



Australian Government

Department of Education, Employment and Workplace Relations

HLTPOP505C Build capacity to promote health

Release: 1

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Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit addresses the process of building capacity to promote health among individuals, groups, communities, organisations and coalitions

It focuses on the ability to develop infrastructure, enhance sustainability and foster problem solving capabilities at an individual, team or organisation level

Application of the Unit

Application

This unit applies to work in a public health context

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills

This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

The Performance Criteria specify the level of performance required to demonstrate achievement of the Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT

PERFORMANCE CRITERIA

- | | |
|--|---|
| 1. Assess existing capacity for change | 1.1 Examine and respond to the <i>context within which a program sits</i>
1.2 Identify <i>pre-existing capacities</i> to support change
1.3 Assess practitioner's sphere of influence and role in achieving change |
| 2. Clarify intended outcome | 2.1 Identify the <i>key action areas of capacity building</i> that are to be addressed
2.2 Set goals and objectives that are specific, measurable, achievable and based on principles of effective capacity building practice |
| 3. Select and implement appropriate capacity building strategy | 3.1 Identify and select appropriate capacity building strategies in consultation with <i>relevant stakeholders</i> and <i>target group</i>
3.2 Implement capacity building strategies according to relevant legislation, organisational policies or procedures and <i>ethical considerations</i> |

ELEMENT**PERFORMANCE CRITERIA**

- | | |
|--|--|
| 4. Evaluate effectiveness of selected strategy | 4.1 Monitor and document results of implementation of capacity building strategies |
| | 4.2 Evaluate success of capacity building strategies against goals, using <i>existing tools for evaluating capacity building efforts</i> |

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Equity issues in population health
- Evidence-based practice
- National, State and local health policies, goals, targets and priorities
- Overview of the stages in population health project planning
- Quality assurance
- Relevant international charters/declarations and documents (e.g. Alma Ata, Ottawa Charter, Jakarta Declaration, The Solid Facts by WHO)
- Social change and advocacy processes
- The various capacity building strategies
- Theory and practice of population health including health promotion, health protection and prevention of communicable and non communicable diseases
- Understanding of capacity building theory and framework

Essential skills:

It is critical that the candidate demonstrate the ability to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

REQUIRED SKILLS AND KNOWLEDGE

This includes the ability to:

- Apply analytical thinking, problem solving and critical appraisal
- Apply effective communication and interpersonal skills including:
 - high level written or verbal
 - negotiation and liaison
 - consultation
 - conflict resolution and mediation
- Engage and work collaboratively and/or in partnership
- Facilitate and contribute effectively to meetings, forums and other networks
- Undertake work planning and management
- Work as part of a multi-disciplinary team and/or autonomously

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Consistent satisfactory performance of all elements of this unit must be demonstrated
- May need to be assessed in conjunction with other units of competency addressing capacity building strategies

EVIDENCE GUIDE

- Access and equity considerations:*
- All workers in the health industry should be aware of access and equity issues in relation to their own area of work
 - All workers should develop their ability to work in a culturally diverse environment
 - In recognition of particular health issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on health of Aboriginal and Torres Strait Islander people
 - Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on health of Aboriginal and/or Torres Strait Islander clients and communities
- Context of and specific resources for assessment:*
- This unit may be assessed in the workplace or in a simulated workplace under normal conditions
 - The unit may be assessed in the classroom
 - Access to:
 - a range of government and non-government policy documents and reports and statistics
 - journals, books and external expertise
 - documents and other materials (charters, declarations, discussion papers, etc.) from international conferences on population health
 - a range of government and non government policy documents and reports and statistics
 - organisation policies and procedures

EVIDENCE GUIDE

Method of assessment may include:

- Observation of performance
- Written tasks
- Interviewing and questioning
- Formal appraisal systems
- Staff client feedback
- Portfolio/CV
- Supporting statement of supervisors
- Evidence of relevant work experience/formal or informal learning
- Case studies and scenarios as a basis for the discussion of issues in population health project planning
- Project, exercise or investigation with relaxed time restraints requiring a significant part of the work to be carried out without close supervision and requiring the completion of a project report

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Context within which a capacity building program sits may include:

- Physical environment
- Economic environment
- Political environment
- Organisational environment
- Socio-cultural environment

RANGE STATEMENT

Pre-existing capacities may include relevant:

- Skills
- Structures
- Partnerships
- Resources

Dimensions of capacity building include:

- Development of infrastructure
- Enhancement of program sustainability
- Fostering problem solving capabilities

Key action areas of capacity building include

- Organisational development
- Workforce development
- Resource allocation
- Partnerships
- Leadership

Principles of effective capacity building practice include:

- Respecting and valuing pre-existing capacities
- Developing mutual respect
- Being responsive to context within which capacity building program sits
- Avoiding pre-packaged ideas and strategies

Examples of capacity building strategies include

- Canvassing opportunities for a program
- Lobbying for support
- Developing skills in others
- Supporting policy development
- Negotiating with management
- Guiding the establishment of partnerships
- Contributing to organisational planning
- Establishing relevant infrastructure (eg. community organisations)

RANGE STATEMENT

Relevant stakeholders may include:

- Other health and/or non-government organisations
- Community advocates or change agents
- Population health professionals/Supervisors
- Policy and decision makers in the specific community
- Other individuals, groups or communities most likely to be affected by strategies or action plans
- Community/Organisation leaders
- Community elders
- Council members

Different levels of target groups include:

- Individuals
- Groups
- Communities
- Organisations
- Inter-organisation/coalitions

Ethical considerations may include

- Respect for individual and cultural differences
- Privacy and confidentiality issues relating to information collection, storage and dissemination

Existing tools for evaluating capacity building efforts may include:

- Indicators to Help with Capacity Building in Health Promotion (NSW Health, 1999, North Sydney)
- Community Capacity Index (Bush, Robert and Dower Jo, 2003, University of Queensland)
- Qualitative tools: focus groups, key informant group, surveys/interviews
- Quantitative tools: case study, surveys, experiments (RCT, cohort, case-control, cross-sectional)

Unit Sector(s)

Not Applicable