RPAS	9
RBMO	Basic meteorology for RPAS operations	3
REES	Electrical and electronic systems for RPAS	15
RHPF	Human performance for RPAS	4
RKOP	RPAS knowledge — operations and procedures	17
RORA	Operational rules and air law for RPAS	3
RAFM	Automated flight management systems for RPAS — knowledge	2
RPAS/Category Specific Aeronautical Knowledge Units		
RBKA	RPA that is an aeroplane — aircraft knowledge and operation principles	16

Unit code	Unit of knowledge	Required number of questions
RBKM	RPA that is a multirotor — aeronautical knowledge and operation principles	16
RBKH	RPA that is a helicopter — aeronautical knowledge and operation principles	17
RBKP	RPA that is a powered-lift aircraft — aircraft knowledge and operation principles	21
REFE	RPA with liquid-fuel system — knowledge	2

- d. CASA recommends producing a matrix indicating to which unit item each question is related. This can be used for conducting the knowledge deficiency report process post examination, as the examiner must not refer to the exact question answered incorrectly, but instead to the knowledge unit item (see Chapter 2, Division 2.3, Paragraph 2.16, Sub-paragraph (2) of the CASR Part 101 MOS).
- e. Each question must be valued at a single mark. When writing the examination, if you believe a subject is of high importance, add additional questions to confirm the examinee's knowledge of the subject.

Note: To avoid disadvantaging the applicant, questions may not be multi-part or impact the outcome of another question.

- f. The RePL aeronautical knowledge examination must be a single examination, as per subsection 2.11 of the Part 101 Manual of Standards. The examination can be divided into units, but it must be conducted wholly in one sitting.
- g. The duration of the examination must be 15 minutes plus one minute per question (minimum 95 minutes).
- h. In the case of a paper-based examination, there must be four different copies of the examination with no question in the same format or position in one exam as in any other. Each of the four versions must have a unique identifier.
- i. In the case of an electronic examination or an examination question pool, the system must be able to present the exam in a way that meets the requirements of the paper-based exam described in (h).

6.3.2 Question construction

Multiple-choice items can be direct questions or incomplete statements. Direct questions are generally more effective at testing a student's understanding of a subject; however, both types can be useful in assessing the student's memory and understanding.

When writing questions, emphasise higher-level thinking by using memory-plus application questions. These questions require students to recall principles, rules or facts in a real-life context.

Which one of the following best illustrates Newton's third law of motion?

- a. *Paul jumps into the air. His legs apply a force to the ground, and the ground applies an equal and opposite reaction force that propels him into the air.*

- b. *If Paul slides a hockey puck on ice, eventually it will stop, because of friction on the ice. It will also stop if it hits something, like a player's stick or a goalpost.*
- c. *If Paul uses all his might to push a shopping trolley and then a car, the trolley will have more acceleration than the car, because the trolley has less mass.*

Paul has arrived at a work site and would like to know the cloud height. At approximately what altitude above the surface would Paul expect the base of cumuliform clouds if the surface air temperature is 13 °C and the dewpoint is 3 °C?

- a. *4,500 ft*
- b. *5,000 ft*
- c. *5,500 ft*
- d. *6,000 ft*

Paul is operating an RPA at a height of 300 ft over the highest point of Mount Welton which has an elevation of 600 ft. When Paul hears a manned aircraft reporting its position and altitude over the radio in close vicinity to Paul at 1200 ft, he reports back with his RPA's position and altitude. What is the altitude of Paul's RPA?

- a. *300 ft*
- b. *600 ft*
- c. *900 ft*
- d. *1200 ft*

6.3.3 Examination assessment

Each of the submitted examinations will be assessed against the requirements in chapter 2, division 2.3 of the CASR Part 101 MOS. See section 5 for these requirements.

When making the document submission, please provide a matrix to identify the individual unit items corresponding to each question. This information can be in the examination or on a separate document and will make assessing each examination quicker and less costly for the applicant.

6.4 RePL flight test

6.4.1 Flight test requirements

For a RePL training course with an RPAS in the medium or large weight ranges, the flight test must be conducted with the same RPAS that the student was deemed competent for the practical competency units.

6.4.2 Knowledge requirements

The flight test must include documented and defined questions testing the student's knowledge of the subjects listed in section 2 of the relevant appendix within Schedule 6 of the Part 101 MOS.

These questions should be asked verbally during the flight test. The examiner may ask as many questions from the list of relevant subjects as he or she considers appropriate and necessary to determine whether the candidate has the required level of knowledge of the subjects.

