IUHPE
CORE COMPETENCIES
AND
PROFESSIONAL STANDARDS FOR HEALTH PROMOTION

(Full version)

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INTRODUCTION

Background

This booklet presents the IUHPE Core Competencies and Professional Standards for Health Promotion[1] which were originally developed as part of the Project 'Developing Competencies and Professional Standards for Health Promotion Capacity Building in Europe' (CompHP). The CompHP Project drew on international interest and experience in competency based approaches to Health Promotion. A consensus building process based on consultation with Health Promotion practitioners, policymakers, employers and education providers across Europe was at the core of the CompHP Project. However, the development process also incorporated input from an Expert Advisory group drawn from the global Health Promotion community. For full details on the development of the IUHPE Core Competencies and Professional Standards please refer to Barry, Battel, Davidson et al., 2012(1).

The Framework was revised in 2023-2024 by Patricia Harte, Margaret M. Barry and Barbara Battel-Kirk, in association with Louise Potvin, IUHPE Vice-President for Capacity Building, Education and Training, with the support and input of health promotion colleagues globally.

Who are the IUHPE Core Competencies and Professional standards for?

The IUHPE Core Competencies and Professional Standards are designed for use by practitioners whose main role and function is Health Promotion and who have a graduate qualification in Health Promotion or a related discipline. [2] They are also designed for use by providers of Health Promotion education courses which aim to equip graduates to be ethical, effective and effective Health promotion practitioners.

The main purpose of the IUHPE Core Competencies and Professional Standards is to form the criteria for the registration of Health Promotion practitioners and accreditation of full

[1] Originally known as the CompHP Core Competencies and Professional Standards for Health Promotion. http://www.iuhpe.org/images/PROJECTS/ACCREDITATION/CompHP_Project_Handbooks.pdf

[2] Including, for example, public health, social sciences including psychology, epidemiology, sociology, education, communication, environmental health, community, urban or rural development, political science. This is not an exhaustive list as other academic qualifications may also be deemed as appropriate in given situations.

Health Promotion courses within the IUHPE Health Promotion Accreditation System.

However, these competencies and standards may also be useful to those working in other professional areas whose role substantially includes Health Promotion, employers and professional associations and trade unions with a remit for Health Promotion practitioners and in the development of education and training programmes supporting Health Promotion practice.

Definitions

Practitioner

Within the context of the IUHPE Core Competencies, Professional Standards and Accreditation System, a Health Promotion practitioner is defined as a person who works to promote health and reduce health inequities using the actions described by the Ottawa Charter (2):

- building healthy public policy
- creating supportive environments
- strengthening community action
- developing personal skills
- reorienting health services.

While job titles and educational course titles in different countries across Europe may not always include the term 'Health Promotion', the core competencies and professional standards are designed to be relevant to all practitioners whose main role reflects the Ottawa Charter's definition and principles of Health Promotion (2), and those of successive WHO charters and declarations on Health Promotion (3-9).

Health Promotion

Health Promotion is understood to be 'the process of enabling people to increase control over, and to improve, their health' (2). The Ottawa Charter (2) embraces a positive definition of health as being, 'a state of complete physical, social and mental well-being, and not merely the absence of disease or infirmity'. Health is conceptualised as a resource for everyday life, emphasising social and personal resources, as well as physical capacities. Health Promotion represents a comprehensive social and political process, which not only embraces action that is directed at strengthening the skills and capabilities of individuals, but also, actions directed toward changing social, environmental and economic conditions which impact on health.

The IUHPE Core Competencies and Professional Standards for Health Promotion are underpinned by an understanding that Health Promotion has been shown to be an ethical, principled, effective and evidence-based discipline and that there are well-developed theories, strategies, evidence and values that determine good practice in Health Promotion.

The term ‘Health Promotion action’ is used in the context of these competencies and standards to describe programmes, policies and other organised Health Promotion interventions that are empowering, participatory, holistic, inter-sectoral, equitable, sustainable and multi-strategy in nature, which aim to improve health and reduce health inequities.

