Type Rating Student Guide

A practical, student-focused roadmap for preparing, training, evaluating, and completing your type rating with confidence.

KNOW THE STANDARD
Understand the FAA, ACS, and approved curriculum expectations.

ARRIVE PREPARED
Complete courseware, limitations, memory items, lights, switches, controls, indications, flows, callouts, and procedures early.

TRAIN LIKE A CREW
Use professional communication, CRM, and threat management in every event.

01

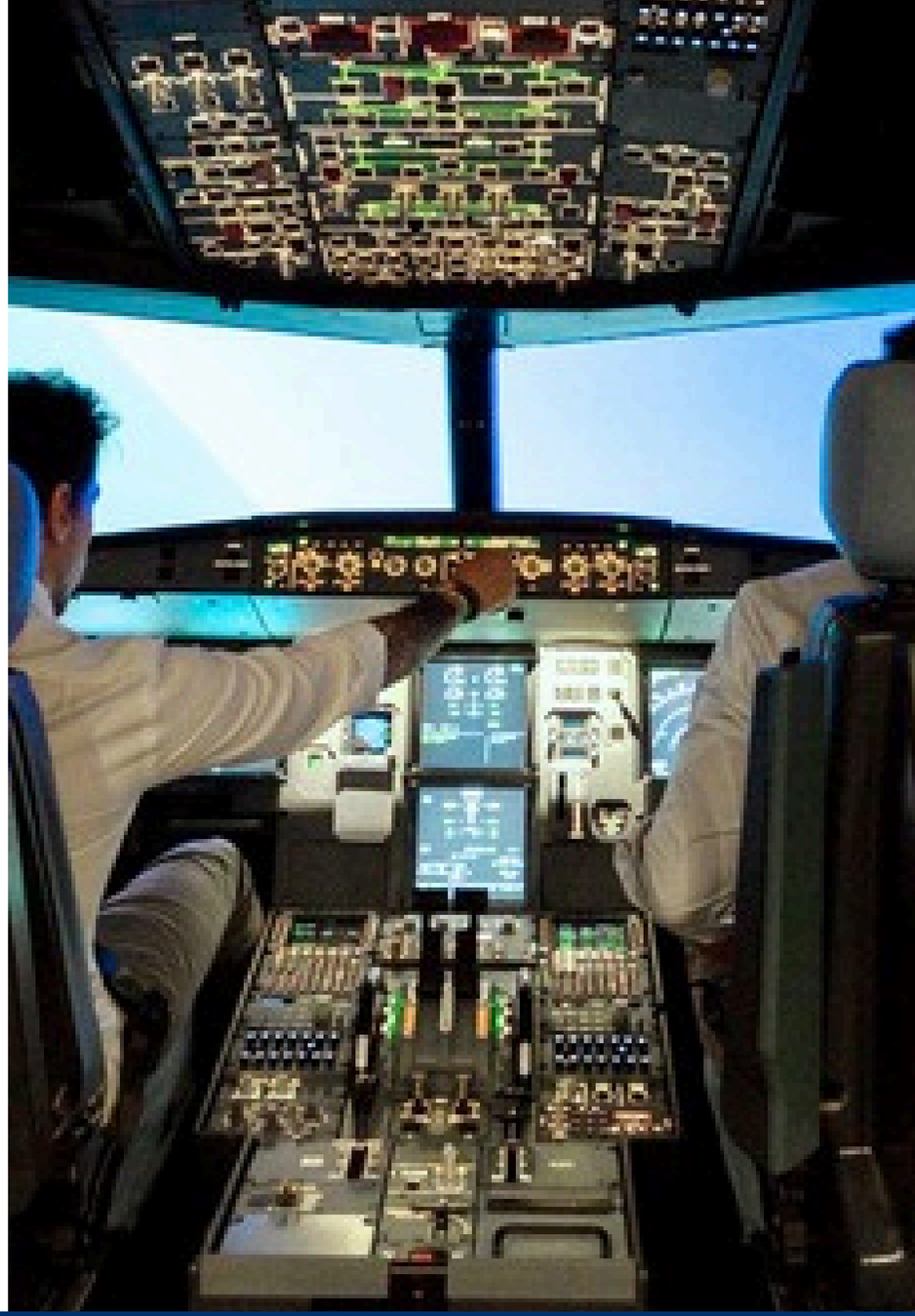
Welcome and Purpose

This guide explains the type rating process from the student perspective. It is designed to help you understand what happens before training, during ground school, during simulator training, during the check ride, and after course completion. It also explains the key regulatory concepts that shape the process so you can prepare with confidence and avoid preventable delays.

