

**Nursing, Midwifery and Allied Health Professions**

**(NMAHP) Development Framework**

**Level 7 Advanced Practice Sign Off and Development Needs Analysis Tool (DNAT)**

**Overview**

The Development Needs Analysis Tool (DNAT) is designed to help you reflect on your current job role and identify areas where further training, education, and development could enhance or advance your skills.

Upon completion of the DNAT, you will have a list of specific knowledge, skills, and behaviours (KSBs) you wish to develop, along with evidence statements to support your competence. The blank section of the DNAT enables you to add any additional KSBs, university modules or competency statements you want to include in your assessment and evidence.

For full guidance on completing the DNAT, please visit the [Access the Framework section](https://nes-webteam-nmahp2023-cms.azurewebsites.net/access-the-framework/) of the website, select your level, and then choose the DNAT dropdown.

**Sign Off**

This tool is designed to support you in your appraisal and Personal Development Review (PDPR) process, while also providing evidence of your ongoing continued professional development (CPD). There is a Sign Off template at the end of the tool to enable this.

**Getting Started - Select a Pillar to review**

You can complete all the pillars at once or individually, there is no set order for this.

**Self-Assessment of Knowledge, Skills, and Behaviours** **(KSBs)**

Please review the knowledge, skills, and behaviour statements carefully and rate yourself using Benner’s 5-point scale Novice to Expert.

1. Novice - No level of competence with no experience in the skill area.

2. Advanced Beginner - Low level of competence with little experience in the skill area.

3. Competent - Average level of competence with some experience in the skill area.

4. Proficient - Moderately high level of competence with good experience in the skill area.

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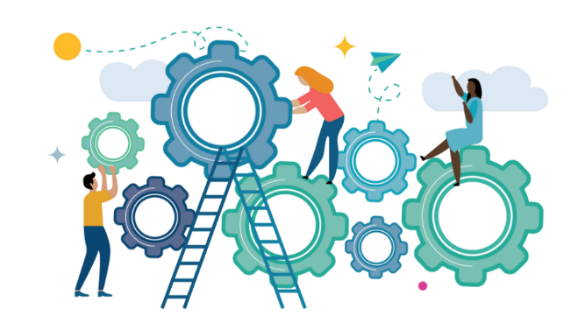
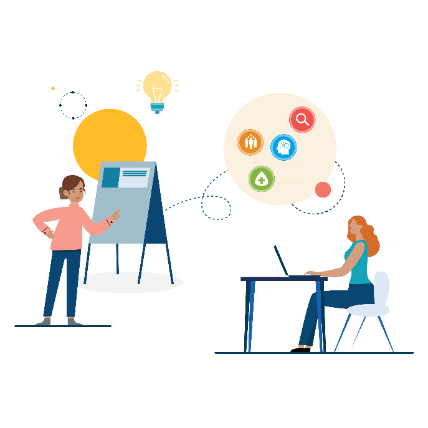
As you assess yourself, consider how you might demonstrate proficiency and provide evidence. Your thoughtful evaluation will help guide your development plan. There is an Action Planning and Priority Rating Tool on page 19 that you may find helpful to support you.

**Evidence**

Your evidence should be clear, concise, and directly relevant to the specific KSB. It should detail your relevant learning and how it is applied in your practice, demonstrating evidence-based and contemporary practice.

You can source evidence from various areas of your practice. Examples include:

* **Reflective Account:**  Analyse an experience in practice or education, typically around 250 words, using a reflective model such as Gibbs or Schön.
* **Case-based discussions:** Structured discussion with peer/supervisor of a case to explore key issues, challenges and decision-making processes.
* **Supervised Practice:**  Observations and feedback from your supervisor.
* **Reflective Discussion/Clinical Supervision Activity:**  Document highlights from discussions that demonstrate relevant learning and its application to KSBs.
* **Feedback from Colleagues and Service Users:** Include feedback that outlines your strengths, areas for improvement, and how these relate to the KSBs.
* **Account of Training and Education Undertaken:**  Provide an explanation of how your self-directed learning is relevant to the KSB.
* **Produced Materials:** Include case studies, critical reviews, teaching materials, presentations, or reports you have created.
* **Published Work:** Any relevant publications that support your proficiency.



**DEVELOPMENT NEEDS ANALYSIS TOOL - LEVEL 7**

Please review the knowledge, skills and behaviour statement and rate yourself using Benner’s 5-point scale. Give careful thought to your assessment and how you might demonstrate proficiency of the knowledge, skills, and behaviours.