The examiner is not required to ask questions relating to every subject listed, provided the examiner is satisfied by the answers to previously asked questions that the candidate has a satisfactory knowledge of the subjects about which questions are not asked. The examiner can and should also consider the student's aeronautical knowledge examination results when determining which questions to ask.

The operator must keep a record, for no less than 7 years, of:

- a. the specific questions asked of the candidate to demonstrate his or her knowledge of the subjects listed
- b. whether or not the student answered each question correctly
- c. any subjects listed about which the examiner did not question the student
- d. an overall assessment of the candidate's level of knowledge.

6.4.3 Practical flight standards

The RePL flight test must require the student to demonstrate competency against each standard, and within the stated tolerance listed in the relevant appendix within schedule 6 of the Part 101 MOS.

The flight test must describe each activity and manoeuvre to be performed before the examiner in the actual order they will be conducted.

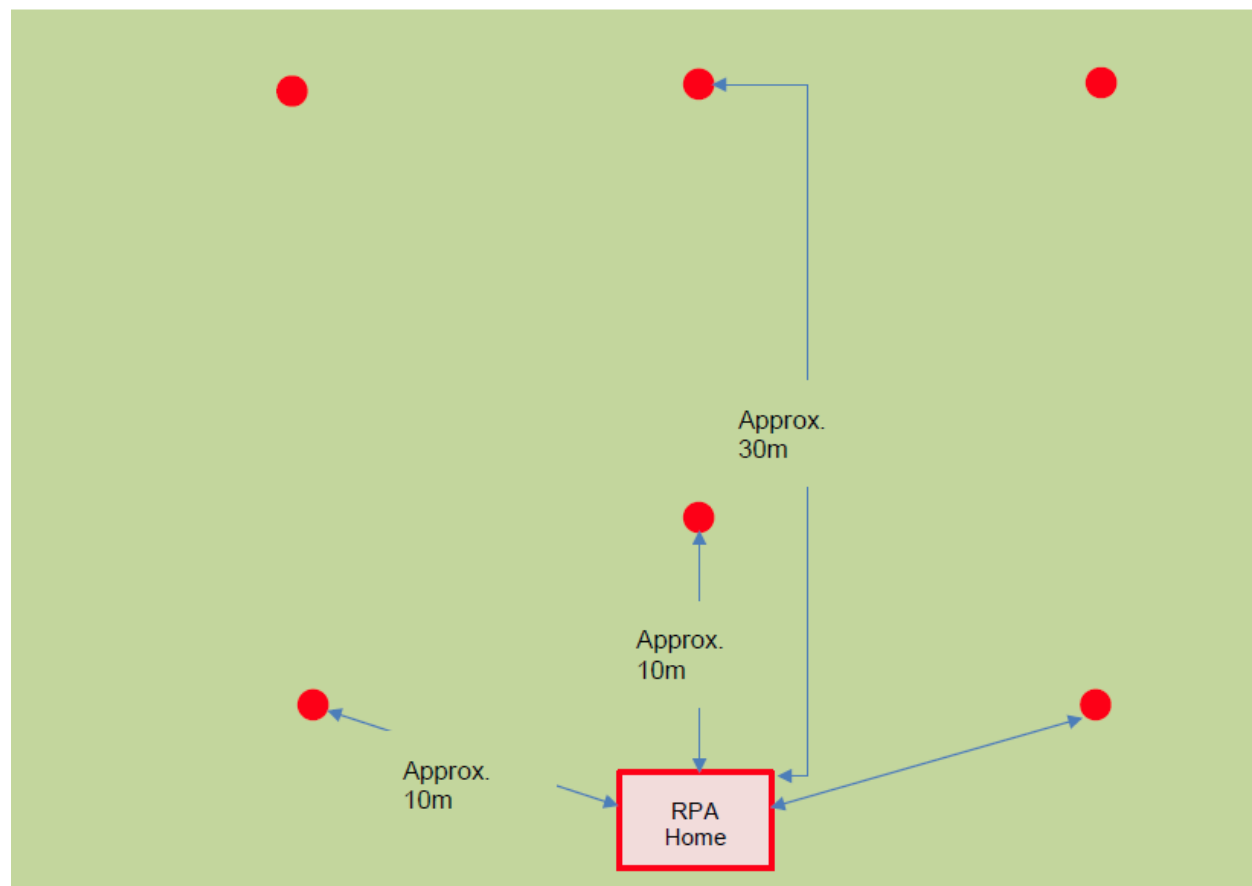
6.4.4 Practical flight test assessment

Each of the submitted practical flight tests will be assessed against the flight test standards in Schedule 6 of the CASR Part 101 MOS.