Using the IUHPE Core Competencies and Professional Standards for Health Promotion

The IUHPE Core Competencies and Professional Standards, in addition to forming the criteria for registration and accreditation, can be used for a range of purposes and in a variety of settings for individual Health Promotion practitioners, employing organisations, education and training providers and the general public, for example:

Individual practitioners:

- Assisting in career planning and identifying professional development and training needs
- Facilitating movement across roles, organisations, regions and countries through the use of shared understandings, qualifications and where appropriate, accreditation systems based on the professional standards.

Employing organisations:

- Providing the basis for recruitment, selection and ongoing assessment of Health Promotion practitioners
- Ensuring that there are clear guidelines for employers and organisations for the knowledge, skills and competencies needed to practice effectively and ethically
- Forming the basis for accountable practice and quality assurance
- Assisting employers and managers to gain a better understanding of Health Promotion roles in individual workplaces and develop appropriate job descriptions

- Promoting better communication and teamwork in multidisciplinary and multi-sectoral settings by providing a common language and shared understanding of the key concepts and practices used in Health Promotion.

Education and training providers:

- Informing education, training and qualification frameworks to ensure that they are relevant to practice and workplace needs.

The general public:

- Providing assurance that services delivered by Health Promotion practitioners are safe and effective.

ETHICAL VALUES UNDERPINNING THE IUHPE CORE COMPETENCIES AND PROFESSIONAL STANDARDS FOR HEALTH PROMOTION

Ethical values and principles for Health Promotion include a belief in equity and social justice, respect for the autonomy and choice of both individuals and groups, and collaborative and consultative ways of working.

Ethical Health Promotion practice is based on a commitment to:

- Health as a human right, which is central to human development
- Respect for the rights, dignity, confidentiality and worth of individuals and groups
- Respect for all aspects of diversity including gender, sexual orientation, age, religion, disability, ethnicity, race, and cultural beliefs
- Addressing health inequities, social injustice, and prioritising the needs of those experiencing poverty and social marginalization
- Addressing the political, economic, commercial, social, cultural, environmental, ecological, behavioural and biological determinants of health and wellbeing
- Ensuring that Health Promotion action is beneficial and causes no harm
- Being honest about what Health Promotion is, and what it can and cannot achieve
- Seeking the best available information and evidence needed to implement effective policies and programmes that influence health
- Collaboration and partnership as the basis for Health Promotion action
- The empowerment of individuals and groups to build autonomy and self respect as the basis for Health Promotion action
- Sustainable development and sustainable Health Promotion action
- Being accountable for the quality of one's own practice and taking responsibility for ongoing critical reflection to maintain health promotion knowledge and skills, including safe cultural practice.

IUHPE CORE COMPETENCIES FOR HEALTH PROMOTION

The definition of competencies used in this Handbook is: *'a combination of the essential knowledge, abilities, skills and values necessary for the practice of Health Promotion,'* adapted from Shilton, Howat, James et al. 2001 (10). Core competencies are defined as the minimum set of competencies that constitute a common baseline for all Health Promotion roles i.e.; *'they are what all Health Promotion practitioners are expected to be capable of doing to work efficiently, effectively and appropriately in the field'* (11).

The IUHPE Core Competencies for Health Promotion comprises domains of core competency which are illustrated in Figure 1. Ethical Values and the Health Promotion Knowledge base underpin all Health Promotion action detailed in the nine other domains. Ethical values are integral to the practice of Health Promotion and inform the context within which all the other competencies are practiced. The Health Promotion Knowledge domain describes the core concepts and principles that make Health Promotion practice distinctive.

The remaining nine domains: Enable Change, Advocate for Health, Mediate through Partnership, Communication, Leadership, Assessment, Planning, Implementation, and Evaluation and Research, each deal with a specific area of Health Promotion practice with their associated competency statements articulating the necessary skills needed for competent practice. It is the combined application of all the domains, the knowledge base and the ethical values which constitute the IUHPE Core Competencies Framework for Health Promotion.