This document is a customer-facing orientation guide. Final eligibility, course placement, schedule, training footprint, evaluator assignment, certification outcome, and completion requirements are controlled by Avenger Flight Training enrollment documents, approved curriculum, current Training Specifications, applicable FAA requirements, and any immigration or security requirements that apply to the individual student.

STUDENT TAKEAWAY

The type rating process is manageable when you understand the sequence, complete preparation early, and treat each training event as a professional operating exercise.



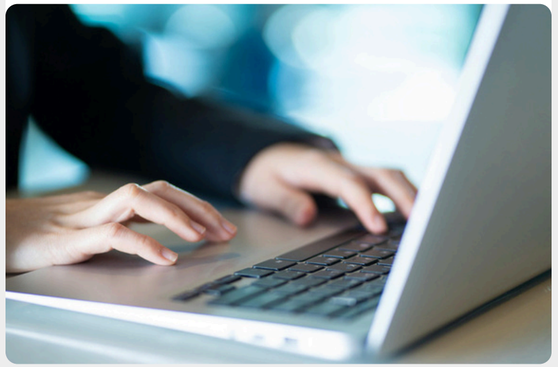
02

The Type Rating Journey at a Glance

1

Enroll

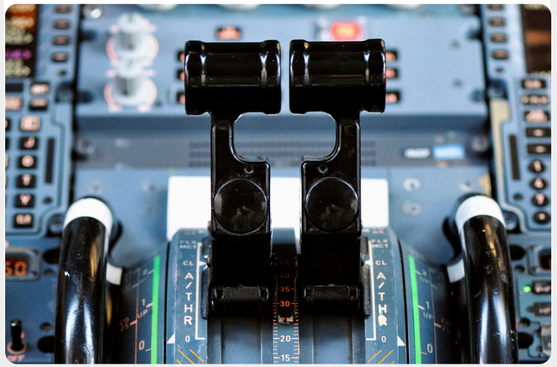
Confirm aircraft, objective, prerequisites, documents, schedule, and payment path.



2

Prepare

Complete courseware, limitations, memory items, cockpit lights, switches, controls, indicators, markings, flows, callouts, and procedures before arrival.



