Aviation training needs analysis record

aviation-tna-record · Revision 0 · Initial release

Use of this blank record

Use this original working record to document the performance decision, alternative controls and the handoff into course design, controlled development, pre-release validation and release. Complete it under your organisation's controlled procedure and keep supporting evidence in the approved record system.

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Saved, copied or printed copies are uncontrolled. Record the version, owner, date, source basis, and review trigger before operational use.

Decision context and control

Stable record ID

Use the identifier assigned by the organisation's controlled record system.

_____

Record status

Show whether the analysis is still being developed, accepted or replaced.

_____

Organisation owner or function

Name the accountable function rather than relying on an informal contact.

_____

Jurisdiction and approval context

State which regulatory and organisational system governs this decision.

_____

Applicable procedure and source basis

Cite controlled procedures, provisions, revisions and any adopted method.

_____

Source checked date

Enter when the cited source status and revision were last confirmed.

_____

Performance need and cause

Required observable performance and standard

Describe the performer, action, conditions, standard and acceptable evidence.

_____

Current performance and evidence limitations

Summarise dated evidence, population coverage, uncertainty and sampling limits.

_____

Root causes: procedure, equipment, supervision, workload and organisation

Test each control category before deciding that a trainable gap exists.

_____

Non-training controls, owners and evidence

Record corrective controls outside training and how their completion will be verified.

_____

Population and design

Affected population, duties and exposure

Separate groups whose duties, frequency or existing capability differ.

_____

Prerequisites, prior experience and entry checks

When training is selected, identify what learners must already know or demonstrate and how it is checked.

_____

Accessibility, language and access needs

When training is selected, describe barriers and support without recording unnecessary personal information.

_____

Observable objectives linked to tasks

When training is selected, link each assessable action and standard to its task and controlled source.

_____

Method, practice and assessment rationale

When training is selected, explain how delivery, practice fidelity and evidence match the objectives.

_____

Course design, controlled development and release

Course design brief

When training is selected, hand forward the population, prerequisites, objectives, scope, sequence, source set, constraints, practice, assessment, accessibility and acceptance criteria.

_____

Controlled content and material development, technical review and instructional review

When training is selected, identify draft and material versions, responsible functions, technical and instructional findings, actions and acceptance evidence.

_____

Readiness, pilot and pre-release validation

When training is selected, record the proportionate pilot or readiness checks, evidence, participants, delivery conditions, findings and closure state.

_____

Course release decision

Choose the controlled release outcome supported by review and validation evidence; use not applicable only when no training is selected.

_____

Release limitations, actions, owners and due basis

When training is selected, state restrictions and open actions beside the release decision, with accountable functions and timing or exposure triggers.

_____

Release change triggers

When training is selected, list each source, task, equipment, technology, population, assessment or performance change trigger that reopens validation and release.

_____

Decision and evaluation

Training decision

Choose only the outcome supported by the cause and task evidence.

_____

Workplace-transfer measure, baseline, timing and owner

When training is selected, define the job evidence, comparison point, collection timing and accountable function.

_____

Limitations, assumptions and unresolved actions

State what remains uncertain and which conclusions must not be drawn.

_____

Change notes or initial-issue note

Optionally summarise what this version adds, changes or establishes for the first time.

_____

Review trigger and scheduled review date

List both the planned review and events that reopen the analysis.

_____

Competent organisational decision authority or function

Identify the function empowered by procedure to accept or reject the analysis.

_____

Compact task-to-training matrix

Use one row per analysed task. A train decision does not replace a missing procedure, tool, equipment or supervision control.

Task and source

State the task precisely and cite its controlled source and revision.

_____

Frequency

Choose the closest exposure pattern and explain unusual variation in evidence.

_____

Difficulty

Judge task complexity using the organisation's documented analysis basis.

_____

Consequence

Record the assessed consequence of error without inventing a risk threshold.

_____

K/S/A need

Identify the knowledge, skill and attitude or behaviour components involved.

_____

Train decision

Record whether training addresses the analysed cause or another control is needed.

_____

Timing

State when learning is needed relative to duty or change exposure.

_____

Method

Name the delivery method and why it fits the objective and population.

_____

Practice

Describe the practice environment, fidelity, supervision and limitations.

_____

Assessment

Describe how achievement will be sampled against observable criteria.

_____

Evidence

Identify records retained for the decision, learning and workplace transfer.

_____

Owner

Name the accountable organisational function for this row's actions.

_____

Review trigger

State the date or event that requires this task decision to be reconsidered.

_____

Objective-level method and evidence plan

Use one row per objective to compare delivery modes before selecting a proportionate method. Blank cells mean the choice has not yet been analysed.

Objective and controlled source

State the observable objective and the controlled task, syllabus or procedure source that supports it.

_____

Classroom use

Record whether in-person facilitated delivery supports this objective and the reason or limitation.

_____

Virtual classroom use

Record whether live remote facilitation supports this objective, including access and interaction limits.

_____

Self-paced use

Record whether individual asynchronous study supports this objective and which checking or support it needs.

_____

Practical delivery use

Record the demonstration, coached practice, environment, equipment, safety and fidelity required for this objective.

_____

Selected method and rationale

Choose the primary objective-level method only after recording its evidence-based rationale and any blend in the adjacent fields.

_____

Practice, assessment and accessibility

Describe practice opportunity, assessment evidence, accessibility support and how they match the selected method.

_____

Limitations and actions

Record unresolved delivery or fidelity limits, control actions, owners and validation needs.

_____