

United Kingdom

Civil Aviation Authority

**Gap Analysis / Checklist to Support ATO Implementation**

of

**AMC2 FCL.735.A Multi-crew cooperation (MCC) training course – aeroplanes**

**Enhanced MCC Training to Airline Pilot Standards (APS MCC) Course**

and

**GM1 & GM2** – Enhanced MCC Training to Airline Pilot Standards (APS MCC) **Course**

**GM3** – Example of an Enhanced MCC Training to Airline Pilot Standards (APS MCC) **Grading System**

**GM4** - Example of an Enhanced MCC Training to Airline Pilot Standards (APS MCC) **Specific Arrangement**

**Although not mandatory, please note that failure to submit this completed checklist with the application documentation could result in a protracted delay to the Training Course Approval procedure and additional costs for the grant of the course approval.**

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| Organisation Name: | ATO Approval Reference: |
| Name & Position of Applicant: | Signature of Applicant: |
| Related Training Manual Edition / Revision: | Date of Signing: |

**This checklist has been compiled in accordance with requirements of AMC2 FCL.735.A, and associated Guidance Material, as an aid to ensuring that any related course Training Manual submitted for acceptance by the Authority contains all the relevant entries and only contains those paragraphs that are relevant to the Enhanced Multi-Crew Cooperation (Airline Pilot Standard) Course being applied for.**

In the column headed “Y/N/P”, please answer “Y” (for Yes), “N” (for No) or “P” (for Partial) to the following questions to determine the degree of your organisation’s compliance with the requirements set out in the stated Acceptable Means of Compliance and Guidance Material. Also required is the specific reference to your Training Manual to show where your compliance is demonstrated.

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| **COURSE STRUCTURE** | **Y/N/P** | **Training Manual Reference/s** | **CAA Remarks** |
| (a) Does the APS MCC training course comprise both theoretical and practical elements and has it been designed to achieve the training objectives, as set out in Table 1 below? |  |  |  |

| **Table 1 — Training objectives** | | | |
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| **Training objectives** | **Performance indicators** | **Knowledge** | **Practical exercises** |
| Monitoring and cross-checking | (a) Monitor and cross-check all actions;  (b) Monitor aeroplane trajectory in critical flight phases;  (c) Take appropriate actions in response to deviations from the flight path. | (a) SOPs;  (b) Aeroplane systems;  (c) Undesired aeroplane states. | 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.  (d) Descent and approach:  (1) instrument flight procedures;  (2) holding;  (3) 3D Operations using raw data;  (4) 3D Operations using flight director;  (5) 3D Operations using autopilot;  (6) one-engine-inoperative approach;  (7) 2D Operations and circling;  (8) computation of approach and landing data;  (9) all engines go-around;  (10) go-around with one engine inoperative;  (11) wind shear during approach. |
| Task sharing | (a) Apply SOPs in both PF and PM roles;  (b) Make and respond to standard call-outs. | (a) PF and PM roles;  (b) SOPs. |
| Use of checklists | Utilise checklists appropriately according to SOPs. | (a) SOPs;  (b) Checklist philosophy. |
| Briefings | Prepare and deliver appropriate briefings. | (a) SOPs;  (b) Interpretation of FMS data and in-flight documentation. |
| Flight management | (a) Maintain a constant awareness of the aeroplane automation state;  (b) Manage automation to achieve optimum trajectory and minimum workload;  (c) Take effective recovery actions from automation anomalies;  (d) Manage aeroplane navigation, terrain clearance;  (e) Manage aeroplane fuel state and take appropriate actions. | (a) Understanding of aeroplane performance and configuration;  (b) Systems;  (c) SOPs;  (d) Interpretation of FMS data and in-flight documentation;  (e) Minimum terrain clearance;  (f) Fuel management IFR and VFR regulation. |
| FMS use | Programme, manage and monitor FMS in accordance with SOPs. | (a) Systems (FMS);  (b) SOPs;  (c) Automation. |
| Systems normal operations | Perform and monitor normal systems operation in accordance with SOPs. | (a) Systems;  (b) SOPs. |
| Systems abnormal and emergency operations | (a) Perform and monitor abnormal systems operation in accordance with SOPs;  (b) Utilise electronic and paper abnormal checklists in accordance with SOPs. | (a) Systems;  (b) SOPs;  (c) Emergency and abnormal procedures and checklists;  (d) Recall items. |
| Environment, weather and air traffic control (ATC) | (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. | (a) Systems;  (b) SOPs;  (c) ATC environment and phraseology;  (d) Procedures for hazardous weather conditions. |