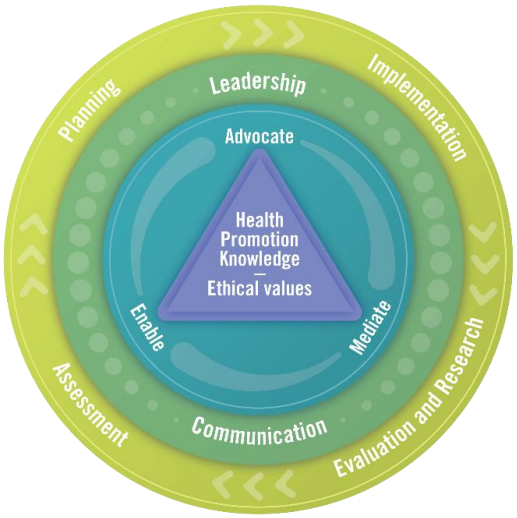

Figure 1 IUHPE Core Competencies for Health Promotion

IUHPE PROFESSIONAL STANDARDS FOR HEALTH PROMOTION

The IUHPE Professional Standards for Health Promotion were formulated to meet the widely accepted definition of what constitutes a standard, which is, 'a technical specification or other precise criteria designed to be used consistently as a rule, guideline, or definition' (12). The standards need to be commonly understood, specify technical criteria and be capable of being used consistently across varying settings and geographical regions.

Each standard specifies the knowledge, skills and performance criteria required to demonstrate acquisition of the core competencies in each domain. For each standard the knowledge, skills and performance criteria describe the requirements for all of the core competency statements in that area and are not therefore aligned to individual statements. There is therefore some repetition of certain items across the standards.

The standards are pitched at entry level to the Health Promotion profession.

A Health Promotion practitioner must be able to meet all the Standards to be eligible for registration within the IUHPE Health Promotion Accreditation System.

A Health Promotion course provider must be able to demonstrate that all the Standards are covered within the course for it to be eligible for accreditation.

For more details on registration for practitioners and accreditation of course please see IUHPE Accreditation System - IUHPE

IUHPE Core Competencies and Professional Standards for Health Promotion

The following table comprises the IUHPE Core Competencies for Health Promotion. Each domain is detailed at the top the table with the associated core competency statement given in the left side column. The related knowledge, skills and performance criteria for each domain (centre and left columns), together with the core competency statement, form the IUHPE Professional Standards for Health Promotion.

Knowledge Base Underpinning Health Promotion Core Competencies

The core competencies require that a health promotion practitioner draws on a multidisciplinary knowledge base of the core concepts, principles, theory and research of health promotion and its application in practice.

A health promotion practitioner is able to demonstrate knowledge of:

- The concepts, principles and ethical values of health promotion as defined by the Ottawa Charter for Health Promotion (WHO, 1986) and subsequent charters and declarations
- The concepts of health equity, social justice and health as a human right as the basis for health promotion action
- The determinants of health and their implications for health promotion action
- The interconnected nature of systems, including between the health of people, animals, plants, climate, and the environment, and the implications of this for local health promotion action
- The impact of social and cultural diversity on health and health inequities and the implications for health promotion action
- Health promotion models and approaches which support empowerment, participation, partnership and equity as the basis for health promotion action
- The current theories and evidence which underpin effective leadership, advocacy and partnership building and their implication for health promotion action
- The current models and approaches of effective project and programme management (including needs assessment, planning, implementation and evaluation) and their application to health promotion action
- The evidence base and research methods, including qualitative and quantitative methods, required to inform and evaluate health promotion action
- The communication processes and current information technology required for effective health promotion action
- The systems, policies and legislation which impact on health and their relevance for health promotion.