6.4.5 Example flight test layout

The diagram below depicts the most appropriate layout to use when conducting the multirotor or helicopter RPA flight test. Applicants who are conducting a flight test for the aeroplane or powered-lift categories, or have designed their own operational/practical tests, should ensure that a diagram of the cone layout applicable to that test is provided as part of the application submission.

Figure 3: Conducting the multirotor or helicopter RPA flight test



INFORMATION

- No cone closer than 30m to a non-informed participant.
- No cone closer than 15m of an informed participant
- No cone or home point closer than 5m of the operator or assessor
- No cone close than 30m to an obstacle
- All cones must be visible above surrounding vegetation
- No obstacles more than 1m above ground anywhere on the course

7 RePL training course operational procedures

As part of the application, the applicant will need to submit documented practices and procedures for conducting the RePL training course(s) being proposed. These documented procedures must describe how the operator intends to comply with the requirements in the Part 101 MOS for conducting courses, instructor and examiner appointment and record keeping.

Rephrasing or the direct cut and paste of text from the Part 101 MOS into an operations manual will not be accepted. Where a section of the CASR or a MOS requires documented practices and procedures, the operator must mandate a practice in their documentation to meet the requirement.

The CASA officer will use the 'RePL Training Course - Worksheet - Application Assessment' to assess all submitted documented practices and procedures against those required by chapter 2 of CASR Part 101 MOS.

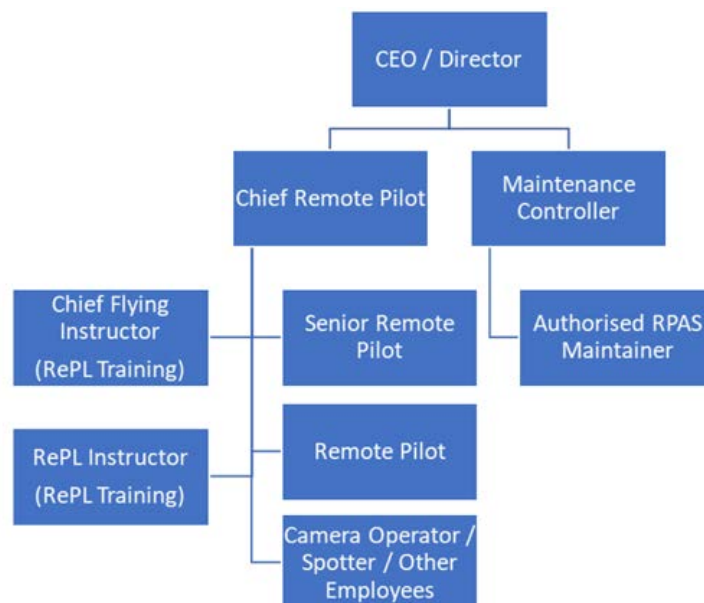
The sections below provide examples of acceptable means of compliance where documented practices and procedures are required.

See the 'RePL Training Course - Worksheet - Application Assessment' for the full list of assessed procedures.

7.1 Organisation structure

The applicant will need to amend the organisational structure diagram in their manuals to indicate where within the organisation the role of RePL instructor, as well as where the role of chief instructor, if applicable, will sit.

Figure 4: Example ReOC organisational structure



7.2 Accountabilities and responsibilities

The applicant will need to list the accountabilities and responsibilities of the RePL Instructors and, if the position exists, the chief instructor within the RPAS operations manual.

7.3 Responsibilities of chief instructor

Sample text

{ABC RPA's} Chief instructor is responsible for all theory and operational training operations under the authority of the ReOC.

The roles and responsibilities of {ABC RPA}'s chief instructor are to:

- ensure that all training operations are conducted safely and in accordance with section {relevant section} of this manual and to adhere to any requirements set out in the manual of standards
- review all changes to RePL training material

conduct regular currency checks of nominated instructors in both theory and operational training.

7.4 RePL instructor policy and procedures

The applicant will need to have policies and procedures in their operations manual for instructor and assessor nomination and currency. **The procedures below are example means of compliance.**

Instructor nomination

The Chief Remote Pilot must ensure that an employee who has been accepted by CASA is performing the role of chief instructor while **{ABC RPA}** is conducting RePL Training.