| **COURSE STRUCTURE** | **Y/N/P** | **Training Manual Reference/s** | **CAA Remarks** |
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| (b) Does the APS MCC training course include advanced swept-wing jet aeroplane training and airline operations scenario training to equip a pilot with the knowledge, skills, and attitudes required to commence initial type rating training to the standards generally required by a commercial air transport (CAT) operator certified pursuant to Regulation (EU) No 965/2012 (the ‘Air OPS Regulation’)? |  |  |  |
| (c) Does the APS MCC course consist of the following?  (1) the content of the MCC training course;  (2) advanced swept-wing jet aeroplane training;  (3) advanced airline operations scenario training; and  (4) a final assessment. |  |  |  |
| (d) Is the flight simulation training device (FSTD) time per crew during practical training a minimum of 40 hours, or 35 for integrated airline transport pilot licence (ATPL) holders, as set out in Table 2 below? |  |  |  |

| **Table 2 — Minimum hours** | |
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| **Training element** | **Minimum FSTD time per crew** |
| MCC TRAINING | 20 hours/15 hours |
| ADVANCED SWEPT-WING JET AEROPLANE TRAINING | 12 hours |
| ADVANCED AIRLINE OPERATIONS SCENARIO TRAINING | 6 hours |
| FINAL ASSESSMENT | 2 hours |

The training elements may be ordered, split and combined, as determined by the approved training organisation (ATO)’s course design.

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| **COURSE STRUCTURE** | **Y/N/P** | **Training Manual Reference/s** | **CAA Remarks** |
| (e) Does the ATO provide generic stand-alone or CAT-operator-specific APS MCC training, advanced swept-wing jet aeroplane training and advanced airline operations scenario training? In the case of generic stand-alone training, does the ATO establish appropriate documentation and manuals representative of a CAT operator, such as manuals for aeroplane original-equipment manufacturers (OEMs), standard operating procedures (SOPs), flight documentation, as well as reporting and documentation for management systems? |  |  |  |

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| **FSTDs** | **Y/N/P** | **Training Manual Reference/s** | **CAA Remarks** |
| (f) Is the practical training in the APS MCC training course based on a multi-pilot, multi-engine aeroplane type capable of carrying at least 50 passengers or equivalent mass? Is the FSTD used type-specific and equipped with a visual system that provides at least 180° horizontal and 40° vertical field of view?  (An FNPT II MCC that has a similar visual cueing system to the above, or is approved for MCC pursuant to FCL.735.A, may also be acceptable provided that the device is representative of the same class of multi-pilot, multi-engine aeroplane specified in this paragraph in terms of passenger load, mass and performance, and equipped with equivalent aeroplane systems and avionics functionality.) |  |  |  |
| (g) In the case of advanced swept-wing jet aeroplane practical training, is an FSTD representing a swept-wing multi-engine jet aeroplane used? |  |  |  |

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| **INSTRUCTOR QUALIFICATION** | **Y/N/P** | **Training Manual Reference/s** | **CAA Remarks** |
| (h) Is the minimum qualification level of all instructors delivering the training course an MCCI(A)? |  |  |  |
| (h1) Does the ATO ensure that all the instructors, before delivering the training course content, have received training on the application of core competencies as well as competency-based training? |  |  |  |
| (h2) Does the ATO ensure that before the MCCI(A) delivers the advanced swept-wing jet handling or airline operations scenario training elements, they have satisfactorily completed relevant specific handling, systems and technical instructor training under the supervision of an SFI or TRI with the privilege to instruct for multi-pilot aeroplanes? |  |  |  |
| (i) Is the final assessment completed by an instructor nominated by the head of training (HT) for this purpose? |  |  |  |

