
 Ente Nazionale per l'Aviazione Civile	MCC I A - H	<input type="checkbox"/> MCC I
	INITIAL ISSUE REVALIDATION - RENEWAL SUPERVISION	<input type="checkbox"/> INITIAL ISSUE <input type="checkbox"/> REVALIDATION <input type="checkbox"/> RENEWAL
	CHECK LIST <i>Ref: Part FCL.920 / FCL.935 Reg. 1178/2011</i>	<input type="checkbox"/> A <input type="checkbox"/> H

A APPLICANT DETAILS			
Applicant last name(s)		Licence type	
Applicant first name(s)		Licence number	
Signature		ID card nr.	


MCC I		MCC I SUPERVISION			
MANOEUVRES / PROCEDURES		FSTD	PASS	FAIL	N / A

1	SECTION 1 - CORE INSTRUCTOR COMPETENCE PERFORMANCE STANDARD EVALUATION >>> Note 1: All instructors shall be familiar with the following competences to be demonstrated throughout Instructor supervision
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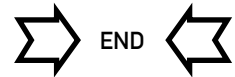
1.1	Core instructor competence - performance standard evaluation				
	Resources preparation				
1.2	<ul style="list-style-type: none"> • Adequate facilities availability • Briefing material preparation • Available tools management • Training planning with respect to training envelope and platform 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.3	Learning climate <ul style="list-style-type: none"> • Credentials, role models, appropriate behaviour • Roles definition and explanation • Mission objectives identification • Student pilot need perception and support 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.4	Knowledge presentation <ul style="list-style-type: none"> • Clear communication • Creating and sustaining realism • Training opportunities management 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.5	TEM and CRM elements integration <ul style="list-style-type: none"> • TEM and CRM links with technical training • Upset prevention links with technical training 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.6	Time management and training objectives achievement <ul style="list-style-type: none"> • Appropriate time allocation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.7	Learning facilitation <ul style="list-style-type: none"> • Trainee participation encouragement • Motivating, patient, confident and assertive manner • One to one coaching • Mutual support encouragement 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Examiner initials 



MCC I		MCC I SUPERVISION			
MANOEUVRES / PROCEDURES		FSTD	PASS	FAIL	N/A
1 SECTION 1 - CORE INSTRUCTOR COMPETENCE PERFORMANCE STANDARD EVALUATION (cont.)					
>>> Note 1: All instructors shall be familiar with the following competences to be demonstrated throughout Instructor supervision					
1.8	<i>Trainee performance assessment</i> <ul style="list-style-type: none"> • Trainee self-assessment against competency standards • Decision assessment • Feed-back clarity • CRM behaviour observation 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.9	<i>Progress review and monitor</i> <ul style="list-style-type: none"> • Individual outcomes comparison to defined objectives • Individual differences in learning rates identification • Appropriate corrective action application 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.10	<i>Training session evaluation</i> <ul style="list-style-type: none"> • Feed-back from student pilot eliciting process • Training session processes tracking against competence criteria 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1.11	<i>Outcome report</i> <ul style="list-style-type: none"> • Accurate report process using only observed actions and events 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Examiner initials 					

B TYPE RATING INSTRUCTOR / SYNTHETIC FLIGHT INSTRUCTOR / MULTI-CREW COOPERATION INSTRUCTOR				
<i>Instructor details</i>	<i>Name</i>		<i>License number</i>	
	<i>Signature</i>		<i>Location and date</i>	



>>>>> **STANDARDIZATION REFERENCE GUIDE - NOT TO BE REPORTED TO NAA** <<<<<<

A1 APPENDIX 1 - GLOSSARY, CROSS-REFERENCE, DETAILED INSTRUCTIONS		
(a)	Privileges	<i>The privileges of an MCCI are to carry out flight instruction during the practical part of MCC courses when not combined with type rating training; and in the case of MCCI(A), the basic phase of the MPL integrated training course, provided he/she holds or has held an FI(A) or an IRI(A) certificate.</i>
(b)	Restricted privileges	<i>The privileges of the holder of an MCCI certificate shall be restricted to the FNPT II / III MCC, FTD 2 / 3 or FFS in which the MCCI training course was taken. The privileges may be extended to other FSTDs representing further types of aircraft when the holder has completed the practical training of the MCCI course on that type of FNPT II/III MCC, FTD 2/3 or FFS</i>
(c)	Privileges exercise in case of test failure	<i>When an assessment of competence is required for revalidation of an instructor certificate, an applicant who fails to achieve a pass in the assessment before the expiry date of an instructor certificate shall not exercise the privileges of that certificate until the assessment has successfully been completed</i>

A2 APPENDIX 2 - FLIGHT TEST TOLERANCE	
Applicants shall demonstrate the ability to:	
(a)	<i>Demonstrate adequate knowledge and skills associated with the function of an instructor in the FSTD or flight</i>
(b)	<i>Demonstrate correct judgement and instructional technique allowing students to practice using an appropriate blend of direct instruction in the FSTD or flight and allowing practice by using trial and error</i>
(c)	<i>Use Instructor patter demonstration to allow trainee(s) to gain additional knowledge via an appropriate patter technique, whereby trainee(s) gain knowledge from imitation</i>
(d)	<i>Deliver constructive developmental feedback which will help to reduce or eliminate errors</i>
(e)	<i>Manage time and pace exercises appropriately avoiding any tendency of rushing</i>
(f)	<i>Recognise student errors</i>
(g)	<i>Establish the root cause of errors and prioritise major errors first and minor errors secondly</i>
(h)	<i>Keep the training environment positive at all time</i>
(i)	<i>Not to deliver negative training or negative transfer of training to trainee(s)</i>
(j)	<i>To deliver appropriate and timely instruction in such a manner that does not increase workload, diminish capacity or confuse trainee(s)</i>
(k)	<i>Demonstrate the ability to observe, record, classify, evaluate and train to competence with intelligent use of repeats and sequencing</i>
(l)	<i>Be aware of student fatigue and related consequences on training performance recognizing that mental capacity may be reduced, the ability to handle stressful situations, multi-tasking and training performance may be impeded</i>
(m)	<i>Effectively collate notes of the trainee(s) performance during training events</i>
(n)	<i>Not over-prompt trainee(s) and establish a balance of support for all trainee(s)</i>

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END