3

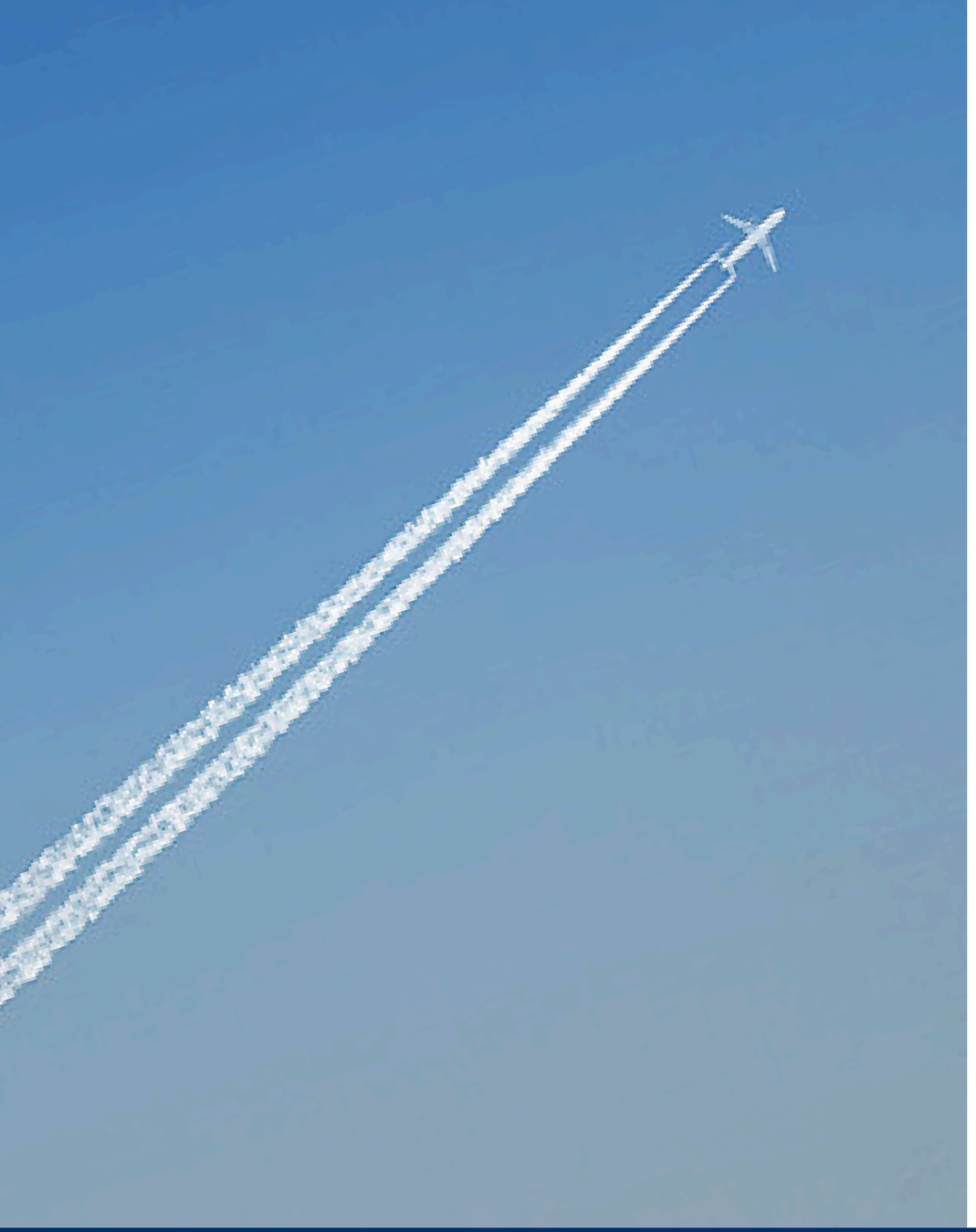
Train

Build systems knowledge, simulator proficiency, crew coordination, and scenario-based operating discipline.

4

Evaluate and Complete

Demonstrate the required knowledge, risk management, and skill standards, then complete records and certification actions.



03

What a Type Rating Is

A type rating is an aircraft-specific qualification required for certain aircraft, including large aircraft, turbojet-powered aircraft, and other aircraft designated by the FAA. A type rating is not simply a course completion certificate. It requires the student to meet eligibility requirements, complete the approved training path, and successfully demonstrate the required knowledge, risk management, and skill standards during evaluation.

For students pursuing an ATP certificate concurrently with a multiengine airplane type rating, additional ATP eligibility, knowledge test, aeronautical experience, ATP-CTP, and certification requirements may apply. Students should confirm their specific objective early:

- Type rating only
- ATP certificate with type rating
- SIC qualification
- Recurrent training
- Upgrade
- Reduced course
- Employer-directed training

04

Eligibility and Required Documents

Before training release, Avenger will review your eligibility and required documents. The exact requirements depend on the course, aircraft, certificate objective, FAA basis, prior qualifications, nationality, and enrollment pathway.

- Government-issued identification and passport, when applicable.
- Pilot certificate or license and ratings required for the selected course.
- Instrument and multiengine privileges where required.
- Medical certificate or medical documentation when applicable to the certification outcome.
- English language proficiency sufficient for training, evaluation, CRM, and radio-style communications.
- ATP-CTP graduation certificate and ATP knowledge test evidence when required for the intended ATP outcome.
- Prior type rating, SIC qualification, logbook, training record, or operator evidence when applying for reduced-course placement.
- Visa, ESTA, Form I-20, TSA/FTSP, or other security and immigration documents when applicable.
- Enrollment forms, payment confirmation, deposit, balance, or approved written payment arrangement.

05

Regulatory Framework in Plain English

Several FAA rules and standards shape the type rating process. Students do not need to become regulatory experts, but they should understand the basic purpose of each reference.

FAA Type Rating Basis	What It Means for You
Part 61 §61.31, §61.63, and ATP-related sections	Defines when a type rating is required, how additional ratings are added, and what ATP eligibility or ATP-CTP requirements may apply.
Part 142 FAA-certificated training center rules	Controls approved curriculum, training center operations, authorized instructors/evaluators, simulator use, records, and completion standards.
ACS and Approved Curriculum	Set the practical evaluation standard: knowledge, risk management, procedures, skill, and professional operating judgment.

