

**Nursing, Midwifery and Allied Health Professions**

**(NMAHP) Development Framework**

**Development Needs Analysis Tool (DNAT)**

**Level 4 – Assistant Practitioner**

**Getting Started**

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. If you have additional KSBs, university modules, or competency statements to include, there is a blank section for this purpose.

For full guidance and to access the blank 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 link/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.

**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 Behaviour (KSB) Statements**

Rate yourself using the RAG rating scale. Give careful thought to your assessment and how you might demonstrate proficiency of the KSBs.

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**RED**

I require training and development in most or all of this area.

**AMBER**

I require further training and development in some aspects of this area.

**GREEN**

I am already confident in carrying out this outcome competently.

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 that you may find helpful to support you.

**Evidence**

If you have rated yourself as having a development need in this area (**red** or **amber**), make a brief action note on “how” you would anticipate meeting this development need and any evidence you may already have. This might be detailing what you are going to do, what actions you might need to take, how you are going to do this and when. You may find [the action plan template](https://www.nmahpdevelopmentframework.nes.scot.nhs.uk/media/01ufocc2/final-action-planning-and-priority-rating-tool-oct-2024.docx) helpful with this.

You need to provide evidence for **amber** and **green** ratings only.

The evidence should be clear and concise and relevant to the KSB demonstrating proficiency in the area of practice. It should contain detail of the relevant learning and how this is applied in your practice. Evidence can be sourced from many areas of your practice like a reflection, training undertaken, supervised practice, reflective discussion/clinical supervision activity, feedback from colleagues and/or service users, reports.

For more guidance on evidence go to [Access the framework](https://www.nmahpdevelopmentframework.nes.scot.nhs.uk/access-the-framework/) section of the website and select your level and then the DNAT drop down.

**DEVELOPMENT NEEDS ANALYSIS TOOL - LEVEL 4**

Please review the knowledge, skills and behaviour statement and rate yourself using the RAG rating scale. Give careful thought to your assessment and how you might demonstrate proficiency of the knowledge, skills, and behaviours.

|  |  |
| --- | --- |
| Red | I require training and development in most or all of this area  |
| Amber | I require further training and development in some aspects of this area |
| Green  | I am already confident in carrying out this outcome competently  |



| **Knowledge, skills, behaviours** | **RAG rating** | **Evidence to support achievement** | **How you will achieve this outcome** |
| --- | --- | --- | --- |
| **Generic** | **Red** | **Amber** | **Green** |  |  |
| 4C1 - Has an in-depth knowledge and understanding of the scope of practice, job role and related activities. |  |  |  |  |  |
| 4C2 - Has a comprehensive skill base related to practice. Any interventions carried out will be achieved through additional, focused training and education. |  |  |  |  |  |
| 4C3 - Ability to develop knowledge on how and why care provision and that of others in the multidisciplinary/multi-agency team, impacts on the person's journey. |  |  |  |  |  |
| 4C4 - Ability to adhere to the HCSW Code of Conduct in relation to consent: Telling patients and members of the public what you intend to do and listening carefully to what they say about it (HCSW Code of Conduct 3.2.8). |  |  |  |  |  |
| 4C5 - Demonstrate risk assessment skills in relation to the person receiving care. |  |  |  |  |  |
| 4C6 - Ability to understand it is everyone’s responsibility (HCSW Code of Conduct 3.2.11) to protect individuals, members of the public and report any concerns to a supervisor, manager or make use of the whistleblowing policy to reduce risks in the future. |  |  |  |  |  |
| 4C7 - Ability to apply knowledge and demonstrate appropriate understanding of core legislation and policies:* Infection control policies and procedures
* Appropriate standards for confidentiality,
* records and record-keeping
* Data Protection Act, Caldicott Guidelines and
* local policies regarding confidentiality and access
* to medical records.
* HCSW Code and Induction Standards
* Health and safety
* Moving and handling
* Standard infection control precautions
* COSHH regulations
* Risk management
* Equality and diversity policies
* Safeguarding legislation and policies
* Signs of harm and abuse
* What to do if you suspect harm or abuse
* HCSW Code of Conduct
* Whistleblowing policy
 |  |  |  |  |  |
| 4C8 - Ability to understand and apply knowledge of legislation, and policies specific to area of practice. |  |  |  |  |  |
| 4C9 - Ability to understand and apply the concepts of accountability and responsibility and be confident to accept or decline delegated responsibility from a healthcare practitioner or assistant practitioner. |  |  |  |  |  |
| 4C10 - Demonstrate underpinning knowledge that enables integration of theory relating to practice in relevant settings. |  |  |  |  |  |
| 4C11 - Demonstrate application of best practice within practice setting. |  |  |  |  |  |
| 4C12 - Recognise the effects and potential symptoms of trauma or vicarious trauma and respond appropriately. Practising at a minimum of Trauma Informed practice level. |  |  |  |  |  |
| 4C13 - Ability to escalate concerns if unable to carry out their duty and responsibilities outlined within health and care staffing legislation. Practising at Informed level. |  |  |  |  |  |
| 4C14 - Practice in ways which recognise and respond to health inequalities, respect diversity, and protect against discrimination and harassment. |  |  |  |  |  |

