Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje intergiranog MPL tečaja osposobljavanja

Application / Compliance Checklist for integrated MPL training course approval

Upravne pristojbe
70,00 kn

UPUTE:

Ovaj zahtjev/listu usklađenosti potrebno je ispuniti kod inicijalnog stjecanja odobrenja tečaja osposobljavanja u skladu sa zahtjevima Uredbe Komisije (EU) br. 1178/2011 i njezinih izmjena i dopuna.

Uz ovaj zahtjev/listu usklađenosti potrebno je dostaviti:

- 70,00 kn upravnih pristojbi;
- tečaj osposobljavanja (priručnik/program osposobljavanja) - u papirnatom i elektroničkom (CD/DVD) izdanju.

Upute za ispunjavanje:

U rubriku *"Organisation Reference"* potrebno je upisati referencu na program/priručnik (ime programa/priručnika i poglavlje) gdje je zahtjev opisan ili označiti N/A ukoliko nije primjenjivo.
Ispunjavanjem liste usklađenosti odgovorne osobe organizacije potvrđuju usklađenost programa/priručnika sa primjenjivim zahtjevima.

Rubrika *"Results" (Satisfactory-S, Unsatisfactory – U, Not applicable – N/A)* ispunjava se od strane CCAA inspektora. Rubrike S, U i N/A označavaju se sa znakom "X".

Uputa za buduće ishođenje odobrenja izmjena tečaja osposobljavanja (programa/priručnika):

Nije potrebno ispunjavati ovaj zahtjev/listu usklađenosti, već je potrebno dostaviti zahtjev za odobrenje izmjena tečaja osposobljavanja (programa/priručnika) sa popisom izmjena i dopuna i 70,00 kn upravnih pristojbi, te izmjenom programa/priručnika u papirnatom i elektroničkom (CD/DVD) izdanju.

TRAINING MANUAL			Obligatory		
Ref.: AMC&GM to Part-ORA; Subpart ATO; Section II; AMC1 ORA.ATO.230 (a)		Organization reference	RESULTS		
			S	U	N/A
Part 1 – The training plan					
(1) The aim of the course (ATP, CPL/IR, CPL, etc. as applicable)	A statement of what the student is expected to do as a result of the training, the level of performance, and the training constraints to be observed.				
(2) Pre-entry requirements	(i) Minimum age, educational requirements (including language), medical requirements; (ii) Any individual Member State requirements.				
(3) Credits for previous experience	To be obtained from the competent authority before training begins.				
(4)Training syllabi	As applicable, the flying syllabus (single-engine or multi-engine, as applicable), the flight simulation training syllabus and the theoretical knowledge training syllabus.				
(5) The time scale and scale, in weeks, for each syllabus	Arrangements of the course and the integration of syllabi time.				
(6) Training programme	(i)The general arrangements of daily and weekly programmes for flying, theoretical knowledge training and training in FSTDs, if applicable;				
	(ii) Bad weather constraints;				
	(iii) Programme constraints in terms of maximum student training times,(flying, theoretical knowledge, on FSTDs), for example per day, week or month;				
	(iv) Restrictions in respect of duty periods for students;				
	(v) Duration of dual and solo flights at various stages;				
	(vi) Maximum flying hours in any day or night;				

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			S	U	N/A
	(vii) Maximum number of training flights in any day or night.				
	(viii) Minimum rest period between duty periods.				
(7) Training records	(i) Rules for security of records and documents;				
	(ii) Attendance records;				
	(iii) The form of training records to be kept;				
	(iv) Persons responsible for checking records and students' log books;				
	(v) The nature and frequency of record checks;				
	(vi) Standardization of entries in training records;				
	(vii) Rules concerning log book entries.				
(8) Safety training	(i) Individual responsibilities;				
	(ii) Essential exercises;				
	(iii) Emergency drills (frequency);				
	(iv) Dual checks (frequency at various stages);				
	(v) Requirement before first solo day, night or navigation etc. if applicable				
(9) Tests and examinations	(i) Flying: (A) progress checks; (B) skill tests.				
	(ii) Theoretical Knowledge: (A) progress tests; (B) theoretical knowledge examinations.				
	(iii) Authorization for test;				
	(iv) Rules concerning refresher training before retest;				
	(v) Test reports and records;				

