

**Nursing, Midwifery and Allied Health Professions**

**(NMAHP) Development Framework**

**Development Needs Analysis Tool (DNAT)**

# **Level 5 - 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 Professional Development Review (PDPR) process, while also providing evidence of your ongoing continued personal 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.

**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 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  |



| **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. |  |  |  |  |  |
| 5C2 - Acts and influences others in demonstrating non-judgemental, values-based care |  |  |  |  |  |
| 5C3 - Promote and deliver safe, effective and person-centred care as part of the multi-disciplinary team |  |  |  |  |  |
| 5C4 - Maintain and apply knowledge of relevant guidance, policies and legislation that govern legal and ethical aspects of service provision |  |  |  |  |  |
| 5C5 - Use and contribute to the development, implementation and review of local policies, guidelines and 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 |  |  |  |  |  |
| 5C7 - Apply critical thinking and evaluation skills to make timely and informed clinical decisions related to all aspects of the care process |  |  |  |  |  |
| 5C8 - Demonstrate the ability to use technology and information systems and resources that are routinely used in practice |  |  |  |  |  |
| 5C9 - Provide and share information effectively and concisely for a range of situations and contexts to ensure safety and continuity of care |  |  |  |  |  |
| 5C10 - Practise in ways which recognise and respond to health inequalities, respect diversity, protect against discrimination and support others to do the same |  |  |  |  |  |
| 5C11 -Apply a range of skills to promote health and well-being, improve health literacy and empower patients to share decision making |  |  |  |  |  |
| 5C12 - Develop and apply clinical knowledge, skills and behaviours appropriate to specific area of practice |  |  |  |  |  |
| 5C13 - Raise concerns and/or report series incidents in accordance with local reporting procedures |  |  |  |  |  |
| 5C14 - Recognise the effects and potential symptoms of trauma or vicarious trauma and respond appropriately. Practising at a minimum of Trauma Informed practice level |  |  |  |  |  |
| 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 |  |  |  |  |  |

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 competencies/KSBs** | **Red** | **Amber** | **Green** |  | **Red** |
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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.

|  |  |
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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  |



| **Knowledge, skills, behaviours**  | **RAG Rating** | **Evidence to support achievement** | **How you will achieve this outcome** |
| --- | --- | --- | --- |
| **Generic** | **Red** | **Amber** | **Green** |  |  |
| 5F1 - Demonstrate knowledge and applies the skills of facilitation, teaching, assessment and behaviours including supervising, teaching and maintaining the learning environment |  |  |  |  |  |
| 5F2 - Evidence experiential learning through supervision, feedback, reflective practice techniques and evaluation |  |  |  |  |  |
| 5F3 - Apply an inclusive and collaborative approach to the development of a positive learning environment |  |  |  |  |  |
| 5F4 - Evidence reflection on own and others experiences of the workplace to develop a positive learning environment |  |  |  |  |  |
| 5F5 - Ability to effectively apply practice supervision, applying quality standards to facilitate pre-registration learners to develop knowledge, skills and proficiency, within own scope of practice |  |  |  |  |  |
| 5F6 - Ability to engage in [clinical] supervision, using reflective practice and feedback to develop the quality of care and outcomes |  |  |  |  |  |
| 5F7 - Source and evidence use of a range of educational materials to support own development |  |  |  |  |  |
| 5F8 - Develop and apply knowledge of adult learning theory appropriate to specific role |  |  |  |  |  |
| 5F9 - Engages with appraisal and the development and activation of a personal development plan |  |  |  |  |  |
| 5F10 - Ability to effectively undertake the role of [clinical] supervisor for all functions of clinical supervision, for support workers, within own scope of practice  |  |  |  |  |  |
| 5F11 - Ability to facilitate others to develop self-awareness and personal resilience through restorative supervision |  |  |  |  |  |

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| --- | --- | --- | --- |
| **Generic** | **Red** | **Amber** | **Green** |  |  |
| 5L1 - Demonstrate leadership qualities and behaviours including skills in motivating, influencing and negotiation |  |  |  |  |  |
| 5L2 - Communicate effectively verbally non-verbally and in writing to a range of people |  |  |  |  |  |
| 5L3 - Seek, receive and provide feedback in an open, honest and constructive manner |  |  |  |  |  |
| 5L4 - Identify and analyse problems and recommend solutions |  |  |  |  |  |
| 5L5 - Respond proactively to own and others concerns and know how to escalate ongoing issues |  |  |  |  |  |
| 5L6 - Demonstrate the ability to work well within a team and in collaboration with others |  |  |  |  |  |
| 5L7 - Demonstrate accountability for own work and responsibility for delegation to others |  |  |  |  |  |
| 5L8 - Engage in own personal and professional development planning and review; and support others to develop personally and professionally |  |  |  |  |  |
| 5L9 - Contribute to effective management of resources including workforce resources within own area of practice |  |  |  |  |  |
| 5L10 - Develop and apply leadership skills and behaviours appropriate to specific role |  |  |  |  |  |

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| --- | --- | --- | --- |
| Role or profession specific competencies/KSBs | **Red** | **Amber** | **Green** |  |  |
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| **Knowledge, skills, behaviours**  | **RAG Rating** | **Evidence to support achievement** | **How you will achieve this outcome** |
| --- | --- | --- | --- |
| **Generic** | **Red** | **Amber** | **Green** |  |  |
| 5E1 - Consolidates understanding and application of different research approaches. Identifies and explores ideas for research/development activity from own practice |  |  |  |  |  |
| 5E2 - Demonstrates the ability to search and critically appraise evidence to inform practice |  |  |  |  |  |
| 5E3 - Shares with others good practice and the lessons learned from audit, research and quality improvement activity |  |  |  |  |  |
| 5E4 - Adheres to research governance, including Good Clinical Practice, ethics, data protection and confidentiality |  |  |  |  |  |
| 5E5 - Demonstrates the ability to undertake Quality Improvement, clinical audit and research activity to inform practice for self and others |  |  |  |  |  |
| 5E6 - Critically analyses and evaluates information |  |  |  |  |  |
| 5E7 - Identifies and analyses professional issues |  |  |  |  |  |
| 5E8 - Develop and apply knowledge of research and development appropriate to specific role |  |  |  |  |  |

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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. 5C4)** | **Action of “how” to achieve this KSB**  | **Support required within Practice** | **Time Frames** |
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**Sign off**

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| Name   | Date of review  | Comments  |
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| Sign off  |
| Name   | Date  | Job title  |
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