06

How to Prepare Before Training

The best students arrive with the aircraft logic already familiar, the limitations and memory items under control, and the cockpit layout, lights, switches, controls, indicators, and markings already familiar. The simulator phase is the time to apply what you studied to real cockpit tasks.

HIGH-IMPACT PREP PRIORITIES

Focus first on: limitations and memory items; cockpit lights, switches, controls, indicators, and markings; flows, callouts, and profiles; instrument procedures; automation mode awareness; crew communication and checklist discipline.

- Complete assigned courseware before arrival and do not wait until the final days.
- Chair-fly and verbalize SOP callouts, flows, checklist responses, and scan sequences out loud before arriving.
- Build a daily study routine focused on systems, limitations, memory items, profiles, flows, callouts, and normal procedures.
- Review instrument procedures, holds, approach briefings, missed approaches, stabilized approach criteria, and go-around discipline.
- Practice crew communication out loud, including Pilot Flying and Pilot Monitoring roles.
- Understand automation mode awareness, flight path management, energy management, and checklist usage.
- Arrive rested, organized, and prepared to train in a professional airline-style environment.

07

What Happens During Ground and Systems Training

Ground and systems training develops the knowledge foundation needed for simulator performance and oral evaluation. Depending on the course and approval basis, ground training may include distance-learning courseware, classroom instruction, instructor-supported review, systems integration, validation events, or a blended model.

Students should expect to study aircraft systems, limitations, performance, normal procedures, abnormal and emergency procedures, cockpit setup, flight management system logic, automation, CRM, TEM, SOPs, and practical test knowledge areas. Instructors will help connect theory to cockpit execution, but students remain responsible for preparation, participation, and mastery.

AFT
Avenger Flight Training, LLC

08

What Happens During Simulator Training

Simulator training is where knowledge becomes performance. Each event normally includes a briefing, simulator session, and debrief. Students practice normal procedures, instrument procedures, takeoffs and landings, abnormal and emergency procedures, automation management, crew coordination, decision-making, and scenario-based operations.

Training is progressive. Early sessions build aircraft handling, cockpit setup, flows, checklist discipline, callouts, and normal operations. Later sessions add workload, failures, weather, non-normal events, approach and landing variations, crew coordination demands, and evaluation-style task management.

09

LOFT, CRM, and Scenario-Based Training

Line-Oriented Flight Training, when included in the course, is designed to feel more like a complete flight than an isolated maneuver drill. Students plan, brief, operate, communicate, manage threats, respond to changes, and debrief as a crew. The focus is on practical airline-style decision-making, workload management, situational awareness, checklist discipline, and effective use of all available resources.

10

Crew Coordination, SOP Callouts, Flows, Scan Sequences, and Checklists

Crew coordination is the disciplined way two pilots operate as one crew. In type rating training, students are expected to use standardized SOP callouts, defined Pilot Flying and Pilot Monitoring duties, flows or scan sequences, and checklist discipline so that each phase of flight is predictable, verbalized, verified, and completed to standard.

The reason these SOPs matter is simple: high-performance aircraft move quickly, workloads change rapidly, and small errors can compound if they are not caught early. Standardized callouts and flows create a common operating language so the crew does not have to guess what the other pilot sees, intends, or has completed. They reduce ambiguity, protect against missed steps, and help both pilots maintain the same understanding of aircraft state, flight path, automation mode, and next required action.

In training, the goal is not to memorize words for the sake of memorization — the goal is to build a repeatable crew habit pattern. A standard flow helps the pilot complete cockpit actions in the same order every time. A scan sequence helps the pilot verify the aircraft's actual condition. A checklist confirms that critical items were completed and that both pilots agree the aircraft is configured correctly. SOP callouts connect all of those pieces by making important observations and decisions verbal.

A Shared Crew Rhythm

Think of SOPs like a professional script: Actors do not wait until filming starts to learn their lines, timing, cues, or where to stand. They rehearse until the scene flows naturally.

Pilots do the same with SOP callouts, cockpit flows, scan sequences, and checklist responses. The goal is not robotic memorization; the goal is a shared crew rhythm where both pilots know what comes next, what has been completed, and when something is missing or out of sequence.

SOP CALLOUTS

Standard words at standard times. Callouts confirm flight path, configuration, automation, speed, altitude, deviations, and abnormal conditions.

FLOWS / SCAN SEQUENCE

Memory-based cockpit actions completed in a consistent pattern before using the checklist to verify.

SCAN SEQUENCES

Organized monitoring of instruments, annunciations, indications, lights, switches, controls, and configuration cues.