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Ref.: AMC&GM to Part-ORA; Subpart ATO; Section II; AMC1 ORA.ATO.230 (a)		Organization reference	RESULTS		
			S	U	N/A
	(vi) Procedures for examination paper preparation, type of question and assessment, standard required for 'pass';				
	(vii) Procedure for question analysis and review and for raising replacement papers;				
	(viii) Examinations resit procedures.				
(10) Training effectiveness	(i) Individual responsibilities;				
	(ii) General assessment;				
	(iii) Liaison between departments;				
	(iv) Identification of unsatisfactory progress (individual students);				
	(v) Actions to correct unsatisfactory progress;				
	(vi) Procedure for changing instructors;				
	(vii) Maximum number of instructor changes per student;				
	(viii) Internal feedback system for detecting training deficiencies;				
	(ix) Procedure for suspending a student from training;				
	(x) Discipline;				
	(xi) Reporting and documentation.				
(11) Standards and level of performance at various stages	(i) Individual responsibilities;				
	(ii) Standardisation;				
	(iii) Standardisation requirements and procedures;				
	(iv) Application of test criteria.				
Part 2 - Briefing and Air Exercises					
(1) Air Exercise	A detailed statement of the content specification of all the air exercises to be taught, arranged in the sequence to be flown with main and subtitles.				
(2) Air exercise reference	An abbreviated list of the above exercises giving only main and				

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			S	U	N/A
list	subtitles for quick reference, and preferably in flip-card form to facilitate daily use by instructors.				
(3) Course structure: phase of training	A statement of how the course will be divided into phases, indication of how the above air exercises will be divided between the phases and how they will be arranged to ensure that they are completed in the most suitable learning sequence and that essential (emergency) exercises are repeated at the correct frequency.				
	Also, the syllabus hours for each phase and for groups of exercises within each phase shall be stated and when progress tests are to be conducted, etc.				
(4) Course structure: integration of syllabi	The manner in which theoretical knowledge and flying training in an aircraft or an FSTD will be integrated so that as the flying training exercises are carried out students will be able to apply the knowledge gained from the associated theoretical knowledge instruction and flight training.				
(5) Student progress	The requirement for student progress and include a brief but specific statement of what a student is expected to be able to do and the standard of proficiency he/she must achieve before progressing from one phase of air exercise training to the next. Include minimum experience requirements in terms of hours, satisfactory exercise completion, etc. as necessary before significant exercises for example night flying.				
(6) Instructional methods	The ATO requirements, particularly in respect of pre- and post-flying briefing, adherence to syllabi and training specifications, authorization of solo flights, etc.				

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Ref.: AMC&GM to Part-ORA; Subpart ATO; Section II; AMC1 ORA.ATO.230 (a)		Organization reference	RESULTS		
			S	U	N/A
(7) Progress tests	The instructions given to examining staff in respect of the conduct and documentation of all progress tests.				
(8) Glossary of terms	Definition of significant terms as necessary.				
(9) Appendices	(i) Progress test report forms;				
	(ii) Skill test report forms;				
	(iii) ATO certificates of experience, competence, etc. as required.				
Part 3 – Flight training in an FSTD, if applicable					
(1) Air Exercise	A detailed statement of the content specification of all the air exercises to be taught, arranged in the sequence to be flown with main and subtitles.				
(2) Air exercise reference list	An abbreviated list of the above exercises giving only main and subtitles for quick reference, and preferably in flip-card form to facilitate daily use by instructors.				
(3) Course structure: phase of training	A statement of how the course will be divided into phases, indication of how the above air exercises will be divided between the phases and how they will be arranged to ensure that they are completed in the most suitable learning sequence and that essential (emergency) exercises are repeated at the correct frequency. Also, the syllabus hours for each phase and for groups of exercises within each phase shall be stated and when progress tests are to be conducted, etc.				
(4) Course structure: integration of syllabi	The manner in which theoretical knowledge and flying training in an aircraft or an FSTD will be integrated so that as the flying training exercises are carried out students will be able to apply the knowledge				