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.

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| --- | --- | --- | --- |
| **Knowledge, skills, behaviours** | **RAG rating** | **Evidence to support achievement** | **How you will achieve this outcome** |
| **Role or profession specific competencies/KSBs** | **Red** | **Amber** | **Green** |  | **Red** |
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| **Knowledge, skills, behaviours**  | **RAG Rating** | **Evidence to support achievement** | **How you will achieve this outcome** |
| --- | --- | --- | --- |
| **Generic** | **Red** | **Amber** | **Green** |  |  |
| 4F1 - Ability to use reflection to enhance self-awareness, gain new insights and develop resilience when faced with adverse situations. |  |  |  |  |  |
| 4F2 - Demonstrate application of a variety of methods to ensure learning has taken place, e.g., 4–stage approach to teaching a clinical skill, or use of Chunk & Check / Teach Back. |  |  |  |  |  |
| 4F3 - Ability to recognise the personal impact of any difficult situations and have strategies to enable personal learning and development, recognising the limits of competence and personal strengths. |  |  |  |  |  |
| 4F4 - Ability to engage in [clinical] supervision, using reflective practice and feedback to enhance the quality of care and outcomes through:* Personal development and wellbeing: fostering self-awareness and effective self-management.
* Continual professional development: committed to ongoing learning and development, with a focus on professional codes and maintaining quality standards.

Knowledge, Skills, and Proficiency Development: actively seeking to expand clinical knowledge and skills to ensure high standards of practice and effective care. |  |  |  |  |  |
| 4F5 - Ability to facilitate others to develop knowledge, skills and proficiency through practice supervision, within own scope of practice. |  |  |  |  |  |
| 4F6 - Engages with appraisal and the development and activation of a personal development plan. |  |  |  |  |  |

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| --- | --- | --- | --- |
| **Generic** | **Red** | **Amber** | **Green** |  |  |
| 4L1 - Ability to work effectively in a multi-disciplinary / multiagency team and participate in team development initiatives. |  |  |  |  |  |
| 4L2 - Demonstrate critical thinking and problem-solving skills and take action regarding people’s care and / or treatment through an awareness of policy and legislation. |  |  |  |  |  |
| 4L3 - Demonstrate effective organisational and time management skills practice in an anti-discriminatory and inclusive manner with individuals and colleagues. |  |  |  |  |  |
| 4L4 - Demonstrate and apply an understanding of the impact of leadership theories and activities in relation to compassion, civility, kindness and human factors. |  |  |  |  |  |

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| --- | --- | --- | --- |
| **Generic** | **Red** | **Amber** | **Green** |  |  |
| 4S1 - Demonstrate and apply knowledge of relevant guidelines. |  |  |  |  |  |
| 4S2 - Ability to understand and apply evidence-based practice and identify and assesses risk in relation to care provision and quality care outcomes. |  |  |  |  |  |
| 4S3 - Identify risk in relation to care provision and service improvement. |  |  |  |  |  |
| 4S4 - Demonstrate effective application of quality improvement methodologies and tools. |  |  |  |  |  |
| 4S5 - Ability to recognise the importance of responding to individuals’ feedback and comments appropriately including resolving complaints in a timely manner and effectively at local level, escalating as appropriate. |  |  |  |  |  |

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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 personal development plan (PDP).

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| **Pillar of Practice** | **KSBs****Code****(e.g. 4C4)** | **Action of “how” to achieve this KSB** | **Support required within Practice** | **Time Frames** |
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**Sign off**

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