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| **COURSE DESIGN AND CORE COMPETENCIES** | **Y/N/P** | **Training Manual Reference/s** | **CAA Remarks** |
| (j) Is the course designed using instructional systems design (ISD) methodology? |  |  |  |
| (k) Is progress monitored throughout the course in accordance with the course design? |  |  |  |
| (l) Is a final progress assessment conducted at the end of the practical training? |  |  |  |

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| **PROGRESS ASSESSMENTS AND COURSE COMPLETION CERTIFICATE** | **Y/N/P** | **Training Manual Reference/s** | **CAA Remarks** |
| (m) Are practical training and progress assessments conducted to ensure that the student pilot has demonstrated the required level of competency (see Tables 1, 2, 3, 4 and 5 of this AMC)? |  |  |  |
| (n) During progress assessments, are the student’s knowledge, skills and attitudes in both pilot flying and pilot monitoring roles assessed? Are those assessments integrated into the training sessions? |  |  |  |
| (o) Are all assessments graded? (An example of a grading system for the APS MCC is provided in GM3 FCL.735.A.) |  |  |  |
| (p) For the final assessment, is the minimum standard for each competency at least ‘satisfactory’? (‘Satisfactory’ is defined as demonstrating 75 % or greater of the relevant performance indicators/observable behaviours set out in the table of GM3 FCL.735.A.) |  |  |  |
| (q) Is a student pilot who has reached a satisfactory or higher standard at the final assessment of the practical training awarded the APS MCC course completion certificate pursuant to AMC2 FCL.735.A? |  |  |  |
| (r) Alternatively, is a student pilot who completes the APS MCC course but does not achieve the APS MCC standard awarded the MCC course completion certificate pursuant to AMC1 FCL.735.A; FCL.735.H; FCL.735.As? |  |  |  |

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| **APS MCC TRAINING COURSE CONTENT AND PERFORMANCE INDICATORS** | **Y/N/P** | **Training Manual Reference/s** | **CAA Remarks** |
| (s) Are the elements of AMC1 FCL.735.A(c) enhanced as a result of the additional training in an airline context? |  |  |  |
| (t) Is CRM training provided to an APS MCC standard? |  |  |  |
| (t1) Does the ATO ensure that the student pilot understands how multi-crew coordination as well as the content and intent of CRM in ORO.FC.115 is applied in an airline context? |  |  |  |
| (t2) In order to impart maximum learning to the student pilot, does the ATO ensure that:  (i) CRM is integrated into all practical exercises of the APS MCC? and  (ii) threat-and-error management (TEM) is central to the course instruction; the concepts of threat anticipation, threat recognition, recovery to safe flight, error management, and consequent avoidance of undesired aeroplanes states is emphasised at all times? |  |  |  |

| **Table 3 — APS MCC CRM TRAINING CONTENT AND PERFORMANCE INDICATORS** | | | |
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| **Training** | **Performance indicators** | **Knowledge** | **Practical exercises** |
| CRM training | (a) Display competency in the relevant CRM-related behaviours.  (b) Successfully complete the final progress check. | Understand the CRM concepts set out in ORO.FC.115 of Annex III (Part-ORO) to the Air OPS Regulation. | Integrate CRM into all practical exercises of the APS MCC. |