A Health Promotion practitioner acts professionally and ethically Ethical Health Promotion practice is based on a commitment to health as a human right, which is central to human development. It demonstrates respect for the rights, dignity, confidentiality and worth of individuals, groups and communities, and for diversity of gender, sexual orientation, age, religion, disability and cultural beliefs. Ethical Health Promotion practice addresses health inequities and social injustice and prioritises the needs of those experiencing poverty and social marginalisation. It acts on the political, economic, commercial, social, cultural, environmental, ecological, behavioural and biological determinants of health and wellbeing. A Health Promotion practitioner ensures that Health Promotion action is beneficial and causes no harm; and is honest about what Health Promotion is, and what it can and cannot achieve. In all areas of Health Promotion practice he/she acts professionally and ethically by:	
Knowledge, skills and performance criteria Evidence provided either from documentation, or assessment during work or study, of practitioner's ability to:	
Recognise and address ethical dilemmas and issues, demonstrating:	• Knowledge of concepts, principles and ethical values of Health Promotion • Knowledge of concepts of health equity, social justice and health as a human right • Knowledge of existing and emerging legal and ethical issues in own area of practice • Proactive in addressing ethical issues in an appropriate way (e.g. challenging others' unethical practice)
Act in ways that:	• Acknowledge and recognise people's expressed beliefs and preferences • Promote the ability of others to make informed decisions • Promote equality and value diversity • Value people as individuals • Acknowledge the importance of maintaining confidentiality • Are consistent with evidence, legislation, policies, governance frameworks and systems
Continually develop and improve own and others' practice by:	• Reflecting on own behaviour and practice and identifying where improvements should be made • Recognising the need for, and making use of, opportunities for own and others' development • Being aware of different learning approaches and preferences • Applying evidence in improving own area of work • Objectively and constructively reviewing the effectiveness of own area of work

1. Enable Change *Enable individuals, groups, communities and organisations to build capacity for health promoting action to improve health and reduce health inequities. A Health Promotion practitioner is able to:*

Core Competency Statement	Core Knowledge and Skills required:	Performance Criteria – evidence provided either from documentation, or assessment during work or study, of practitioner's ability to:
1.1 Work collaboratively across sectors to influence the development of public policies which impact positively on health and reduce health inequities *1.2 Use health promotion approaches which support empowerment, participation, partnership and equity to create environments and settings which promote health* *1.3 Use community development approaches to strengthen community participation and ownership and build capacity for health promotion action* *1.4 Facilitate the development of personal skills that will maintain and improve health* *1.5 Work in collaboration with key stakeholders to reorient health and other services to promote health and reduce health inequities.*	**Knowledge** • Determinants of health and health inequities • Theory and practice of collaborative working including facilitation, negotiation, conflict, resolution, mediation, teamwork • Theory and practice of community development including: equity, empowerment, participation and capacity building • Knowledge of strategy and policy development and how legislation impacts on health • Health Promotion models • Health Promotion settings approach • Behavioural change techniques for brief advice / interventions • Organisational theory • Theory and practice of organisational development and change management • Understanding of social and cultural diversity **Skills** • Partnership building and collaborative working • Behavioral change techniques • Organisational development • Change management • Community development including empowerment, participation and capacity building • Ability to work with: individuals and groups defined by geography, culture, age, setting or interest; and those in own/other organisation/sectors	1a. Contribute to collaborative work with stakeholders across specified sectors that aims to of influence policies or services to improve health and reduce health inequities. 1b. Demonstrate an ability to select appropriate change management and organisational development approaches to support the creation of health promoting environments and/or settings in a specified area, and show how the approaches used support empowerment, participation, partnership and equity. 1c. Select and use appropriate community development approaches for a specified community and show how the methods used can lead to strengthened participation, ownership and Health Promotion capacity. 1d. Use appropriate behavioural change techniques for specified individuals or groups to facilitate the development of personal skills to maintain or improve health and develop the capacity of others to support behavioral change.