A green sign with a cross and a drop of water

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| **Knowledge, skills, behaviours** | **Self-assessment rating scale 1- 5** | **Evidence to support achievement** | **How you will achieve this outcome** |
| --- | --- | --- | --- |
| **Generic** |  |  |  |
| 7C1 - Develop advanced competence, innovation and leadership in the management and delivery of safe, effective person-centred care within own area of practice and within the scope of the profession and individual scope of practice. |  |  |  |
| 7C2 - Promote and act to influence others to incorporate non-judgemental, values-based, person centred care into practice. |  |  |  |
| 7C3 - Use a wide range of skills and strategies, including advanced or specialist skills, to communicate with people on complex matters or in complex situations supporting people in making decisions. |  |  |  |
| 7C4 - Use in-depth knowledge of legislation, professional regulation and codes of practice, to lead the development, embedding and evaluation of protocols, guidelines and policies at operational level |  |  |  |
| 7C5 - Promote, monitor and maintain best practice in health, safety and security, in accordance with health and safety legislation and infection control policies. Acting on concerns and/or reporting incidents in line with local reporting procedures and manage risk appropriately. |  |  |  |
| 7C6 - Apply critical thinking and evaluation skills to make timely and informed clinical decisions related to all aspects of the care process utilising professional judgement to manage risk appropriately. |  |  |  |
| 7C7 - Demonstrate the ability to use and evaluate technology, digital and information systems to inform and improve health outcomes |  |  |  |
| 7C8 - Identify and share more complex information effectively and concisely for a range of situations and contexts to ensure patient safety and continuity of care and act on professional judgment about when to seek help. |  |  |  |
| 7C9 - Advance equality and value diversity, challenging discriminatory behaviours and acting to improve inclusion. |  |  |  |
| 7C10 - Engage with, appraise and respond to individuals’ motivation, development stage and capacity, working collaboratively to promote health and well-being, improve health literacy and empower individuals to participate in decisions about their care and to maximise their health and well-being. |  |  |  |
| 7C11 - Contribute to the development of organisational objectives and create opportunities to involve other practitioners |  |  |  |
| 7C12 - Apply advanced clinical knowledge, skills and behaviours appropriate to specific area of practice |  |  |  |
| 7C13 - Recognise the effects and potential symptoms of trauma or vicarious trauma and respond appropriately. Practising at a minimum of Trauma Informed practice level. |  |  |  |
| 7C14 - Ability to escalate concerns if unable to carry out duty and responsibilities outlined within health and care staffing legislation. Practising at Skilled level. |  |  |  |

You may wish to add additional KSBs from other profession specific or role specific frameworks relevant to your role. Below is a blank template for you to cut and paste these into.

|  |  |  |  |
| --- | --- | --- | --- |
| **Knowledge, skills, behaviours** | **Self-assessment rating scale 1 – 5** | **Evidence to support achievement** | **How you will achieve this outcome** |
| **Role or profession specific competencies/KSBs** |  |  |  |
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Please review the knowledge, skills and behaviour statement and rate yourself using the using Benner’s 5-point scale. Give careful thought to your assessment and how you might demonstrate proficiency of the knowledge, skills, and behaviours.

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| **Knowledge, skills, behaviours** | **Self-assessment rating 1 – 5** | **Evidence to support achievement** | **How you will achieve this outcome** |
| --- | --- | --- | --- |
| **Generic** |  |  |  |
| 7F1 - Role model exemplary facilitation and teaching skills and develop those skills in others. Promoting a culture of excellence in learning to inspire existing and future staff. |  |  |  |
| 7F2 - Demonstrate and understand the key theories of adult learning and apply a wide range of facilitation, teaching and assessment skills to practice |  |  |  |
| 7F3 - Evaluate reflection on practice and facilitate reflection in others. |  |  |  |
| 7F4 - Review data collected from educational audits and other feedback to plan and lead change at a local level to enable a positive learning environment |  |  |  |
| 7F5 - Ability to effectively undertake the role of [clinical] supervisor for all functions of clinical supervision, within own scope of practice |  |  |  |
| 7F6 - Evaluate, develop, lead and facilitate use of education materials for students, staff and service users at a local level |  |  |  |
| 7F7 - Develop, lead and support teaching, supervision and assessment skills in others |  |  |  |
| 7F8 - Engage with education providers and where appropriate contribute to curriculum development and delivery. |  |  |  |
| 7F9 - Apply advanced knowledge of adult learning appropriate to specific role |  |  |  |
| 7F10 - Critically assess and address own learning needs, negotiating a personal development plan that reflects the breadth of ongoing professional development across the four pillars of advanced clinical practice. |  |  |  |
| 7F11 - Engage with, appraise and respond to individuals’ motivation, development stage and capacity, working collaboratively to support health literacy and empower individuals to participate in decisions about their care and to maximise their health and well-being. |  |  |  |
| 7F12 - Enact the Health and Care Staffing legislation to ensure there is adequate time provision to support the learning and development of the team. |  |  |  |
| 7F13 - Ability to engage in [clinical] supervision, using reflective practice and feedback to develop the quality of care and outcomes through:   * personal development and wellbeing; developing awareness and management of self * continual professional development, with a focus on professional codes and quality standards * development of knowledge, skills and proficiency for practice |  |  |  |
| 7F14 – Ability to effectively apply practice supervision, applying quality standards to facilitate pre and post registration learners to develop knowledge, skills and proficiency, using appropriate assessment criterion and quality standards to assess competence within own scope of practice. |  |  |  |
| 7F15 – Use leadership skills to empower and enable others to engage in meaningful clinical supervision and use feedback to improve the quality of care. |  |  |  |