Only employees checked in accordance with section **{add section for instructor currency here}** and authorised by the Chief Remote Pilot in the table below may conduct RePL training instruction.

Employees authorised as RePL Instructors				
Name in full	ARN	Training completion date	CRP Signature	Date
<i>William James Bones</i>	<i>1012345</i>	<i>29/09/19</i>		<i>30/09/19</i>
...				

Instructor qualifications, initial training, currency and recency

Instructor qualifications

All instructors conducting **{ABC RPA}**'s RePL Training Course must have one or more of the following; a pilot instructor rating issued under Part 61, a Certificate IV in Training and Assessment, a tertiary level qualification in teaching that is recognised as such by a State or Territory government, or a certificate of completion or equivalent in the Principles and Methods of Instruction course.

Instructor initial training

Employees must have completed **{ABC RPA}**'s RePL Training Course and demonstrated to the chief instructor no less than three lessons containing aeronautical knowledge units and three lessons containing practical competency units.

Instructor currency and recency

The chief instructor must have assessed each RePL Instructor conducting two lessons containing aeronautical knowledge units and two lessons containing practical competency units in the previous 12 months.

RePL Instructors must also meet the currency and recency requirements for Remote Pilots detailed in section **{add section for remote pilot currency here}**.

Instructor qualification recordkeeping

The Chief Remote Pilot is required to maintain a record of each RePL instructor's qualifications and training relevant to sections **{add Instructor qualifications section, Instructor initial training section and Instructor currency and recency section here}**.

Approved assessors

Approved examiners

Only the Chief Remote Pilot or RePL Instructors authorised by the Chief Remote Pilot in the table below may conduct GELP assessments, RePL examinations or flight tests. This table must be kept current and CASA must be informed if RePL Instructors are added or removed from it.

RePL Instructors authorised as GELP assessors			
Name in full	ARN	Signed	Date
<i>Joe Bloggs (CRP)</i>	<i>1012321</i>		
<i>William James Bones</i>	<i>1012345</i>		
...			

Approved Aviation Radio Operator Certificate (AROC) assessors

Only the RePL Instructor(s) authorised under CASR 64.012 and listed in the table below may conduct the AROC assessment.

RePL Instructors authorised as GELP assessors			
Name in full	ARN	Signed	Date
<i>Joe Bloggs (CRP)</i>	<i>1012321</i>		

7.5 RPL training course administration

The applicant will need to have policies and procedures in their operations manual describing how they will conduct assessments, exams, KDRs and record keeping. **The procedures below are example means of compliance.**

General English language proficiency (GELP) assessment

When a GELP assessment is required, it is to be conducted in accordance with and by using Form 61-9GELP.

Where an applicant for RePL cannot provide evidence to meet the requirements in Section A of the form, the applicant must be directed to an external organisation that provides English proficiency testing in accordance with the Part 61 MOS Volume 2, Section 1, paragraph 5.1.2, sub-paragraph (f).

RePL aeronautical knowledge examination

The specifics of each exam including duration, pass mark, permitted documents and equipment are to be detailed on the individual exam cover sheet.

Knowledge deficiency report (KDR) policy

Within 24 hours of completing an aeronautical knowledge examination, the examiner should provide each sitting student with their result and, where appropriate, a KDR (see Appendix **{relevant appendix}** for KDR Form). In circumstances where a result and/or KDR cannot be provided within 24 hours, it must be provided within 7 days of completing the exam. A KDR is to be provided to all students who achieved a result of less than 100%. The examiner must review the KDR contents with the student, without referencing the exact exam question answered incorrectly, to ensure the student has a good understanding of each topic (items of the aeronautical knowledge units) indicated in the KDR and understands where they went wrong in the examination.

For students who passed the examination and received a KDR, the examiner may review these KDRs as a class. The review must be conducted in such a way that no individual student results or KDRs are indicated to other students.

On completion of the KDR review and when the examiner is satisfied that each student has understood the topic that was the subject of the KDR, the examiner must sign the KDR and make a copy to be added to the student's course record.

Not yet competent (NYC) policy

If a student does not pass the examination on the first attempt or on a second attempt, they must sit an interview with a RePL Instructor who will produce a written plan of study for the student to follow before a third attempt may be made. This plan is to be signed by both the student and the RePL Instructor.

If a student does not pass the examination on the third attempt, no further attempts may be made without the student completing the aeronautical knowledge components of the RePL training course again and at least 14 days having passed since the previous attempt.