CHECKLIST DISCIPLINE

Formal verification at the correct time using challenge-and-response or read-and-do discipline as applicable.

Checklist Philosophy: Do-List vs. Done-List

Checklist utilization depends on the aircraft, operator SOP, phase of flight, and whether the checklist is normal, abnormal, or emergency. In general, students should understand the difference between a checklist used as a do-list and a checklist used as a done-list. A do-list tells the crew what actions to complete step by step. A done-list verifies that actions already completed by memory, flow, or standard procedure were completed correctly.

Most normal airline-style procedures use a flow first, checklist second philosophy. The pilot completes the assigned flow from memory in a consistent sequence, then the crew uses the checklist to verify critical items. This prevents the checklist from becoming a substitute for cockpit knowledge and helps the crew maintain rhythm, situational awareness, and workload control.

EXAMPLES OF CHECKLIST USE

Normal example — before takeoff

The crew completes the assigned cockpit flow first, such as confirming flight controls, trim, flaps, performance data, lights, transponder, FMS setup, and takeoff configuration. After the flow is complete, the checklist is used to verify that the critical items are correct before entering the runway. In this case, the checklist functions primarily as a done-list.

Abnormal checklist use

In abnormal or emergency situations, the crew first controls the aircraft, manages the flight path, and clearly identifies the condition. The appropriate checklist is then used according to the aircraft procedure. Some abnormal checklists function as a directed do-list, meaning the crew completes specific steps in order and verifies critical actions before moving on. The Pilot Flying normally remains focused on aircraft control and flight path management, while the Pilot Monitoring supports diagnosis, checklist use, communication, and verification. Students should never rush checklist actions, skip confirmations, or allow checklist use to distract from flying the aircraft.

KEY HABIT

Do not rush from memory into action without verification, and do not let the checklist replace flight path control. The crew's first priority is always to aviate, navigate, communicate, manage the condition, and then use the checklist with discipline.

ABNORMAL PRIORITIES: AVIATE, NAVIGATE, COMMUNICATE — THEN MANAGE

In abnormal and emergency situations, the crew's first priority is always to aviate, navigate, and communicate. Maintain aircraft control, manage the flight path, and ensure the aircraft is going where it should before becoming absorbed in checklist steps. When appropriate, the crew may request delay vectors, holding, or additional time from ATC to reduce workload and create space for accurate decision-making.

Some events require immediate memory response items because time is critical, such as certain fire, severe damage, windshear, unreliable airspeed, or low-fuel situations. However, many abnormal events are not solved by rushing. They are solved by stabilizing the aircraft, confirming the condition, using the correct checklist, coordinating roles, and completing actions with accuracy and precision. Students should understand that speed without verification can create more risk than the original malfunction.

PRACTICAL RULE

Normal checklists usually verify that the flow is complete. Abnormal or emergency checklists may direct specific step-by-step actions. Always follow the aircraft checklist philosophy, approved training program, and instructor guidance for the situation.

WHY IT MATTERS

Callouts, flows, scan sequences, and checklists are error-management tools. They help crews catch incorrect configurations, missed checklist items, automation surprises, unstable trends, altitude or speed deviations, and unclear responsibilities before those issues become safety threats.

PRACTICAL TRAINING RULE

Do the flow first, then use the checklist to verify. Make required callouts out loud, monitor flight path and automation continuously, and speak up immediately when something is missed, unstable, unsafe, or outside the SOP standard.

The Oral and Practical Evaluation

The evaluation is the point where the student demonstrates readiness against the applicable FAA standard and approved curriculum. The oral portion normally evaluates aircraft systems, limitations, performance, procedures, abnormal and emergency logic, regulations, risk management, and practical operating judgment. The simulator portion evaluates flight proficiency, procedures, crew coordination, instrument skills, abnormal and emergency handling, and completion of required tasks to standard.

The FAA ACS framework integrates knowledge, risk management, and skill. That means a student should be prepared not only to perform a maneuver, but also to explain the underlying system logic, identify threats, manage risk, use procedures correctly, and demonstrate sound judgment throughout the event.

REAL-TIME SIMULATOR ENVIRONMENT

The practical evaluation is conducted in real time in the simulator. Students should expect to use the aircraft's normal resources and crew procedures, including headsets, radio-style communications, flight deck callouts, checklists, FMS and automation, charts, displays, controls, and standard cockpit resource management. The purpose is to create a realistic operating environment where the student demonstrates not only maneuver proficiency, but also workload management, communication, prioritization, and professional crew discipline.

