



Multi Crew Co-operation Course Instructor (MCCI (A)) Authorization Course

Course Objective

1. The course should be designed to give adequate training to the applicant in theoretical knowledge instruction and synthetic flight instruction in order to instruct those aspects of multi-crew co-operation (MCC) required by an applicant for a type rating on a first multi-pilot Airplane.
2. Confirmation of competency of the applicant to be authorised as an MCCI (A) will be determined by the applicant conducting at least 3 hours MCC instruction to a satisfactory standard on the relevant FNPT or flight simulator under the supervision of a TRI (A), SFI (A) or MCCI (A) notified by the Commission for this purpose.

JCAR FCL 1 Requirements

3. **Pre requisite.** Have at least (1500) Hrs flying experience as pilot on multi-pilot airplanes.
4. **Training course.** Have completed an MCCI course on a FNPT II or a flight simulator, to include:
 - (a) Complete MCCI course theoretical knowledge instruction
 - (b) Complete MCCI course synthetic flight instruction
5. **Skill test**



PART I

Teaching and Learning

Item No.

1. The Learning Process.

- Motivation.
- Perception and understanding.
- Memory and its application.
- Habits and transfer.
- Obstacles to learning.
- Incentives to learning.
- Learning methods.
- Rates of learning.

2. The Teaching Process.

- Elements of effective teaching.
- Planning of instructional activity.
- Teaching methods.
- Teaching from the known' to the unknown'.
- Use of lesson plans'.

3. Training Philosophies.

- Value of a structured (approved) course of training.
- Importance of a planned syllabus.
- Integration of theoretical knowledge and flight instruction.

4. Techniques of Applied Instruction.

a. Theoretical knowledge - Classroom instruction techniques.

- Use of training aids.
- Group lectures.
- Individual briefings.
- Student participation/discussion.

b. Flight - Airborne instruction techniques.

- The flight/cockpit environment.
- Techniques of applied instruction.
- Post flight and in flight judgment and decision making.



5. Student Evaluation and Testing.

a. Assessment of student performance.

- The function of progress tests.
- Recall of knowledge.
- Translation of knowledge into understanding.
- Development of understanding into actions.
- The need to evaluate rate of progress.

b. Analysis of student errors.

- Establish the reason for errors.
- Tackle major faults first, minor faults second.
- Avoidance of over criticism.
- The need for clear concise communication.

6. Training Program Development.

- Lesson planning.
- Preparation.
- Explanation and demonstration.
- Student participation and practice.
- Evaluation.

7. Human Performance and Limitations Relevant to Flight Instruction.

- Physiological factors.
- Psychological factors.
- Human information processing.
- Behavioral attitudes.
- Development of judgment and decision making.

8. Hazards Involved in Simulating System failures and Malfunctions in the Airplane during Flight.

- Selection of a safe altitude.
- Importance of touch drills'.
- Situational awareness.
- Adherence to correct procedures.

9 Training Administration.

- Flight theoretical knowledge instruction records.
- Pilot's personal flying log book.
- The flight/ground curriculum.
- Study material.
- Official forms.
- Aircraft Flight/Owner's Manuals/Pilot's Operating Handbooks.
- Flight authorization papers.
- Aircraft documents.



PART 2

Technical Training

1. The course should be related to the type of STD on which the applicant wishes to instruct. A training program should give details of all theoretical knowledge instruction.
2. Identification and application of human factors (as set in the ATPL syllabus 040) related to multi-crew co-operation aspects of the training.
3. The content of the instruction programme should cover training exercises as applicable to the MCC requirements of an applicant for a multi-pilot type rating.

Training Exercises

The exercises should be accomplished as far as possible in a simulated commercial air transport environment. The instruction should cover the following areas:

- a. Pre-flight preparation including documentation, and computation of take-off performance data;
- b. Pre-flight checks including radio and navigation equipment checks and setting;
- c. Before take-off checks including power plant checks, and take-off briefing by PF;
- d. Normal take-offs with different flap settings, tasks of PF and PNF, call-outs;
- e. Rejected take-offs; crosswind take-offs; take-offs at maximum take-off mass; engine failure after V1;
- f. Normal and abnormal operation of aircraft systems, use of checklists;
- g. Selected emergency procedures to include engine failure and fire, smoke control and removal, wind shear during take-off and landing, emergency descent, incapacitation of a flight crew member;
- h. Early recognition of and reaction on approaching stall in differing aircraft configurations;
- i. Instrument flight procedures including holding procedures; precision approaches using raw navigation data, flight director and automatic pilot, one engine simulated inoperative approaches, non-precision and circling approaches, approach briefing by PF, setting of navigation equipment, call-out procedures during approaches; computation of approach and landing data;
- j. Go-around; normal and with one engine simulated inoperative, transition from instrument to visual flight on reaching decision height or minimum descent height/altitude.
- k. Landings, normal, crosswind and with one engine simulated inoperative, transition from instrument to visual flight on reaching decision height or minimum descent height/altitude.