## **Attachment 2: TRAINING NEEDS ANALYSIS (NEW APPLICATION)**

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| **Activity Title** |  |
| **Scientific Planning Committee (SPC)** | List ALL members mentioned in your A1 |

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| **Guiding Questions** | **Answers** |
| What are the 3 essential parts of a complete needs assessment?*\*(TIP: These must be identified to justify the relevance of your activity.)** *Identification of the learning gap(s)*
* *Analysis of the underlying causes of the gaps*
* *Use of credible evidence sources to support the identified needs*
 | 1.2.3. |
| **TYPES OF Needs Analysis**Which of the following **sources or tools** did you use to identify the learning gaps?(Highlight or **mark in BOLD** the tools that apply. Add “Others” if necessary.) | Audit of Patient RecordsCurrent Research EvidenceDATIX/Incident ReportsDepartment/Chair LeadershipDepartmental Quality Metrics or DashboardsFocus Group/DiscussionNational GuidelinesNeeds Assessment SurveyPatient Feedback or ComplaintsPeer-Reviewed LiteraturePlanning Committee MembersPublic Performance DataAccreditation or Regulatory RequirementsRequested by Institution/Sidra (Leadership)Specialty Society Guidelines | Yes/NoYes/NoYes/NoYes/NoYes/NoYes/NoYes/NoYes/NoYes/NoYes/NoYes/NoYes/NoYes/NoYes/NoYes/No |
| What potential barriers might prevent participants from **achieving or implementing the learning outcomes** and improving patient outcomes?*E.g., in a bilingual environment lack of a translator or not able to speak both languages can be a barrier.* | **Provider Barriers** (Clinical knowledge, expertise, peer influence, motivation, cultural competence, fear/legal concerns)**Team Barriers** (roles, responsibilities, shared values and trust, team structure, competence, consensus)**Patient Barriers** (patient characteristics, patient adherence, communication barriers)**System/Organization Barriers** (work overload, practice process, referral process, cost, insurance reimbursement, culture and safety)**Other Barriers** (lack of opportunity, not enough time, lack of consensus) | INPUT BARRIERS HERE |
| Did you seek input directly from your **target learners** about their learning needs or performance gaps?*Tests include self-assessment test, chart audits, incident reports, published literature, quality data, interviews, direct observation, and survey.* | YES or NOIf YES, provide details:What method was used?How many did you ask?How many did not respond?When did you ask them?What questions were asked?What target group were they? |
| From the learners’ perspective, what specific knowledge, skills, or attitudes do they need to develop through this learning activity, particularly in areas where they currently experience gaps or challenges? | 1.2.3.4.5.6. |
| What were the **common or unexpected gaps** identified? Summarize findings in **2–3 paragraphs.** |  |
| Did the SPC or planners identify additional learning gaps through their expertise, departmental data, or quality reports?*Data can be from incident reports, direct observation, discussions between planners.*List 3 or more SMART gaps (areas where learners currently lack knowledge, skills, or attitudes) from the SPC’s/Planners’ perspective. | 1.2.3. |
| How did you validate or compare the planners’ identified gaps with those from the learners?(Explain briefly, e.g., through SPC discussions or review meetings.)Were the outcomes of these discussions **documented in the SPC Minutes of Meeting?** | 1.2. |
| Which **evidence sources** were used to support the identified needs and learning objectives? (Cochrane database, Up-To-Date, Gold standard journals?)List at least 3 or more references. | 1.2.3. |
| Summarize the **key evidence or findings** from these references that support the learning activity.(Write 2–3 paragraphs.) |  |
| Does your planned activity align with the **CPD Mission Statement** *(i.e., it is evidence-based, designed to close identified gaps, and aims to improve competence, performance, or patient outcomes)?* |  |