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| **Knowledge, skills, behaviours** | **Self-assessment rating scale 1 - 5** | **Evidence to support achievement** | **How you will achieve this outcome** |
| --- | --- | --- | --- |
| **Generic** |  |  |  |
| 7L1 - Provide strong and effective leadership across professional and organisational teams/boundaries broadening sphere of influence. |  |  |  |
| 7L2 - Evidence a positive impact of own exemplary leadership qualities and behaviours |  |  |  |
| 7L3 - Role model highly developed verbal, non-verbal and written communication skills |  |  |  |
| 7L4 - Demonstrate how feedback including service user engagement is used by the organisation to positively improve services. |  |  |  |
| 7L5 - Use creative and innovative solutions to address complex problems |  |  |  |
| 7L6 - Promote a culture of empowerment to enable concerns to be raised, addressed and/or appropriately escalated |  |  |  |
| 7L7 - Lead innovation and quality improvement and promote involvement of others |  |  |  |
| 7L8 - Build and lead teams, develop effective relationships, ensure clarity of roles and work in collaboration with others. |  |  |  |
| 7L9 - Demonstrate and support others to manage people effectively using organisational policies and exemplary leadership qualities |  |  |  |
| 7L10 - Contribute to workforce development plans aligned to organisational priorities |  |  |  |
| 7L11 - Critically apply advanced clinical expertise and role model the values of NHS Scotland to influence the sharing and adoption of best practice, reduce unwarranted variation and enhance quality. |  |  |  |
| 7L12 - Use creative and innovative solutions to ensure [clinical] supervision is prioritised and others have the resources required to access support appropriate to needs and role. |  |  |  |

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| --- | --- | --- | --- |
| **Generic** |  |  |  |
| 7E1 - Acts as a role model for the wider team by promoting a positive research culture |  |  |  |
| 7E2 - Further enhance knowledge of research approaches including advanced evaluation methods to promote and embed evidence in practice |  |  |  |
| 7E3 - Identify and apply impact measures and use findings to enhance practice |  |  |  |
| 7E4 - Demonstrate the ability to search, critically appraise and synthesize evidence to inform practice and to underpin audit/ research/quality improvement activity |  |  |  |
| 7E5 - Share good practice and the lessons learned from audit, research and quality improvement activity locally, and nationally through professional and peer reviewed processes. |  |  |  |
| 7E6 - Utilise appropriate polices to ensure support for clinical research activity and adherence to research governance, including Good Clinical Practice, ethics, data protection and confidentiality |  |  |  |
| 7E7 - Demonstrate the ability to use a wide range of Quality Improvement/Clinical Audit/Research skills to improve practice and supports others to do so |  |  |  |
| 7E8 - Critically analyse, evaluate and synthesise complex/professional problems and issues and help others do the same |  |  |  |
| 7E9 - Develop original and creative solutions to problems and support others to do so |  |  |  |
| 7E10 - Contribute to the wider research agenda through initiating or supporting NMAHP led research activity |  |  |  |
| 7E11 - Facilitate collaborative links between clinical practice and research through proactive engagement, networking with academic, clinical and other active researchers. |  |  |  |

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**Action planning and priority rating**

You should now take some time to reflect on your learning needs assessment and complete the action planning and priority rating tool to assist you in planning and prioritising your development.

It can also be helpful to discuss your learning and development needs with your line manager or practice assessor and update your professional development plan (PDP).

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| --- | --- | --- | --- | --- |
| **Pillar of Practice** | **KSBs**  **Code**  **(e.g. 7C4)** | **Action of “how” to achieve this KSB** | **Support required within Practice** | **Time Frames** |
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**Sign off**

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| Sign off | | |
| Name | Date | Job title |
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