

**Nursing, Midwifery and Allied Health Professional**

**(NMAHP) Development Framework**

**Development Needs Analysis Tool (DNAT) Example for Level 5 – 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**

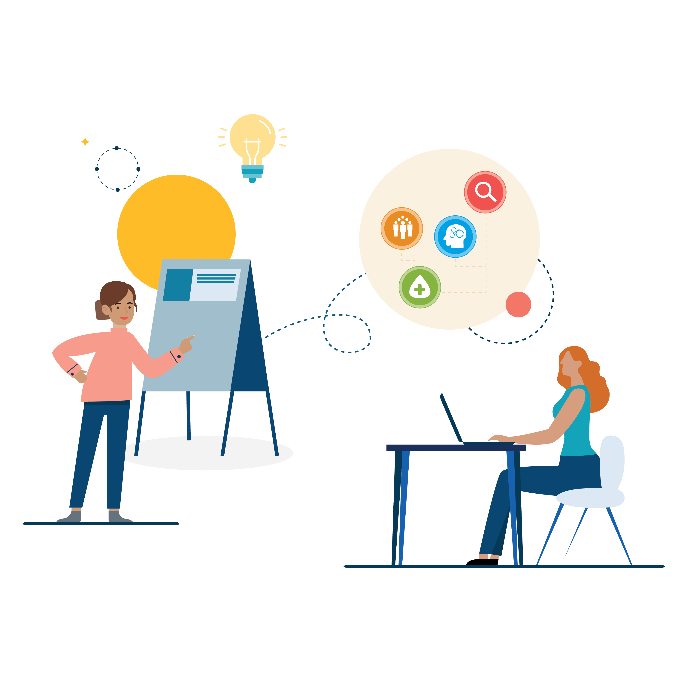
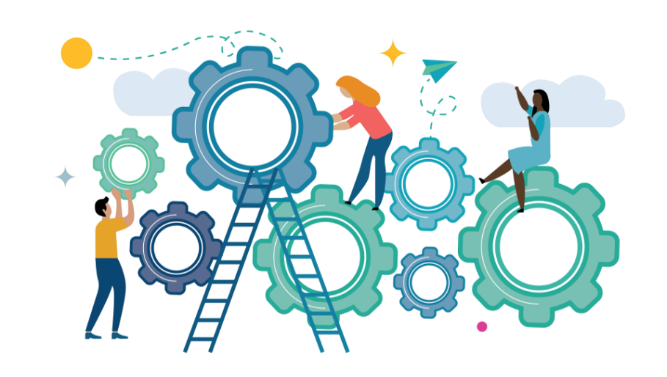
If you have rated yourself as having a development need in this area (**red** or **amber**), make a brief action note on “how” you would anticipate meeting this development need. This might be detailing what you are going to do, what actions you might need to take, how you are going to do this and when.

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 5**

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** |  |  |
| 5C1 - Use a range of skills and strategies to communicate with people about difficult matters or situations. |  |  | | X | Written communications like emails.  Verbal communication like feedback from colleagues  Observed practice working with patients in difficult situations. | NA |
| 5C2 - Acts and influences others in demonstrating non-judgemental, values-based care |  | X | |  | Role modelling these behaviours and supporting other team members to do the same.  Acting as an advocate for service users. | Share personal reflections that highlight how I ensure my practice is non-judgmental and values based. For example, how you overcome biases or assumptions and focus on understanding the person’s perspective. |
| 5C3 - Promote and deliver safe, effective and person-centred care as part of the multi-disciplinary team |  |  | | X | Case study and examples of care delivery.  Quality improvement project report | Achieved. |
| 5C4 - Maintain and apply knowledge of relevant guidance, policies and legislation that govern legal and ethical aspects of service provision |  | X | |  | Mandatory training  Attendance at relevant training.  Record keeping | Engage in CPD in this area.  Stay informed – set aside time each month to read updates and keep up to date with new or changes in legislation, policies and guidance. |
| 5C5 - Use and contribute to the development, implementation and review of local policies, guidelines and protocols |  | X | |  | Reflection on introducing a new protocol on tissue viability. | Would like to contribute more to the development of protocols and will provide feedback at the next opportunity to do so.  Take a more active role in updating the team and getting feedback from others on new protocols. |
| 5C6 - Monitor and maintain health, safety and security of self and others, by applying knowledge of health and safety legislation and infection control policies |  | X | |  | Example of a risk assessment completed.  Highlighting of issues at safety huddle. | Gain more confidence in H&S legislation and understanding of my role and team role. |
| 5C7 - Apply critical thinking and evaluation skills to make timely and informed clinical decisions related to all aspects of the care process |  | X | |  | Reflection on managing a deteriorating patient. | Participate on ongoing professional development and relevant training.  Engage in more reflection in this area to review and improve my practice. |
| 5C8 - Demonstrate the ability to use technology and information systems and resources that are routinely used in practice |  |  | | X | Observation of practice when using range of technology like telecare and patient records.  Participation on online meetings. | Achieved. |
| 5C9 - Provide and share information effectively and concisely for a range of situations and contexts to ensure safety and continuity of care |  |  | | X | Observation of practice whilst communicating in a range of situations like:  Handovers  Multidisciplinary team meetings  Record keeping  Patient education | Achieved |
| 5C10 - Practise in ways which recognise and respond to health inequalities, respect diversity, protect against discrimination and support others to do the same |  |  | | X | Role model behaviours and champion and support other team members to do the same.  Case review of clinical situation that involved discrimination of a patient due to their socioeconomic background. | Achieved |
| 5C11 - Apply a range of skills to promote health and well-being, improve health literacy and empower patients to share decision making |  | X | |  | Reflection on a clinical supervision session to review role in supporting health promotion and enabling patient autonomy. | Training to support better understanding of health literacy and tools and techniques that can be employed in practice. |
| 5C12 - Develop and apply clinical knowledge, skills and behaviours appropriate to specific area of practice |  |  | | X | Case discussion of a clinical scenario that highlights application of the specific knowledge and skills required to provide effective wound care. | Achieved |
| 5C13 - Raise concerns and/or report serious incidents in accordance with local reporting procedures | X |  | |  |  | Undertake training on incident reporting and how to escalate concerns.  Support from team members to make a report. |
| 5C14 - 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.  Reflect on how to implement learning to inform trauma informed care delivery. |
| 5C15 - 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. |

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** | **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).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **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** |
| Medium | Clinical | 5C2 | Use a clinical supervision session to explore my practice and gain insight into how I approach care and influence others in demonstrating non-judgemental, values-based care. | Time with clinical supervisor to reflect. | By Oct 2025 |
| High | Clinical | 5C11 | Training to support better understanding of health literacy and tools and techniques that can be employed in practice. | Time to attend/complete training | By Feb 2025 |
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