Examination security procedures

As part of signing this document's compliance statement, each employee of **{ABC RPA}**'s staff agrees to ensure that each aeronautical knowledge examination or questions from the examinations are not available to students or prospective students of **{ABC RPA}**'s RePL training courses.

Each examination is to be stored securely and if digitally must be password protected. The password is only to be known or available to the CRP, chief instructor and RePL Instructors.

If the examinations are printed, they must always remain under secure conditions. Secure conditions are:

- in a room where an examination is taking place and under the direct supervision of an examiner
- in the possession and control of the CRP, the chief instructor or a RePL Instructor
- locked in a cabinet with the only key(s) in the possession of the CRP, the chief instructor or a RePL Instructor.

This policy applies in all cases, except when a request for a copy of the examination or any question is made in writing by CASA.

Examination record keeping procedures

Each student's aeronautical knowledge examination answer sheet must be stored digitally with their student record for no less than 12 months.

The course aeronautical knowledge examination record (see Appendix **{relevant appendix}**) must be stored digitally with the course record for not less than seven years.

RePL practical competency assessment (Flight Test)

Assessment conduct policy

The specifics of each flight test including duration, tested behaviours, marking process, permitted documents and equipment are to be detailed on the individual flight test and its cover sheet.

Flight test record keeping procedure

Each student's flight test paper must be digitally stored with their student record for not less than seven years.

See section 2.14 of the Part 101 MOS for the specific information that needs to be captured and recorded as part of the flight test.

RPL training course amendment procedures

Course syllabus, lesson plans and lessons

All changes to a RePL training course syllabus, lesson plans or lessons are required to be reviewed by the chief instructor.

The RePL Training course syllabus and lesson plans must remain compliant with the Part 101 MOS Section 2.05 (4) and 2.06 (6), and cover the relevant units listed in Schedule 2 and 3. An operator may make any changes they wish to the course syllabus, lesson plans or lesson packs once accepted by CASA, but any changes must remain compliant with the above noted sections of the MOS or the course will, from the date of the change, cease to be a 'RePL training course' as per the Part 101 MOS Section 2.02 (2).

Course aeronautical knowledge examinations

All aeronautical knowledge examinations are to be reviewed annually. Any changes to an aeronautical knowledge examination must be approved by the chief instructor and be in accordance with section 2.12 paragraph (5) of the Part 101 MOS. Records of the changes are to be made and digitally stored with the examination.

7.6 RePL training courses

The course may be divided into sections for each sub-course of training being provided. This will help separate the specific entry requirements and checks, course curricula, aeronautical knowledge examinations and flight tests for each course.

Remote pilot licence (RePL) course

Initial RePL [*insert category here*] training course

1) Entry requirements

Able to provide required GELP evidence or applicable language proficiency certificate.

Minimum age: 17

(If the course includes AROC training, the age requirement is 17, Part 64.015 (1) (a) CASR)

2) Course curriculum

[*insert curriculum here*]

3) RePL aeronautical knowledge examination

[*insert specific exam identification code number here*]

4) RePL practical competency assessment

[*insert specific flight test number here*]

Upgrade RePL training course, for the addition of an RPA that is an [*insert category here*]

- 1) Entry requirements:

Student must hold a RePL.
- 2) Entry checks:
 - a) Has the applicant completed the theory component of the RePL course for the category of RPA being applied for?
 - b) Did the applicant complete the theory component of a RePL course over three years from the start date of this course?
 - c) Did the applicant complete the practical common units of a Part 101 MOS compliant RePL course?
- 3) Course curriculum
[*insert curriculum here*]
- 5) RePL aeronautical knowledge examination
[*insert specific exam identification code number here*]
- 4) RePL practical competency assessment
[*insert specific flight test number here*]

8 Application for RePL training - checklist

This checklist will assist in constructing the application for the RePL training course.

Document	Provided as part of submission?	Document file name	TSO checklist	Document description
Form 101-02 Application				
Form 101-04 Key personnel (if applicable)				
Operations Manual				
Operational Procedures Library				
RePL Training Syllabus and Course Curricula				
Lesson Plans				
Slide packs, presentations and instructor notes				
Theory Exams				
Operational/Practical test(s)				
Student Handbook (Student Course Information)				
Instructor Resume(s) and log book(s)				
Description of Aircraft used for training				
Description of Synthetic training devices				
Description of theory training facilities				
Description of operational training areas				

Document	Provided as part of submission?	Document file name	TSO checklist	Document description
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