| **Table 4 — ADVANCED APS MCC FLYING TRAINING COURSE CONTENT AND PERFORMANCE INDICATORS** | | | |
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| **Training** | **Performance indicators** | **Knowledge** | **Practical exercises** |
| Advanced swept-wing flying training | (a) Understand and apply combinations of thrust and attitude that ensure a stable, safe flight in various aeroplane configurations and altitudes.  (b) Manage the (much) wider range of speed and thrust at both low level and high level.  (c) Demonstrate good judgement and correct use of lift and drag devices during various phases of the flight.  (d) Use displays along with all available aids to stay mentally ahead when piloting all profiles.  (e) Understand and recognise the precursors of high-energy approaches.  (f) Know angle-of-attack (AoA) versus attitude indications at low level as well as at high level.  (g) Practice upset prevention as a priority, and clearly recognise when and how recovery is necessary, by using the required pilot skills to mitigate loss of control in-flight (LOC-I) events. | Elements and components of jet orientation:  (a) glass cockpit displays;  (b) propulsion;  (c) aerodynamics;  (d) flight controls;  (e) performance;  (f) jet flight planning;  (g) weight and balance;  (h) basic jet flying;  (i) pilot techniques for jet flying, advanced handling- skills development;  (j) flight path management;  (k) auto flight;  (l) high-altitude operations;  (m) introduction into prevention and recovery of upsets. | (a) Take-off, approach, landing, go-around.  (b) Flight deck management practices.  (c) Complex problem-solving techniques.  (d) Advanced handling.  (e) Manual handling skills (no autopilot, no auto thrust, and where possible, no flight director).  (f) Flight at different speeds, including slow flight and altitudes within the normal flight envelope.  (g) Steep turns.  (h) Aeroplane stability and stall awareness.  (i) Upset prevention techniques and approach-to-stall recovery events (appropriate to FSTD limitations and  capabilities).  (j) High-energy approach prevention.  (k) Go-around management of approach and landing configurations. |
| Advanced airline operations scenario training | (a) Execute pre-flight preparation in accordance with airline or OEM SOPs.  (b) Conduct an effective crew briefing, including cabin crew managers (CCMs).  (c) Display good airmanship and TEM skills in assessing aeroplane serviceability, weather planning, fuel  planning, and destination facilities.  (d) Conduct cockpit preparation and briefings in an effective and accurate manner.  (e) Manage and execute engine start, taxi-out and pre-take-off checks safely and in accordance with airline or OEM SOPs.  (f) Manage and execute runway line-up, take-off, climb, cruising, descent, approach, landing and taxi-in safely and in accordance with airline or OEM SOPs.  (g) During non-normal operations, display good system knowledge, and apply non- normal procedures, communications, TEM, situational awareness (SA), decision-making and aeroplane handling. | (a) Knowledge of systems as set out in this AMC.  (b) SOPs.  (c) Normal and non-normal operations, checklists and procedures. | (a) CHECK-IN PROCEDURES.  (b) PRE-FLIGHT PREPARATION:  (1) weather analysis;  (2) flight planning;  (3) fuel planning;  (4) configuration deviation list (CDL), dispatch deviation procedures guide (DDPG), and minimum equipment list (MEL) analysis; and  (5) cabin crew briefing.  (c) NORMAL PROCEDURES: cockpit preparation, pushback, engine starting, taxiing, take-off, climb, cruising, descent, landing, shutdown, and disembarkation procedures.  (d) ON TIME PERFORMANCE:  (1) weather analysis;  (2) flight planning; and  (3) fuel planning.  (e) NON-NORMAL PROCEDURES:  (1) as per (c) above, in case of a technical or operational non-normal event;  (2) TEM;  (3) diversion decision-making;  (4) communication;  (5) diversion;  (6) fuel SA; and  (7) passenger and crew care. |
| Airline-oriented training | (a) Understand the roles of airline departments.  (b) Understand the challenges faced by airline departments.  (c) Understand the relationships between airline departments.  (d) Understand airline responsibilities.  (e) Understand a pilot’s responsibilities as a crew member. | Appropriate elements of the applicable Regulation (Regulation (EU) No 1178/2012 (the ‘Aircrew Regulation’) and the Air OPS Regulation). | The exercise should provide the student pilot with a practical understanding of airline operations. This may be achieved through a visit to an airline or alternative means. |

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| **CERTIFICATE OF COMPLETION FORM** | **Y/N/P** | **Training Manual Reference/s** | **CAA Remarks** |
| Has the organisation created a suitable Certificate of Completion? |  |  |  |

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| **CERTIFICATE OF COMPLETION OF APS MCC-TRAINING** | | | | | |
| Applicant’s last name(s): |  | | First name(s): | |  |
| Type of licence: |  | | Number: | |  |
| ME/IR: |  | ***OR*** | | ME/IR skill test: |  |
| Issued on: |  | | Passed on: | |  |
|  | Signature of applicant: | | | |  |

*The satisfactory completion of APS MCC training according to requirements is certified below:*

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| **TRAINING** | | | |
| Multi-crew cooperation training to airline pilot standards received during period: | | | |
| From: | To: | At: | ATO/Operator\* |
| Location and date: | | Signature of head of ATO or authorised instructor\*: | |
| Type and number of licence and state of issue: | | Name(s) in capital letters of authorised instructor: | |

