



Croatian Civil Aviation Agency

Zahtjev/Lista usklađenosti za odobrenje
MCC (As) tečaja osposobljavanja
*Application / Compliance Checklist for
MCC (As) 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.



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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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(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.			



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			S	U	N/A
(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 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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			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				



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			S	U	N/A
	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.				
(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				



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		S	U	N/A
	be studied for individual elements of the course.			
(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.			



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		S	U	N/A
FCL.735.As Multi-crew cooperation training course — airships				
(a) The MCC training course shall comprise at least: (1) 12 hours of theoretical knowledge instruction and exercises; and (2) 5 hours of practical MCC training; (3) An FNPT II, or III qualified for MCC, an FTD 2/3 or an FFS shall be used.				
(b) The MCC training course shall be completed within 6 months at an ATO.				
(c) Unless the MCC course has been combined with a multi-pilot type rating course, on completion of the MCC training course the applicant shall be given a certificate of completion.				
(d) An applicant having completed MCC training for any other category of aircraft shall be exempted from the requirements in (a).				
AMC1 FCL.735.A; FCL.735.H; FCL.735.As				
MULTI-CREW COOPERATION COURSE				
(a) Competency is a combination of knowledge, skills and attitudes required to perform a task to the prescribed standard.				
(b) The objectives of MCC training are to develop the technical and nontechnical components of the knowledge, skills and attitudes required to operate a multi-crew aircraft.				
(c) Training should comprise both theoretical and practical elements and be designed to achieve the following competencies:				
1. Communication				
Performance indicators				
(a) Know what, how much and who to communicate to; (b) Ensure the recipient is ready and able to receive the information; (c) Pass messages and information clearly, accurately, timely and adequately; (d) Check if the other person has the correct understanding when passing important information; (e) Listen actively, patiently and demonstrate understanding when receiving information; (f) Ask relevant and effective questions, and offer suggestions; (g) Use appropriate body language, eye contact and tone;				



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(h) Open and receptive to other people's view.				
Knowledge (a) Human Factors, TEM and CRM; (b) Application of TEM and CRM principles to training.				
2. Leadership and team working				
Performance indicators (a) Friendly, enthusiastic, motivating and considerate of others; (b) Use initiative, give direction and take responsibility when required; (c) Open and honest about thoughts, concerns and intentions; (d) Give and receive criticism and praise well, and admit mistakes; (e) Confidently do and say what is important to him or her; (f) Demonstrate respect and tolerance towards other people; (g) Involve others in planning and share activities fairly.				
3. Situation awareness				
Performance indicators (a) Aware of what the aircraft and its systems are doing; (b) Aware of where the aircraft is and its environment; (c) Keep track of time and fuel; (d) Aware of the condition of people involved in the operation including passengers; (e) Recognise what is likely to happen, plan and stay ahead of the game; (f) Develop what-if scenarios and make pre-decisions; (g) Identify threats to the safety of the aircraft and of the people.				
4. Workload management				
Performance indicators (a) Calm, relaxed, careful and not impulsive; (b) Prepare, prioritise and schedule tasks effectively; (c) Use time efficiently when carrying out tasks;				



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(d) Offer and accept assistance, delegate when necessary and ask for help early; (e) Review and monitor and cross-check actions conscientiously; (f) Follow procedures appropriately and consistently; (g) Concentrate on one thing at a time, ensure tasks are completed and does not become distracted; (h) Carry out instructions as directed.				
5. Problem solving and decision making				
Performance indicators (a) Identify and verify why things have gone wrong and do not jump to conclusions or make assumptions; (b) Seek accurate and adequate information from appropriate resources; (c) Persevere in working through a problem; (d) Use and agree an appropriate decision making process; (e) Agree essential and desirable criteria and prioritises; (f) Consider as many options as practicable; (g) Make decisions when they need to, reviews and changes if required; (h) Consider risks but do not take unnecessary risks.				
6. Monitoring and cross-checking				
Performance indicators (a) Monitor and cross-checks all actions; (b) Monitor aircraft trajectory in critical flight phases; (c) Take appropriate actions in response to deviations from the flight path.				
Knowledge (a) SOPs; (b) Aircraft systems; (c) Undesired aircraft states.				
7. Task sharing				



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Performance indicators (a) Apply SOPs in both PF and PNF roles; (b) Makes and responds to standard callouts.				
Knowledge (a) PF and PNF roles; (b) SOPs.				
8. Use of				
Performance indicators Utilise checklists appropriately according to SOPs.				
Knowledge (a) SOPs; (b) Checklist philosophy.				
9. Briefings				
Performance indicators Prepare and deliver appropriate briefings.				
Knowledge (a) SOPs; (b) Interpretation of FMS data and in-flight documentation.				
10. Flight management				
Performance indicators (a) Maintain a constant awareness of the aircraft automation state; (b) Manage automation to achieve optimum trajectory and minimum workload; (c) Take effective recovery actions from automation anomalies; (d) Manage aircraft navigation, clearance; terrain clearance; (e) Manage aircraft fuel state and and VFR regulation.				
Knowledge (a) Understanding of aircraft performance and configuration;				



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		S	U	N/A
(b) Systems; (c) SOPs; (d) Interpretation of FMS data and in-flight documentation; (e) Minimum terrain (f) Fuel management IFR take appropriate actions.				
11. FMS use				
Performance indicators Programme, manage and monitor FMS in accordance with SOPs.				
Knowledge (a) Systems (FMS); (b) SOPs; (c) Automation.				
12. Systems normal operations				
Performance indicators Perform and monitor normal systems operation in accordance with SOPs.				
Knowledge (a) Systems; (b) SOPs.				
13. Systems abnormal and emergency operations				
Performance indicators (a) Perform and monitor abnormal systems operation in accordance with SOPs; (b) Utilise electronic and paper abnormal checklists in accordance with SOPs.				
Knowledge (a) Systems; (b) SOPs; (c) Emergency and abnormal procedures and checklists; (d) Recall items.				



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14. Environment, weather and ATC				
Performance indicators (a) Communicate effectively with ATC; (b) Avoid misunderstandings by requesting clarification; (c) Adhere to ATC instructions; (d) Construct a mental model of the local ATC and weather environment.				
Knowledge (a) Systems; (b) SOPs; (c) ATC environment and phraseology; (d) Procedures for hazardous weather conditions.				
Practical exercises				
In a commercial air transport environment, apply multi-crew procedures, including principles of TEM and CRM to the following: ----- (a) Pre-flight preparation: (1) FMS initialisation; (2) radio and navigation equipment preparation; (3) flight documentation; (4) Computation of take-off performance data. (b) Take-off and climb: (1) before take-off checks; (2) normal take-offs; (3) rejected take-offs; (4) take-offs with abnormal and emergency situations included. ----- (c) Cruise: emergency descent.				



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(d) Descent and approach: (1) instrument flight procedures; (2) holding; (3) precision approach using raw data; (4) precision approach using flight director; (5) precision approach using autopilot; (6) one-engine-inoperative approach; (7) non-precision and circling approaches; (8) computation of approach and landing data; (9) all engines go-around; (10) go-around with one engine inoperative; (11) wind shear during approach.				
(e) landing: transition from instrument to visual flight on reaching decision altitude or height or minimum descent altitude or height;				
(f) after landing and post flight procedures;				
(g) selected emergency and abnormal procedures.				
CERTIFICATE OF COMPLETION FORM developed as defined in AMC1 FCL.735.A; FCL.735.H; FCL.735.As				



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

Position	Name and Surname	Signature	Date
CCAA Inspector			
CCAA Inspector			

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