TRAINING MANUAL			Obligatory		
Ref.: AMC&GM to Part-ORA; Subpart ATO; Section II; AMC1 ORA.ATO.230 (a)		Organization reference	RESULTS		
			S	U	N/A
	gained from the associated theoretical knowledge instruction and flight training.				
(5) Student progress	The requirement for student progress and include a brief but specific statement of what a student is expected to be able to do and the standard of proficiency he/she must achieve before progressing from one phase of air exercise training to the next. Include minimum experience requirements in terms of hours, satisfactory exercise completion, etc. as necessary before significant exercises for example night flying.				
(6) Instructional methods	The ATO requirements, particularly in respect of pre- and post-flying briefing, adherence to syllabi and training specifications, authorization of solo flights, etc.				
(7) Progress tests	The instructions given to examining staff in respect of the conduct and documentation of all progress tests.				
(8) Glossary of terms	Definition of significant terms as necessary.				
(9) Appendices	(i) Progress test report forms;				
	(ii) Skill test report forms;				
	(iii) ATO certificates of experience, competence, etc. as required.				
Part 4 - Theoretical knowledge instruction					
(1) Structure of the theoretical knowledge course	A statement of the structure of the course, including the general sequence of the topics to be taught in each subject, the time allocated to each topic, the breakdown per subject and an example of a course schedule.				
	Distance learning courses should include instructions of the material to be studied for individual elements of the course.				

TRAINING MANUAL			Obligatory		
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			S	U	N/A
(2) Lesson Plans	A description of each lesson or group of lessons including teaching materials, training aids, progress test organisation and inter-connection of topics with other subjects.				
(3) Teaching materials	Specification of the training aids to be used (for example study materials, course manual references, exercises, self-study materials, demonstration equipment).				
(4) Student progress	The requirement for student progress, including a brief but specific statement of the standard that must be achieved and the mechanism for achieving this, before application for theoretical knowledge examinations.				
(5) Progress testing	The organization of progress testing in each subject, including topics covered, evaluation methods and documentation.				
(6) Review procedure	The procedure to be followed if the standard required at any stage of the course is not achieved, including an agreed action plan with remedial training if required.				

Integrated MPL training course					
		Organization reference	RESULTS		
			S	U	N/A
Subpart E – MULTI-CREW PILOT LICENCE (MPL)					
FCL.410.A MPL — Training course and theoretical knowledge examinations					
(a) Course. An applicant for an MPL shall have completed a training course of theoretical knowledge and flight instruction at an ATO in accordance with Appendix 5 to this Part.					
GENERAL - Appendix 5 – Integrated MPL training course					
1.	The aim of the MPL integrated course is to train pilots to the level of proficiency necessary to enable them to operate as co-pilot of a multi-engine multi-pilot turbine-powered air transport aeroplane under VFR and IFR and to obtain an MPL.				
2.	Approval for an MPL training course shall only be given to an ATO that is part of a commercial air transport operator certificated in accordance with Part-MS and the applicable air operations requirements or having a specific arrangement with such an operator. The licence shall be restricted to that specific operator until completion of the airline operator's conversion course.				
3.	An applicant wishing to undertake an MPL integrated course shall complete all the instructional stages in one continuous course of training at an ATO. The training shall be competency based and conducted in a multi-crew operational environment.				
4.	Only ab-initio applicants shall be admitted to the course.				
5.	The course shall comprise: (a) theoretical knowledge instruction to the ATPL(A) knowledge level; (b) visual and instrument flying training; (c) training in MCC for the operation of multi-pilot aeroplanes; and (d) type rating training.				
6.	An applicant failing or unable to complete the entire MPL course may apply to the competent authority for the theoretical knowledge examination and skill test for a licence with lower privileges and an IR, if the applicable requirements are met.				