EVALUATION MINDSET

The goal is not simply to complete maneuvers. Be ready to explain, manage risk, use procedures correctly, and demonstrate professional judgment from briefing through debrief.

Type Rating Ride vs. ATP Ride: What Is Covered?

A type rating practical test and an ATP practical test can look very similar in the simulator because both are conducted under the FAA Airline Transport Pilot and Type Rating Airman Certification Standards for airplane category. The major difference is the certificate objective. A type rating ride focuses on proving that you can safely operate a specific aircraft type to standard.

An ATP ride adds the higher-level ATP certification standard, including ATP eligibility, ATP knowledge test requirements, ATP-CTP where applicable, air carrier-style judgment, and broader regulatory and operational knowledge.

Area	Type Rating Ride	ATP Ride
Primary purpose	Show you can operate the specific aircraft type safely and proficiently.	Show you meet ATP-level knowledge, risk management, judgment, and aircraft proficiency standards.
Oral topics	Aircraft systems, limitations, memory items, procedures, performance, automation, normal/non-normal operations, and type-specific operating logic.	All type-specific topics plus ATP-level regulations, high-altitude operations, weather, air carrier concepts, human factors, dispatch/operational control concepts, and broader decision-making.
Flight tasks	Normal, abnormal, emergency, instrument, takeoff, landing, and maneuver tasks required by the ACS and approved curriculum for the aircraft type.	Generally the same aircraft and simulator tasks, but evaluated to ATP-level standards and with ATP-level risk management expectations.
Student mindset	“Can I operate this aircraft type safely to standard?”	“Can I operate this aircraft at airline transport pilot level, with mature judgment and command-level awareness?”

TYPICAL MANEUVER AND TASK CATEGORIES

1 Preflight preparation

Aircraft systems, performance, limitations, weather, flight planning, regulatory readiness, risk management, and operational decision-making.

2 Preflight procedures

Cockpit setup, flight deck checks, powerplant start, taxi, before-takeoff checks, checklist discipline, and crew coordination.

3 Takeoffs and landings

Normal takeoff, normal landing, rejected takeoff, go-around or rejected landing, crosswind or special-condition scenarios, and aircraft-specific landing profiles.

4 Inflight maneuvers

Steep turns when required, recovery from unusual attitudes, and demonstration of aircraft flight characteristics.

5 Stall prevention and recovery awareness

Recognition, prevention, configuration management, and recovery actions for applicable scenarios.

6 Instrument procedures

Departures, arrivals, holding, nonprecision and precision approaches, missed approaches, circling, and landing from an instrument approach.

7 Preflight preparation

Engine failures, rejected takeoff scenarios, engine-out approach and landing, non-normal checklists, system malfunctions, and CRM.

8 Postflight procedures

After-landing, shutdown, parking, secure, logbook or records items, and debrief readiness.

AFT
Avenger Flight Training, LLC

If you are taking a type rating only ride, expect the evaluation to center on the aircraft type, its systems, procedures, limitations, simulator profiles, and your ability to operate the aircraft safely to standard. If you are taking an ATP with type rating ride, expect the same aircraft proficiency requirement plus a broader ATP-level expectation: stronger command judgment, deeper regulatory knowledge, high-altitude and air carrier operational awareness, and mature risk management.

ATP ACS Standards Required for a Type Rating

The FAA Airline Transport Pilot and Type Rating for Airplane Category Airman Certification Standards, commonly called the ATP ACS, is the FAA testing standard used for ATP pilot and type rating certification in the airplane category. The ACS organizes each practical test task into three integrated parts: **knowledge, risk management, and skill**. For the student, this means the evaluator is not only looking for correct aircraft control. The evaluator is also assessing whether you understand the aircraft, identify and manage threats, apply procedures correctly, and demonstrate professional judgment throughout the event.

