CAPHIA Competencies: History

November 9 2023

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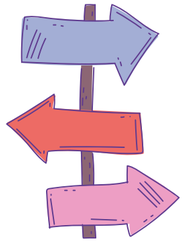
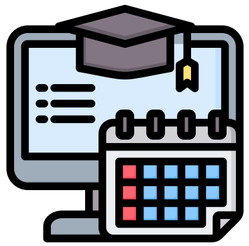
COUNCIL OF ACADEMIC PUBLIC HEALTH INSTITUTIONS AUSTRALASIA

THE WHY - UTILITY OF CAPHIA COMPETENCIES



guide participation in shared curricula where programs lack specialist capacitys

Support academic teaching programs to build their own curricula



Assist in course planning with students

support accreditation processes

provide a communication resource which encompasses the broad and diverse spectrum of the profession

enable cross-referencing in curriculum review processes and be referenced in course handbook

inform career planning and development for students and graduates

enable benchmarking against various international requirements in the employment sector

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CAPHIA COMPETENCIES DEVELOPMENT HISTORY

FIRST EDITION

Australian Network of Academic Public Health Institutions (ANAPHI) (pre CAPHIA) created the Foundation Competencies for Master of Public Health Graduates in Australia in September 2009. This document describes the **baseline set of competencies** expected of a graduate from a Master of Public Health (MPH) program in Australia.

Authors Development Process

Human Capital Alliance made a significant contribution to the initial development of the core competencies through the conduct of a national consultation process with 21 universities across Australia. The work was primarily by Bill Genat, Priscilla Robinson and Elizabeth Parker with input from from Vivian Lin and Catherine Bennet. Public health experts from academic institutions, community organisations and public sector organisations including the Department of Health and Ageing were involved.

Funding and Support

Funding for the development of a national core competency framework was provided through the Public Health Education and Research Program (PHERP) administered by the Department of Health and Ageing.

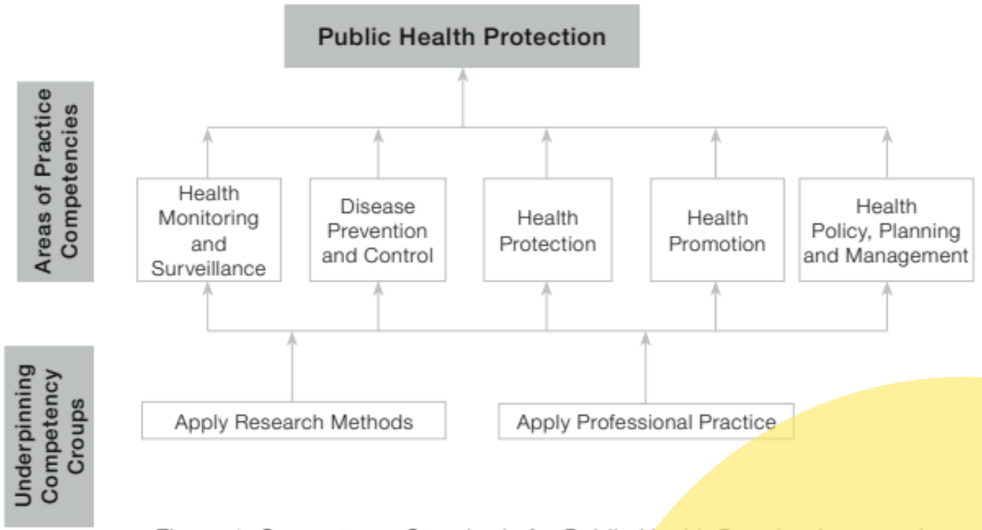

Figure 1: Competency Standards for Public Health Practice framework (Human Capital Alliance 2007)

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CAPHIA COMPETENCIES DEVELOPMENT HISTORY

SECOND EDITION

CAPHIA was formed in 2011 following the winding up of Australian Network of Academic Public Health Institutions (ANAPHI). The second edition of the competencies was developed with utilisation of the competencies for both undegraduate and postgraduate public health curricula development in mind. The initial survey revealed fifteen of the universities (65%) reported having used these competencies extensively in the design and review of their MPH programs.

The review took 3 years to complete. The review process was coordinated by Shawn Somerset, Priscilla Robinson and Helen Kelsall. All 23 Australian Universities who were teaching public health at that time were involved in the consultation process. Public Health Indigenous Leadership in Education (PHILE) was also included in the consultations.

The interim findings were presented at consecutive CAPHIA Learning and Teaching Fora to ensure oversight of the review process and to garner further feedback into the process.

