

**Nursing, Midwifery and Allied Health Professional**

**(NMAHP) Development Framework**

**Development Needs Analysis Tool (DNAT) Example for Level 3 – Practitioner Clinical Practice Pillar**

**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.

All information entered in the tool is private and can only be viewed by you and those you choose to share it with. For more details, please review the Development Needs Analysis Tool Privacy Notice.

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 Professional 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. It takes around 45 minutes per pillar to complete.

**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.

**RED**

I require education, learning and development relating to most or all the knowledge, skills and behaviour statements. 

**AMBER**

I require education and development relating to some aspects of the knowledge, skills and behaviour statements.

**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**

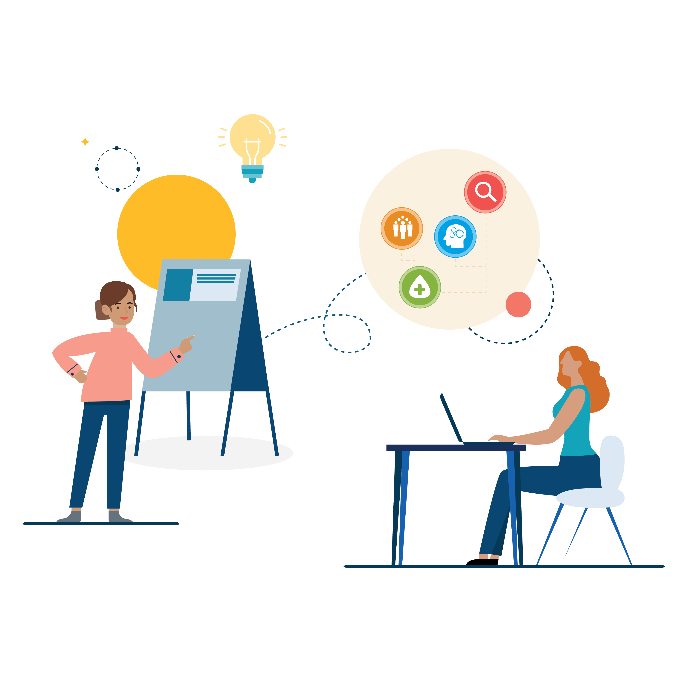
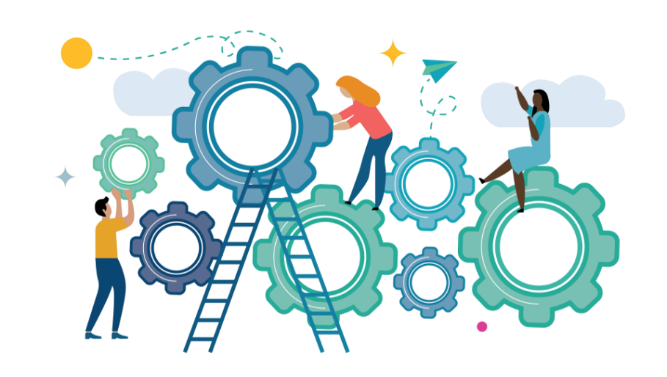
If you have rated yourself as having a development need in this area (**red** or **amber**), make a brief action note on “how” you would anticipate meeting this development need. This might be detailing what you are going to do, what actions you might need to take, how you are going to do this and when.

If you have rated yourself as being proficient (**green**), please provide evidence to support this achievement.

Please provide evidence to support this assessment. Your evidence should clearly demonstrate your competence in the relevant knowledge, skills, and behaviours.