Integrated MPL training course					
		Organization reference	RESULTS		
			S	U	N/A
GENERAL – GM1 to Appendix 5					
(a) In broad terms, the MPL holder is expected to be able to complete the airline operators' conversion course with a high probability of success and within the time frame normally allowed for this phase. The standard is equivalent to what is currently expected from graduates of the ATP(A) integrated course who have completed type rating training. (b) The general approach is to use the existing ATP(A) integrated training course as a reference and to implement progressively the MPL integrated training course and specifically the transfer from actual flight to simulated flight. (c) This transfer should be organised in a way that is similar to the approach used for ETOPS. Successive evolutions of the training syllabus introduce progressively a higher level of simulated flight and a reduction of actual flight. Change from one version to the next should only take place after enough experience has been gained and once its results, including those of airline operator conversion courses, have been analysed and taken into account.					
MPL Training Scheme – GM1 to Appendix 5					
(d) MPL training scheme should be applied.					
THEORETICAL KNOWLEDGE					
7.	An approved MPL theoretical knowledge course shall comprise at least 750 hours of instruction for the ATPL(A) knowledge level, as well as the hours required for theoretical knowledge instruction for the relevant type rating, in accordance with Subpart H.				
THEORETICAL KNOWLEDGE INSTRUCTION – GM1 to Appendix 5					
(e) The 750 hours of theoretical knowledge instruction can include classroom work, interactive video, slide or tape presentation, learning carrels, computer-based training, and other media as approved by the competent authority, in suitable proportions.					
FLYING TRAINING					

Integrated MPL training course					
		Organization reference	RESULTS		
			S	U	N/A
8.	The flying training shall comprise a total of at least 240 hours, composed of hours as PF and PNF, in actual and simulated flight, and covering the following 4 phases of training: (a) Phase 1 — Core flying skills Specific basic single-pilot training in an aeroplane. (b) Phase 2 — Basic Introduction of multi-crew operations and instrument flight. (c) Phase 3 — Intermediate Application of multi-crew operations to a multi-engine turbine aeroplane certified as a high performance aeroplane in accordance with Part-21. (d) Phase 4 — Advanced Type rating training within an airline oriented environment. Flight experience in actual flight shall include all the experience requirements of Subpart H, upset recovery training, night flying, flight solely by reference to instruments and the experience required to achieve the relevant airmanship. MCC requirements shall be incorporated into the relevant phases above. Training in asymmetric flight shall be given either in an aeroplane or an FFS.				
9.	Each phase of training in the flight instruction syllabus shall be composed of both instruction in the underpinning knowledge and in practical training segments.				
10.	The training course shall include a continuous evaluation process of the training syllabus and a continuous assessment of the students following the syllabus. Evaluation shall ensure that: (a) the competencies and related assessment are relevant to the task of a co-pilot of a multi-pilot aeroplane; and (b) the students acquire the necessary competencies in a progressive and satisfactory manner.				

Integrated MPL training course					
		Organization reference	RESULTS		
			S	U	N/A
11.	The training course shall include at least 12 take-offs and landings to ensure competency. These take-offs and landings shall be performed under the supervision of an instructor in an aeroplane for which the type rating shall be issued.				
ASSESSMENT LEVEL					
12.	The applicant for the MPL shall have demonstrated performance in all 9 competency units specified in paragraph 13 below, at the advanced level of competency required to operate and interact as a co-pilot in a turbine-powered multipilot aeroplane, under visual and instrument conditions. Assessment shall confirm that control of the aeroplane or situation is maintained at all times, to ensure the successful outcome of a procedure or manoeuvre. The applicant shall consistently demonstrate the knowledge, skills and attitudes required for the safe operation of the applicable aeroplane type, in accordance with the MPL performance criteria.				
COMPETENCY UNITS					
13.	The applicant shall demonstrate competency in the following 9 competency units: (1) apply human performance principles, including principles of threat and error management; (2) perform aeroplane ground operations; (3) perform take-off; (4) perform climb; (5) perform cruise; (6) perform descent; (7) perform approach; (8) perform landing; and				