AREAS OF PRACTICE

HEALTH MONITORING & SURVEILLANCE

DISEASE PREVENTION & CONTROL

HEALTH PROTECTION

HEALTH PROMOTION

HEALTH POLICY, PLANNING & MANAGEMENT

EVIDENCE-BASED PROFESSIONAL POPULATION HEALTH PRACTICE

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CAPHIA COMPETENCIES DEVELOPMENT HISTORY

REVIEW SCOPE

CAPHIA engaged the World Federation of Public Health Associations Professional Education and Training Working Group to conduct a review of the second edition and make recommendations to inform development of the third edition.

The consultancy team were asked to conduct international benchmarking, analyse competency levels within relevant frameworks; and map the results against the standards set nationally to appropriately reflect the applicable qualification levels.

CONTENT RECOMMENDATIONS

Develop New Domains

1) Aboriginal and Torres Strait Islander Health* and 2) Universal Cultural Competence. *This will replace the appendix which sits across all domains.

Enhance Existing Competencies

Contemporise and expand upon competencies such as adding 'non-infectious' and 'chronic' diseases to the Disease Prevention and Control Domain and strengthen language for addressing violence

Develop New Competencies

Identified gaps included: 1) Systems Thinking, 2) One-Health, 3) Human Rights. Note: Additional competencies will also be described to reflect new and emerging public health

Read the full review: **caphia.com.au/competencies**

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CAPHIA COMPETENCIES 2ND ED WFPHA REVIEW RECOMMENDATIONS

STRUCTURE RECOMMENDATIONS

4 levels, aligned to the AQF

Domain 1	Knowledge	Skills	Application	Capabilities
Competency AQF 7				
Competency AQF 8				
Competency AQF 9				
Competency AQF 10:				

4 descriptor types

Knowledge = Information management etc.
Skills = Problem-solving, decision making etc.
Application = Context of learning, assessment etc.
Capabilities = Language, core skills etc

Draft conceptual framework:

PROPOSED CAPHIA COMPETENCY MODEL 3RD ED - MAPPED TO AQF

CAPHIA Domain 1	Knowledge	Skills	Application	Capabilities
Competency AQF 7: Graduates at this level will have broad and coherent knowledge and skills for professional work and/or further learning.	Graduates at this level will have **broad and coherent theoretical and technical knowledge** with depth in one or more disciplines or areas of practice.	Graduates at this level will have well-developed cognitive, technical and communication skills to select and apply methods and technologies to: • **analyse and evaluate** information to complete a range of activities • analyse, generate and transmit **solutions** to unpredictable and sometimes complex problems • **transmit knowledge, skills and ideas** to others	Graduates at this level will apply knowledge and skills to demonstrate **autonomy, well-developed judgement** and responsibility: • in contexts that require self-directed work and learning • within broad parameters to provide specialist advice and functions	Not covered in AQF
Competency AQF 8: Graduates at this level will have advanced knowledge and skills for professional or highly skilled work and/or further learning.	Graduates at this level will have **advanced theoretical and technical knowledge in one or more disciplines** or areas of practice	Graduates at this level will have advanced cognitive, technical and communication skills to select and apply methods and technologies to: • analyse critically, evaluate and **transform information** to complete a range of activities • analyse, generate and transmit solutions to **complex problems** • transmit knowledge, skills and ideas to others	Graduates at this level will apply knowledge and skills to demonstrate autonomy, well-developed judgement, **adaptability and responsibility** as a practitioner or learner.	Not covered in AQF
Competency AQF 9: Graduates at this level will have specialised knowledge and skills for research, and/or professional practice and/or further learning.	Graduates at this level will have **advanced and integrated understanding of a complex body of knowledge in one or more disciplines** or areas of practice	Graduates at this level will have expert, specialised cognitive and technical skills in a body of knowledge or practice to independently: • analyse critically, reflect on and **synthesise complex information, problems, concepts and theories** • **research and apply established theories** to a body of knowledge or practice • interpret and transmit knowledge, skills and ideas to **specialist and non-specialist audiences**	Graduates at this level will apply knowledge and skills to demonstrate autonomy, **expert judgement,** adaptability and responsibility as a practitioner or learner.	Not covered in AQF
Competency AQF 10: Graduates at this level will have systematic and critical understanding of a complex field of learning and specialised research skills for the advancement of learning and/or for professional practice.	Graduates at this level will have **systemic and critical understanding of a substantial and complex body of knowledge at the frontier of a discipline or area of professional practice**.	Graduates at this level will have expert, specialised cognitive, technical and research skills in a discipline area to **independently and systematically**: • engage in critical reflection, synthesis and evaluation • develop, **adapt** and implement research methodologies to extend and redefine existing knowledge or professional practice • disseminate and promote **new insights** to peers and the community • **generate original knowledge and understanding to make a substantial contribution to a discipline or area of professional practice**	Graduates at this level will apply knowledge and skills to demonstrate autonomy, authoritative judgement, adaptability and responsibility as an **expert and leading practitioner or scholar.**	Not covered in AQF

Adapted from: https://www.aqf.edu.au/framework/aqf-levels