

SFHPHP33

Work in partnership with others to make a preliminary assessment of the impact of policies and strategies on health and wellbeing



Overview

This standard is intended for those who work with others and take a major role in making a preliminary assessment of the health impact of policies and strategies at a macro level, often referred to as health impact assessment.

Users of this standard will need to ensure that practice reflects up to date information and policies.

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Performance criteria

- You must be able to:*
- P1 work in partnership with others to identify and collate existing relevant policies and strategies
 - P2 work in partnership with others to determine the criteria to be used in the assessment
 - P3 work in partnership with others to make a preliminary assessment of the policy/strategy against the agreed criteria and identify clearly
 - P3.1 potential positive impacts on health and wellbeing
 - P3.2 potential negative impacts on health and wellbeing
 - P3.3 justification for each of the preliminary findings
 - P4 from the preliminary assessment work in partnership with others to identify the range of questions to be addressed in the full assessment process
 - P5 research and identify assessment tools that are valid and reliable for the task in hand
 - P6 work in partnership with others to produce a full and clear draft report on
 - P6.1 conclusions and recommendations from the preliminary assessment
 - P6.2 changes to the criteria established in the preliminary assessment
 - P6.3 valid and reliable methods/tools for the full assessment
 - P6.4 the resources needed for the full assessment
 - P6.5 timescales
 - P7 gain feedback on the draft proposals from others not involved in the drafting of the proposals and incorporate their views into the final proposals

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Knowledge and understanding

You need to know and understand:

- K1 the social construction of health and illness and how this affects people's perceptions
- K2 the kinds of misinformation which people receive about health and wellbeing and how this can be counteracted
- K3 the stressors to health and wellbeing: biological; chemical; physical; social; psychosocial
- K4 the health needs that may remain hidden, why needs related to health and wellbeing may not be known (e.g. domestic violence)
- K5 inequality and discrimination and their impact on health and wellbeing: how to recognise and address inequality and discrimination in the context of Human Rights legislation
- K6 how to apply communication skills including: how to respond to differences in the way that people communicate; the ways in which communication can be altered for different needs and contexts; barriers to cross cultural communication and ways of overcoming them; how to organise and provide appropriate translation and interpreting services
- K7 how to apply negotiation and influencing skills
- K8 the history and development of impact assessments, their current state of development and their relationship to other forms of impact assessments (such as environmental)
- K9 the different aspects that have to be considered when undertaking preliminary assessments and screening of policies (e.g. population analysis, context, quantitative and qualitative prognoses) and apply these in practice
- K10 the assessment tools that are used in impact assessments
- K11 positive and negative impacts on health and wellbeing and on inequalities (including experience, the possible effects of the experience on individuals, individuals' susceptibility to different experiences, broad determinants of health and wellbeing such as crime and unemployment, the availability of services and resources to the population, and evidence of effectiveness in improving health and wellbeing)
- K12 the concepts of certainty and uncertainty and the effect of these on predictions about health and wellbeing and reducing inequalities, and why baseline assessments usually need to be used
- K13 policy and strategy appraisal and the need to maintain a dispassionate view of risks and causality in the face of what may be highly emotive and political debates
- K14 how to assess the impact of public policy and legislation on health and wellbeing and the reduction of inequalities at local, national and global levels

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- K15 appropriate responses to verbal and written enquiries about health impact assessments
- K16 the specific legislation, guidelines of good practice, charters and service standards that relate to the work being undertaken and the impact of these on the work
- K17 the services, policies and priorities of the worker's agency and how it relates to other agencies in the sector
- K18 codes of practice and protocols about confidentiality and information sharing between agencies working in partnership
- K19 own role and responsibilities and from whom assistance and advice should be sought if necessary
- K20 how to apply the principles of equality, diversity and anti-discriminatory practice to work
- K21 how to develop one's own competence and skills in line with changes in knowledge and practice; how the worker's area and scope of practice are changing, the evidence which is available on the work and the implications of this for their own skill and knowledge base how the worker has maintained their knowledge, skills and competence

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Additional Information

External Links

This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004):

Dimension: HWB1 Promotion of health and wellbeing and prevention of adverse effects on health and wellbeing

Level: 4

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