Integrated MPL training course					
		Organization reference	RESULTS		
			S	U	N/A
	(9) perform after landing and aeroplane post-flight operations.				
COMPETENCY UNITS, COMPETENCY ELEMENTS AND PERFORMANCE CRITERIA – GM1 to Appendix 5					
Are competency units, competency elements and performance criteria defined as prescribed in GM1 to Appendix 5?					
PRINCIPLES OF THREAT AND ERROR MANAGEMENT – GM1 to Appendix 5					
(o) One model that explains the principles of threat and error management is the TEM model.					
(1)	(1) The components of the TEM model: There are three basic components in the TEM model, from the perspective of flight crews: threats, errors and undesired aircraft states. The model proposes that threats and errors are part of everyday aviation operations that must be managed by flight crews, since both threats and errors carry the potential to generate undesired aircraft states. Flight crews must also manage undesired aircraft states, since they carry the potential for unsafe outcomes. Undesired state management is an essential component of the TEM model, as important as threat and error management. Undesired aircraft state management largely represents the last opportunity to avoid an unsafe outcome and thus maintain safety margins in flight operations.				
(2)	Threats:				
	(i) Threats are defined as events or errors that occur beyond the influence of the flight crew, increase operational complexity, and which must be managed to maintain the margins of safety. During typical flight operations, flight crews have to manage various contextual complexities. Such complexities would include, for example, dealing with adverse meteorological conditions, airports surrounded by high mountains, congested airspace, aircraft malfunctions, errors committed by other people outside of the cockpit, such as air traffic controllers, flight attendants or maintenance workers, and so forth. The TEM model considers these complexities as threats because they all have the potential to negatively				

Integrated MPL training course				
	Organization reference	RESULTS		
		S	U	N/A
affect flight operations by reducing margins of safety;				
(ii) Some threats can be anticipated, since they are expected or known to the flight crew. For example, flight crews can anticipate the consequences of a thunderstorm by briefing their response in advance, or prepare for a congested airport by making sure they keep a watchful eye on other aircraft as they execute the approach;				
(iii) Some threats can occur unexpectedly, such as an in-flight aircraft malfunction that happens suddenly and without warning. In this case, flight crews must apply skills and knowledge acquired through training and operational experience;				
(iv) Lastly, some threats may not be directly obvious to, or observable by, flight crews immersed in the operational context, and may need to be uncovered by safety analysis. These are considered latent threats. Examples of latent threats include equipment design issues, optical illusions, or shortened turn-around schedules;				
(v) Regardless of whether threats are expected, unexpected, or latent, one measure of the effectiveness of a flight crew's ability to manage threats is whether threats are detected with the necessary anticipation to enable the flight crew to respond to them through deployment of appropriate countermeasures;				
(vi) Threat management is a building block to error management and undesired aircraft state management. Although the threaterror linkage is not necessarily straightforward, and although it may not be always possible to establish a linear relationship, or one-to-one mapping between threats, errors and undesired states, archival data demonstrates that mismanaged threats are normally linked to flight crew errors, which in turn are often linked to undesired aircraft states. Threat management provides the most proactive option to maintain margins of safety in flight operations, by voiding safety-compromising situations at their roots. As threat managers, flight crews are the last line of defence to keep threats from impacting				

Integrated MPL training course					
		Organization reference	RESULTS		
			S	U	N/A
	flight operations;				
	(vii) Table 1 presents examples of threats, grouped under two basic categories derived from the TEM Model. Environmental threats occur due to the environment in which flight operations take place. Some environmental threats can be planned for and some will arise spontaneously, but they all have to be managed by flight crews in real time. Organisational threats, on the other hand, can be controlled (for example removed or, at least, minimised) at source by aviation organisations. Organisational threats are usually latent in nature. Flight crews still remain the last line of defence, but there are earlier opportunities for these threats to be mitigated by aviation organisations themselves.				
(3)	Errors:				
	(i) Errors are defined actions or inactions by the flight crew that lead to deviations from organisational or flight crew intentions or expectations. Unmanaged or mismanaged errors frequently lead to undesired aircraft states. Errors in the operational context thus tend to reduce the margins of safety and increase the probability of adverse events;				
	(ii) Errors can be spontaneous (for example without direct linkage to specific, obvious threats), linked to threats, or part of an error chain. Examples of errors would include the inability to maintain stabilised approach parameters, executing a wrong automation mode, failing to give a required callout, or misinterpreting an ATC clearance;				
	(iii) Regardless of the type of error, an error's effect on safety depends on whether the flight crew detects and responds to the error before it leads to an undesired aircraft state and to a potential unsafe outcome. This is why one of the objectives of TEM is to understand error management (for example detection and response), rather than to solely focus on error causality (for example causation and commission). From the safety perspective, operational errors that are timely detected and promptly responded to (for example properly managed), errors that do not lead to undesired aircraft states, do not reduce margins of safety in flight operations, and thus become operationally inconsequential. In addition to its safety value,				