Examples may include:

* Case-based discussions
* Training and education undertaken
* Supervised or observed practice
* Reflective discussions or clinical supervision activities
* Feedback from colleagues or service users

  **DEVELOPMENT NEEDS ANALYSIS TOOL - LEVEL 3**

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 |

**Pillar 1
Clinical Practice**

| **Knowledge, skills, behaviours** | **RAG rating** | | | | **Evidence to support achievement** | **How you will achieve this outcome** |
| --- | --- | --- | --- | --- | --- | --- |
| **Generic** | **Red** | | **Amber** | **Green** |  |  |
| 3C1 - Will have a broad skill base related to their practice. |  |  | | X | Completion of Mandatory Induction Standards for HCSWs workbook.  Feedback from line manager and team members. | Achieved. |
| 3C2 - Will have a breadth and depth of understanding of role and related activities beyond that of a Level 2 Healthcare Support Worker. |  |  | | X | Completion of Mandatory Induction Standards for HCSWs workbook | Achieved |
| 3C3 - Has all the attributes, skills and knowledge required for a Healthcare Support Worker. |  |  | | X | Completion of Mandatory Induction Standards for HCSWs workbook | Achieved |
| 3C4 - 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). |  |  | | X | Completion of Mandatory Induction Standards for HCSWs workbook. | Achieved |
| 3C5 - Ability to recognise risk in relation to care provision and further develop risk assessment skills. | X |  | |  |  | Undertake CPD risk assessment training. Shadow a more senior member of staff in order to identify risk and risk assessments for individuals. |
| 3C6 - 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. |  | X | |  |  | Become more familiar with the whistleblowing policy and how to raise concerns. Read GIRFE (Getting it right for everyone) documentation which demonstrates its everyone’s responsibility to protect individuals. |
| 3C7 - To have an awareness of and comply with core legislation and policies. |  |  | | X | Completion of Mandatory Induction Standards for HCSWs workbook. | Achieved |
| 3C8 - Ability to understand and apply knowledge of legislation, and policies specific to area of practice. |  |  | | X | Completion of Mandatory Induction Standards for HCSWs workbook. Gained knowledge and feedback from team and line managers. | Achieved |
| 3C9 - 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. |  | X | |  |  | CPD – read through the Delegation resource on TURAS and support worker central which identifies accountability, responsibility and the 5R’s process for delegation. |
| 3C10 - Ability to act on findings within role boundaries to ensure a person's safety. |  |  | | X | Completion of Mandatory Induction Standards for HCSWs workbook. Always work within my scope of practice and escalate any safety concerns. | Achieved. |
| 3C11 - Ability to develop knowledge of infection prevention and control. |  |  | | X | Completion of Mandatory Induction Standards for HCSWs workbook. Complete SIPCEP modules on TURAS. | Achieved. Update knowledge when Turas modules are updated. |
| 3C12 - Able to effectively reflect on and in practice. |  | X | |  |  | Attended training sessions on reflective practice – Learning On The Go series. Undertake reflective practice to team members to review and improve my practice. |
| 3C13 - Recognise the effects and potential symptoms of trauma or vicarious trauma and respond appropriately. Practising at a minimum of Trauma Informed practice level. | X |  | |  |  | Complete the trauma practice questionnaire to understand what level I should be at on the Transforming Psychological Trauma Knowledge and Skills Framework.  Complete the Turas learning activities related to my required level of practice.  Seek guidance from line manager. |
| 3C14 - Ability to escalate concerns if unable to carry out their duty and responsibilities outlined within health and care staffing legislation. Practising at Informed level. | X |  | |  |  | Review Safe Staffing legislation and complete training. |
| 3C15 - Practice in ways which recognise and respond to health inequalities, respect diversity, and protect against discrimination and harassment. |  |  | | X | Role model behaviours from the team. Be part of a case review of clinical situation that involved discrimination of a patient due to their background. | Achieved |
| 3C16 - Use a range of skills to communicate with people about difficult matters or situations. |  |  | | X | Completion of Mandatory Induction Standards for HCSWs workbook.  Feedback from team members. | Achieved. |

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** | **RAG rating** | | | **Evidence to support achievement** | **How you will achieve this outcome** |
| **Role or profession specific** | **Red** | **Amber** | **Green** |  |  |
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**Action Planning and Priority Rating Tool**

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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| --- | --- | --- | --- | --- | --- |
| **Priority rating**  High, Medium or Low | **Pillar** | **KSB ref** | **Action of “how “to achieve this KSB**  Description of what you are going to do, the actions you need to take, how you are going to do this and how you will know that you have achieved your aim. | **Support required** | **Time frame** |
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