*\* Delete as appropriate*

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| **COURSE DESIGN** | **Y/N/P** | **Training Manual Reference/s** | **CAA Remarks** |
| (a) Is the ATO responsible for the initial course design based on the instructional systems design (ISD) methodology, as well as for the integral evaluation and further development of the course? |  |  |  |

| **TECHNICAL KNOWLEDGE INSTRUCTION** | **Y/N/P** | **Training Manual Reference/s** | **CAA Remarks** |
| --- | --- | --- | --- |
| (b1) To maximise the benefit during the training in a flight simulation training device (FSTD), it is essential that the student pilot understands the aeroplane systems.  Consequently, does the approved training organisation (ATO) provide sufficient systems training to ensure that student pilots are capable of effective situational awareness (SA) of the aeroplane systems when following normal and non-normal procedures and completing the related checklists? |  |  |  |
| (b2) Is the standard of technical-knowledge training limited to this goal unless the course is part of a combined APS MCC/type rating course?  (ATOs providing APS MCC training in a combined APS MCC/type rating course may provide systems training up to type rating standard) |  |  |  |
| (b3) Does aeroplane systems training, however delivered, ensure knowledge transfer to a standard within the scope of the ATO’s APS MCC training course approval? |  |  |  |
| (b4) Is this training delivered either through distance learning or instructor-led classroom instruction or a combination thereof? |  |  |  |
| (b5) If distance learning is utilised as an element of the course, is it supplemented by instructor-led training? |  |  |  |
| (b6) Is aeroplane systems knowledge, at the required level, confirmed by an assessment determined by the ATO’s course design? |  |  |  |

| **ADVANCED SWEPT-WING JET FLYING TRAINING (See Table 4 of AMC2 FCL.735.A)** | **Y/N/P** | **Training Manual Reference/s** | **CAA Remarks** |
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| (c1) Does the student pilot develop a flight path management competency, including energy management, as pilot flying (PF), and associated active monitoring skills as pilot monitoring (PM)? |  |  |  |
| (c2) Do aeroplane and airline procedures, used during this training, develop the student pilot’s understanding of the aeroplane flight envelope and inertia, as well as of the relationship between thrust and attitude? |  |  |  |
| (c3) Does this phase include an introduction to prevention and recovery of upsets, which builds confidence, skill, and resilience? |  |  |  |

| **ADVANCED AIRLINE OPERATIONS SCENARIO TRAINING (See Table 4 of AMC2 FCL.735.A)** | **Y/N/P** | **Training Manual Reference/s** | **CAA Remarks** |
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| (d1) Is the student pilot trained to apply the core competencies to conduct a safe and efficient operation in realistic airline operations scenarios? |  |  |  |
| (d2) Do the airline-representative scenarios include normal and non-normal situations? |  |  |  |
| (d3) Are operations run in real time according to a typical schedule? |  |  |  |
| (d4) Do the scenarios, constructed in an airline context, emphasise threat-and-error management (TEM), crew resource management (CRM), flight path management (including energy management) and interaction with internal and external stakeholders in the resolution of scenarios? |  |  |  |

| **AIRLINE-ORIENTED TRAINING (See Table 5 of AMC2 FCL.735.A)** | **Y/N/P** | **Training Manual Reference/s** | **CAA Remarks** |
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| (e) Does the training provide an understanding of the regulatory framework that an airline must operate in? |  |  |  |
| (ee) Does the student pilot understand the context and operational environment that applies to airline employees? |  |  |  |
| (e1) Do subjects include regulation of operations and aircrew? |  |  |  |
| (e2) Do subjects include safety management systems (SMSs) with emphasis on the pilot’s reporting obligations and ‘just culture’? |  |  |  |
| (e3) Do subjects include fatigue management and fatigue risk management system (FRMS) with emphasis on the airline’s and pilot’s obligations? |  |  |  |
| (e4) Do subjects include flight time limitations (FTLs), including crew scheduling and crew control functions? |  |  |  |
| (e5) Do subjects include flight operations planning and flight watch reporting systems? |  |  |  |
| (e6) Do subjects include airline maintenance department and interaction with flight operations? |  |  |  |
| (e7) Do subjects include ground operations and interaction with flight operations? |  |  |  |
| (e8) Do subjects include in-flight department and interaction with flight operations? |  |  |  |