Integrated MPL training course					
		Organization reference	RESULTS		
			S	U	N/A
	proper error management represents an example of successful human performance, presenting both learning and training value;				
	(iv) Capturing how errors are managed is then as important, if not more, as capturing the prevalence of different types of error. It is of interest to capture if and when errors are detected and by whom, the response(s) upon detecting errors, and the outcome of errors. Some errors are quickly detected and resolved, thus becoming operationally inconsequential, while others go undetected or are mismanaged. A mismanaged error is defined as an error that is linked to or induces an additional error or undesired aircraft state;				
	(v) Table 2 presents examples of errors, grouped under three basic categories derived from the TEM model. In the TEM concept, errors have to be 'observable' and therefore, the TEM model uses the 'primary interaction' as the point of reference for defining the error categories;				
	(vi) The TEM model classifies errors based upon the primary interaction of the pilot or flight crew at the moment the error is committed. Thus, in order to be classified as aircraft handling error, the pilot or flight crew must be interacting with the aircraft (for example through its controls, automation or systems). In order to be classified as procedural error, the pilot or flight crew must be interacting with a procedure (for example checklists; SOPs; etc.). In order to be classified as communication error, the pilot or flight crew must be interacting with people (ATC, ground crew, other crewmembers, etc.);				
	(vii) Aircraft handling errors, procedural errors and communication errors may be unintentional or involve intentional non-compliance. Similarly, proficiency considerations (for example skill or knowledge deficiencies, training system deficiencies) may underlie all three categories of error. In order to keep the approach simple and avoid confusion, the TEM model does not consider intentional non-compliance and proficiency as separate categories of error, but rather as sub-sets of the three major categories of error.				
(4)	Undesired aircraft states:				

Integrated MPL training course					
		Organization reference	RESULTS		
			S	U	N/A
	(i) Undesired aircraft states are flight crew-induced aircraft position or speed deviations, misapplication of flight controls, or incorrect systems configuration, associated with a reduction in margins of safety. Undesired aircraft states that result from ineffective threat or error management may lead to compromising situations and reduce margins of safety in flight operations. Often considered at the cusp of becoming an incident or accident, undesired aircraft states must be managed by flight crews;				
	(ii) Examples of undesired aircraft states would include lining up for the incorrect runway during approach to landing, exceeding ATC speed restrictions during an approach, or landing long on a short runway requiring maximum braking. Events such as equipment malfunctions or ATC controller errors can also reduce margins of safety in flight operations, but these would be considered threats;				
	(iii) Undesired states can be managed effectively, restoring margins of safety, or flight crew response(s) can induce an additional error, incident, or accident;				
	(iv) Table 3 presents examples of undesired aircraft states, grouped under three basic categories derived from the TEM model;				
	(v) An important learning and training point for flight crews is the timely switching from error management to undesired aircraft state management. An example would be as follows: a flight crew selects a wrong approach in the FMC. The flight crew subsequently identifies the error during a cross-check prior to the FAF. However, instead of using a basic mode (for example heading) or manually flying the desired track, both flight crew members become involved in attempting to reprogram the correct approach prior to reaching the FAF. As a result, the aircraft 'stitches' through the localiser, descends late, and goes into an unstable approach. This would be an example of the flight crew getting 'locked in' to error management, rather than switching to undesired aircraft state management. The use of the TEM model assists in educating flight crews that, when the aircraft is in an undesired state, the basic task of the flight crew is undesired aircraft state management instead of error				