ACS Area of Operation	What the Student Must Be Ready to Demonstrate
I. Preflight Preparation	Systems, performance, limitations, weather, high-altitude concepts when applicable, regulations, human factors, and risk management.
II. Preflight Procedures	Preflight assessment, cockpit setup, powerplant start, taxi or movement procedures, before-takeoff checks, checklist discipline, and crew coordination.
III. Takeoffs and Landings	Normal takeoff and climb, normal approach and landing, rejected takeoff, go-around or rejected landing, and aircraft-specific landing profiles.
IV. Inflight Maneuvers	Steep turns when required, recovery from unusual flight attitudes, aircraft handling, automation awareness, and specific flight characteristics.
V. Stall Prevention	Recognition, prevention, configuration awareness, flight path control, and recovery from applicable stall or approach-to-stall scenarios.
VI. Instrument Procedures	Instrument takeoff when applicable, departures, arrivals, holding, nonprecision approaches, precision approaches, circling when applicable, missed approaches, and landing from an approach.
VII. Emergency Operations	Emergency procedures, powerplant failures, abnormal and non-normal checklists, engine-out scenarios, no-flap or nonstandard flap operations when applicable, and CRM under workload.
VIII. Postflight Procedures	After-landing, shutdown, parking, securing the aircraft or simulator profile, records awareness, and debrief readiness.

ACS PERFORMANCE TOLERANCES AND SAFETY STANDARD

1 Altitude

Maintain assigned or required altitude within the ACS task standard, commonly expected within ±100 feet when applicable.

2 Heading

Maintain assigned headings or maneuver headings within the ACS task standard, commonly expected within ±10 degrees when applicable.

3 Airspeed

Maintain target or required airspeed within the ACS task standard, commonly expected within ±10 knots when applicable.

4 Course, localizer, and glidepath

Track courses, approaches, vertical guidance, and lateral guidance within the applicable ACS and procedure standards.

5 Configuration and profile control

Use the correct configuration, flows, callouts, checklists, power settings, automation modes, and aircraft profiles for the maneuver or procedure.

6 Safety and aircraft control

The aircraft or simulator must remain under control, the situation must remain safe, and the maneuver or procedure must never be placed in question or doubt because of unsafe handling, poor judgment, or loss of situational awareness.