| **COMPETENCIES** | **Y/N/P** | **Training Manual Reference/s** | **CAA Remarks** |
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| Has the approved training organisation (ATO) ensured that their course design develops the required core competencies through their training and assessment plan based on the competency framework provided in Table 1 below?  (An ATO may adapt this framework to include additional competencies and/or performance indicators/observable behaviours) |  |  |  |

| **Table 1 — COMPETENCIES** | | |
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| **Competency** | **Description** | **Performance indicators/observable behaviours** |
| Application of knowledge | Relates and applies relevant knowledge in the operational environment and in scenario settings. | — Demonstrates the acquisition and retention of required aviation knowledge;  — Relates knowledge between subject areas;  — Applies knowledge to the operational environment;  — Correctly identifies threats and errors in a timely manner;  — Uses knowledge to create valid options of managing threats, errors, and undesirable aeroplane states;  — Mentally resolves basic-mathematics problems relating to operational situations, both under normal  circumstances and under pressure;  — Shares knowledge with others openly and constructively, as and when appropriate. |
| Application of regulations and procedures | Identifies and applies appropriate procedures in accordance with published operating instructions and pursuant to applicable regulations. | — Identifies where to find the information;  — Follows standard operating procedures (SOPs) unless a higher degree of safety dictates an appropriate deviation therefrom;  — Follows all operating instructions in a timely manner;  — Correctly operates aeroplane systems and associated equipment;  — Monitors the status of aeroplane systems;  — Complies with applicable regulations;  — Applies relevant procedural knowledge. |
| Communication | Communicates through appropriate means in normal and non-normal situations. | — Ensures that the recipient is ready and able to receive the information;  — Shares appropriate information;  — Selects appropriately what, when, how, and with whom to communicate;  — Conveys messages clearly, accurately, and concisely;  — Confirms that the recipient correctly understands  important information;  — Listens actively and demonstrates understanding when receiving information;  — Asks relevant and effective questions;  — Communicates in order to resolve deviations identified through monitoring;  — Adheres to standard radiotelephony phraseology and procedures;  — Accurately reads, interprets, drafts, and responds to data link messages in English;  — Correctly uses and interprets non-verbal communication. |
| Aeroplane flight path management — automation | Controls the aeroplane flight path through automation. | Uses appropriate flight management and guidance systems as well as automation, as installed and as appropriate to the conditions;  — Monitors and detects deviations from the desired aeroplane trajectory and takes appropriate action;  — Manages the flight path to optimise the operational performance;  — Maintains the desired flight path during flight using automation, whilst managing other tasks and distractions;  — Effectively monitors automation, including engagement and automatic-mode transitions. |
| Aeroplane flight path management — manual control | Controls the aeroplane flight path through manual flight. | — Uses appropriate flight management and guidance systems and automation, as installed and appropriate to the conditions;  — Manually controls the aeroplane using only the relationship between aeroplane attitude, speed and thrust, as well as navigation signals or visual information;  — Monitors and detects deviations from the desired aeroplane trajectory and takes appropriate action;  — Manages the flight path to optimise the operational performance;  — Maintains the desired flight path during manual flight,  whilst managing other tasks and distractions;  — Effectively monitors flight guidance systems, including engagement and automatic-mode transitions. |
| Leadership and teamwork | Influences others so that they contribute to a shared purpose. Collaborates to accomplish the goals of the  team. | — Creates an atmosphere of open communication and encourages team participation;  — Displays initiative and gives directions when required;  — Admits mistakes and takes responsibility;  — Carries out instructions when directed;  — Gives and receives feedback constructively;  — Applies effective intervention strategies to resolve deviations identified whilst monitoring;  — Takes into account cultural differences;  — Engages others in planning;  — Addresses and resolves conflicts and disagreements in a constructive manner;  — Exercises decisive leadership. |
| Problem-solving and decision-making | Identifies problem precursors and resolves actual problems, using decision-making techniques, in a timely manner. | — Seeks accurate and appropriate information from appropriate sources;  — Identifies and verifies what and why has failed;  — Perseveres with resolving problems whilst prioritising safety;  — Uses appropriate and timely decision-making techniques;  — Sets priorities appropriately;  — Identifies and considers options, as appropriate;  — Monitors, reviews, and adapts decisions, as required;  — Identifies, assesses, and manages risks effectively;  — Adapts when faced with situations where no guidance or procedure exists. |
| Situational awareness (SA) and information management | Perceives, comprehends, and manages information, as well as anticipates its effect on the operation. | — Monitors, identifies, and assesses accurately the aeroplane’s state and systems;  — Monitors, identifies, and assesses accurately the  aeroplane’s energy state and anticipated flight path;  — Monitors, identifies, and assesses accurately the general environment as it may affect the operation;  — Validates the accuracy of information and checks for gross errors;  — Maintains the awareness of the people involved in or affected by the operation as well as their capacity to perform as expected;  — Anticipates what could happen, plans, and stays ahead of the situation;  — Develops effective contingency plans based upon  potential threats;  — Recognises and effectively responds to indications of reduced SA. |
| Workload management | Maintains available workload capacity through prioritisation and distribution of tasks, using resources. | — Exercises self-control in all situations;  — Plans, prioritises, and schedules tasks effectively;  — Manages time efficiently when carrying out tasks;  — Offers and gives assistance, delegates when necessary;  — Seeks and accepts assistance, when necessary;  — Monitors, reviews, and cross-checks taken action  conscientiously;  — Verifies that tasks are completed as expected;  — Manages and recovers from interruptions, distractions, variations, and failures effectively, while performing tasks. |