Integrated MPL training course					
		Organization reference	RESULTS		
			S	U	N/A
	management. It also illustrates how easy it is to get locked in to the error management phase;				
	(vi) Also from a learning and training perspective, it is important to establish a clear differentiation between undesired aircraft states and outcomes. Undesired aircraft states are transitional states between a normal operational state (for example a stabilised approach) and an outcome. Outcomes, on the other hand, are end states, most notably, reportable occurrences (for example incidents and accidents). An example would be as follows: a stabilised approach (normal operational state) turns into an unstabilised approach (undesired aircraft state) that results in a runway excursion (outcome);				
	(vii) The training and remedial implications of this differentiation are of significance. While at the undesired aircraft state stage, the flight crew has the possibility, through appropriate TEM, of recovering the situation, returning to a normal operational state, thus restoring margins of safety. Once the undesired aircraft state becomes an outcome, recovery of the situation, return to a normal operational state, and restoration of margins of safety is not possible.				
(5)	Countermeasures:				
	(i) Flight crews must, as part of the normal discharge of their operational duties, employ countermeasures to keep threats, errors and undesired aircraft states from reducing margins of safety in flight operations. Examples of countermeasures would include checklists, briefings, call-outs and SOPs, as well as personal strategies and tactics. Flight crews dedicate significant amounts of time and energies to the application of countermeasures to ensure margins of safety during flight operations. Empirical observations during training and checking suggest that as much as 70 % of flight crew activities may be countermeasures-related activities.				
	(ii) All countermeasures are necessarily flight crew actions. However, some countermeasures to threats, errors and undesired aircraft states that flight crews employ build upon 'hard'				

Integrated MPL training course					
		Organization reference	RESULTS		
			S	U	N/A
	resources provided by the aviation system. These resources are already in place in the system before flight crews report for duty, and are therefore considered as systemic-based countermeasures. The following would be examples of 'hard' resources that flight crews employ as systemic-based countermeasures: (A) ACAS; (B) TAWS; (C) SOPs; (D) checklists; (E) briefings; (F) training; (G) etc.				
	(iii) Other countermeasures are more directly related to the human contribution to the safety of flight operations. These are personal strategies and tactics, individual and team countermeasures that typically include canvassed skills, knowledge and attitudes developed by human performance training, most notably, by CRM training. There are basically three categories of individual and team countermeasures: (A) planning countermeasures: essential for managing anticipated and unexpected threats; (B) execution countermeasures: essential for error detection and error response; (C) review countermeasures: essential for managing thechanging conditions of a flight.				
	(iv) Enhanced TEM is the product of the combined use of systemicbased and individual and team countermeasures. Table 4 presents detailed examples of individual and team countermeasures. Further guidance on countermeasures can be found in the sample assessment guides for terminal training objectives (PANS-TRG, Chapter 3, Attachment B) as well as in the ICAO manual, Line Operations Safety Audit (LOSA) (Doc 9803).				
SIMULATED FLIGHT					
14.	Minimum requirements for FSTDs: (a) Phase 1 — Core flying skills				

Integrated MPL training course					
		Organization reference	RESULTS		
			S	U	N/A
	E-training and part tasking devices approved by the competent authority that have the following characteristics: — involve accessories beyond those normally associated with desktop computers, such as functional replicas of a throttle quadrant, a side-stick controller, or an FMS keypad, and — involve psychomotor activity with appropriate application of force and timing of responses. (b) Phase 2 — Basic An FNPT II MCC that represents a generic multi-engine turbine-powered aeroplane. (c) Phase 3 — Intermediate An FSTD that represents a multi-engine turbine-powered aeroplane required to be operated with a co-pilot and qualified to an equivalent standard to level B, additionally including: — a daylight/twilight/night visual system continuous cross-cockpit minimum collimated visual field of view providing each pilot with 180° horizontal and 40° vertical field of view, and — ATC environment simulation. (d) Phase 4 — Advanced An FFS which is fully equivalent to level D or level C with an enhanced daylight visual system, including ATC environment simulation.				

Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje intergiranog MPL tečaja osposobljavanja

Application / Compliance Checklist for integrated MPL training course approval

Naziv organizacije:		
Datum podnošenja zahtjeva:		
	Ime i prezime:	Potpis:
Šef školstva *(Head of Training):*		
Voditelj nadgledanja usklađenosti *(Compliance Monitoring Manager)* :		
Odgovorni rukovoditelj *(Accountable Manager):*		

Position	Name and Surname	Signature	Date
CCAA Inspector			
CCAA Inspector			

Note: CCAA Inspector shall provide detailed list of non-compliances, if found.