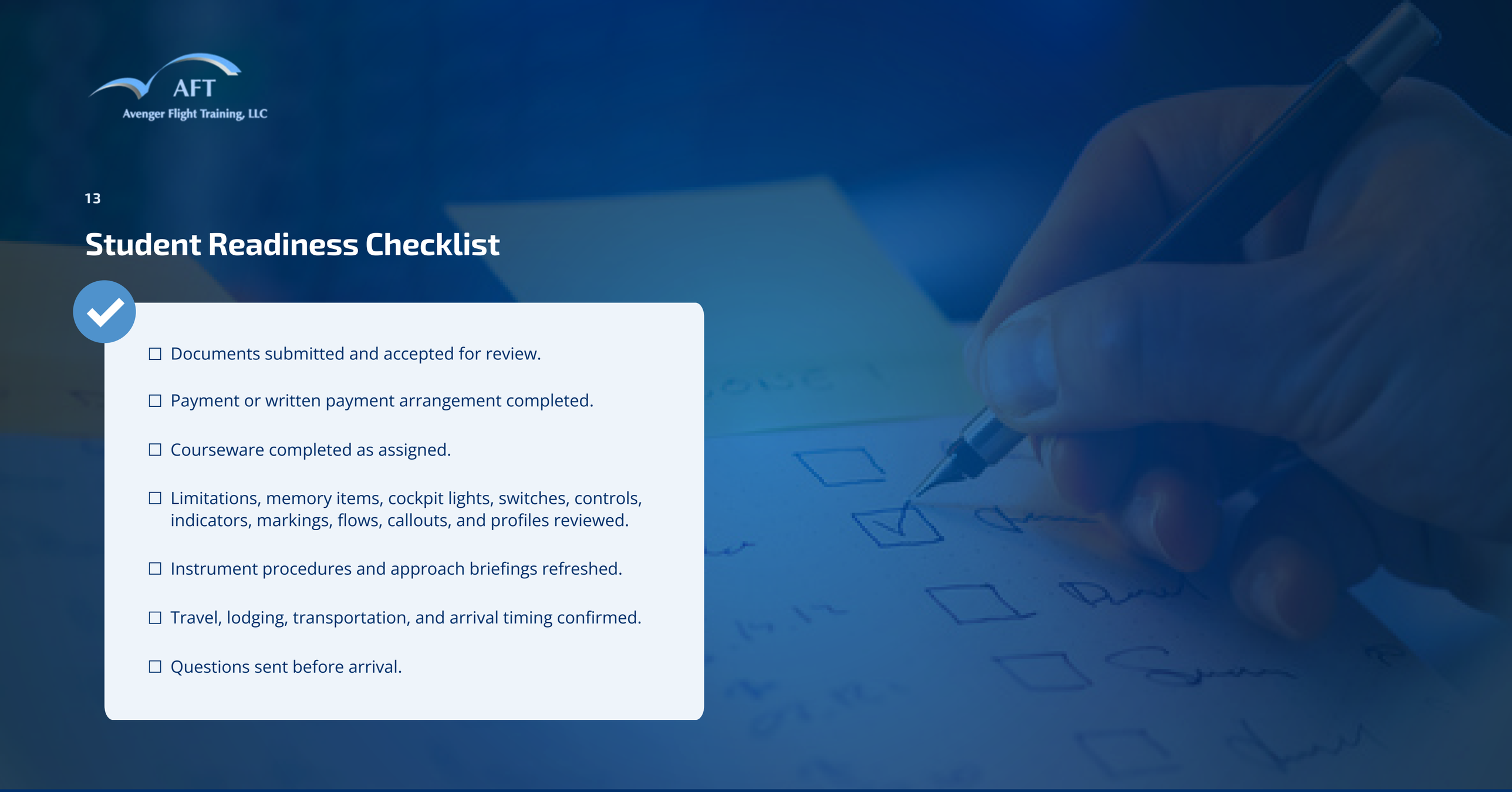
WARNING

Being slightly inside a numeric tolerance is not enough if the aircraft is mishandled, unstable, unsafe, or the task objective is not met. Likewise, a brief deviation must be corrected promptly with sound judgment. The evaluation is about safe, controlled, standards-based performance—not just numbers.

REMINDER

The ACS is not just a maneuver checklist. Each task includes knowledge, risk management, and skill. Be prepared to explain the aircraft, identify threats, manage risk, use approved procedures, and fly to standard.

Student Readiness Checklist



- ☐ Documents submitted and accepted for review.
- ☐ Payment or written payment arrangement completed.
- ☐ Courseware completed as assigned.
- ☐ Limitations, memory items, cockpit lights, switches, controls, indicators, markings, flows, callouts, and profiles reviewed.
- ☐ Instrument procedures and approach briefings refreshed.
- ☐ Travel, lodging, transportation, and arrival timing confirmed.
- ☐ Questions sent before arrival.

Common Reasons Students Struggle

- Arriving without completing assigned courseware or systems preparation.
- Trying to memorize procedures without understanding aircraft logic.
- Weak instrument scan, unstable approach discipline, or poor energy management.
- Not verbalizing callouts, briefings, abnormal procedures, and crew coordination clearly.
- Allowing automation mode confusion to create flight path errors.
- Waiting too long to ask for help when a topic is unclear.
- Underestimating the pace, professionalism, and workload of a simulator-based type rating course.

Frequently Asked Questions

Is the type rating guaranteed if I attend the course?

No. Completion depends on meeting eligibility requirements, completing the approved curriculum, demonstrating required knowledge and skill, passing required evaluations, and completing all required records and certification steps.

Can I train if I am missing documents?

Training release depends on the missing item. Some items may be corrected before arrival, while others may prevent enrollment, schedule release, evaluation, or certification action.

Do I need ATP-CTP?

If pursuing an ATP certificate with multiengine privileges, or issued concurrently with a multiengine type rating, ATP-CTP and related knowledge test requirements may apply. If seeking only a type rating, Avenger will review your objective and eligibility basis.

What if I need extra training?

Additional training may be assigned when needed to meet the required standard. Extra training, remediation, schedule changes, and cost treatment are controlled by the enrollment agreement, approved curriculum, and Avenger procedures.

Do I need a medical certificate for simulator-only training?

A medical certificate may not be required when 100% of training and evaluation are conducted in a Level D full flight simulator with no aircraft flight involved — but requirements depend on the certificate sought. Confirm during enrollment review.

AFT
Avenger Flight Training, LLC

Final Advice for a Successful Type Rating

Prepare early, study consistently, ask questions before small gaps become big problems, and treat every event like professional crew training. The students who perform best are not always the ones with the most hours; they are the ones who arrive prepared, communicate clearly, manage workload, accept coaching, and apply procedures with discipline.

QUESTIONS BEFORE TRAINING?

Contact Avenger Flight Training Student Services or your assigned enrollment representative before arrival so small issues can be resolved early.

CONTACT

traininginfo@afgsim.com
+1 (954) 516-0760