| **GRADING SYSTEM** | **Y/N/P** | **Training Manual Reference/s** | **CAA Remarks** |
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| Has the ATO adopted an appropriate grading system based on the example shown below? |  |  |  |

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| **EXAMPLE OF AN APS MCC GRADING SYSTEM** | | | | | |
| **Competency** | **Unsatisfactory** | **Satisfactory** | **Good** | **Very Good** | **Exemplary** |
| General description of each competency level. | The pilot’s performance in this competency was  unsatisfactory with a negative effect on safety.  The pilot did not demonstrate the majority of the relevant performance indicators. | The pilot’s performance in this competency was satisfactory with a slightly positive effect on safety.  The pilot demonstrated  most of the relevant performance indicators in this competency to at least a satisfactory standard. | The pilot’s performance in this competency was effective with a significant contribution to safety. The pilot consistently demonstrated most of the relevant performance indicators in this competency to a good standard. | The pilot’s performance in this competency was very effective, which significantly enhanced safety. The pilot regularly demonstrated all of the relevant performance indicators in this competency to a very good standard. | The pilot’s performance in this competency was  exemplary with an outstanding effect on safety. The pilot always  demonstrated all of the relevant performance  indicators in this competency to an exemplary standard. |
| Notes | | | — Most: 75 % or greater.  — Relevant performance indicator: a performance indicator/observable behaviour that is expected to be demonstrated during the assessment. | | |

| **SPECIFIC ARRANGEMENT** | **Y/N/P** | **Training Manual Reference/s** | **CAA Remarks** |
| --- | --- | --- | --- |
| (a) Does any Specific Arrangement, pursuant to ORA.GEN.205 Contracted activities, between an approved training organisation (ATO) and an operator for the APS MCC course cover at least the following points: |  |  |  |
| (a1) pre-entry requirements (including screening and selection)? |  |  |  |
| (a2) provision of the relevant documentation (operations manuals (OMs) and training manuals)? |  |  |  |
| (a3) design of the training programme? |  |  |  |
| (a4) content of the course, including criteria to ensure that the operator’s documentation, manuals, standard operating procedures (SOPs), reporting structures, and management system are represented throughout the training course? |  |  |  |
| (a5) training effectiveness? |  |  |  |
| (a6) performance data feedback from the ATO to the operator? |  |  |  |
| (a7) course evaluation and improvement? |  |  |  |
| (a8) alignment of the grading and assessment criteria? |  |  |  |
| (a9) use of the operator’s crew resource management (CRM) content and utilisation of a flight crew CRM trainer, standardised by the operator? |  |  |  |
| (b) Have the ATO and the operator used their OMs and training manuals to identify additional areas to be covered by the Specific Arrangement? |  |  |  |

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