<table>
<tr><td colspan="3">2. Advocate for health Advocate with, and on behalf of individuals, communities and organisations to improve health and well-being and build capacity for Health Promotion action. A Health Promotion practitioner is able to:</td></tr>
<tr><td>Core Competency Statement</td><td>Core Knowledge and Skills required:</td><td>Performance Criteria – evidence provided either from documentation, or assessment during work or study, of the practitioner’s ability to:</td></tr>
<tr><td rowspan="2">2.1 Use advocacy strategies and techniques which reflect health promotion principles

2.2 Engage with and influence key stakeholders to develop and sustain health promotion action

2.3 Raise awareness of and influence public opinion on health issues

2.4 Advocate across sectors for the development of policies, guidelines and procedures which address structural inequities, promote social justice and ensure the right to health for all

2.5 Facilitate communities and groups to articulate their needs and advocate for the resources and capacities required for health promotion action.</td><td>Knowledge
• Determinants of health and health inequities
• Advocacy strategies and techniques
• Methods of stakeholder engagement
• Health and wellbeing issues relating to a specified population or group
• Theory and practice of community development including empowerment, participation and capacity building
• Knowledge of strategy and policy development</td><td rowspan="2">2a. Show how advocacy strategies can be used in a specified area for Health Promotion action and demonstrate how they reflect Health Promotion principles.

2b. Identify the range of relevant stakeholders/partners in a specified area or setting and show how their support can be engaged to develop and sustain advocacy and Health Promotion action.

2c. Select and use appropriate communication methods for a specified audience in order to raise awareness, influence opinion, advocate for and enable action on health and wellbeing issues.

2d. Select and use appropriate community development approaches to facilitate a specified community or group to articulate their health and wellbeing needs.</td></tr>
<tr><td>Skills
• Use of advocacy techniques
• Working with a range of stakeholders
• Facilitation
• Community development including empowerment, participation, capacity building and equality impact assessment
• Ability to work with: Individuals and groups defined by gender, social and economic status, geography, culture, age, setting, or interest; and those in own/other organisations/sectors</td></tr>
</table>

3. Mediate through partnership *Work collaboratively across disciplines, sectors and partners to enhance the impact and sustainability of Health Promotion action. A Health Promotion practitioner is able to:*

Core Competency Statement	**Core Knowledge and Skills required:**	**Performance Criteria** – evidence provided either from documentation, or assessment during work or study, of the practitioner's ability to:
3.1 Engage partners from different sectors to actively contribute to sustainable health promotion action *3.2 Facilitate effective partnership working which reflects health promotion values and principles* *3.3 Build successful partnership through collaborative working, mediating between different sectoral interests* *3.4 Facilitate the development and sustainability of coalitions and networks for health promotion action* *3.5 Work in collaboration with key stakeholders to build healthy communities, with a focus on protecting and promoting the health and wellbeing of priority populations.*	**Knowledge** • Theory and practice of collaborative working including facilitation, negotiation, conflict, resolution, mediation, teamwork, networking, stakeholder engagement • Systems, structures and functions of different sectors, organisations and agencies • Principles of effective intersectoral partnership working **Skills** • Stakeholder engagement • Collaborative working • Facilitation and mediation • Communication skills • Ability to work with: stakeholders from community groups and organisations; and partnerships, coalitions or networks for health improvement; public and private sector and civil society and priority population groups • Networking	3a. Describe own role in a specified partnership, coalition or network, and demonstrate the skills or actions needed to develop, facilitate and sustain effective partnership working. 3b. Identify the range of relevant stakeholders/partners in a specified area or setting and show how they are engaged actively in Health Promotion action. 3c. Show how different sectoral interests in a specified partnership, coalition or network are identified and acted upon and demonstrate own role in mediating between sectors.

4. Communication ***Communicate Health Promotion actions effectively using appropriate techniques and technologies for diverse audiences. A Health Promotion practitioner is able to:***		
Core Competency Statement	**Core Knowledge and Skills required:**	**Performance Criteria** – evidence provided either from documentation, or assessment during work or study, of the practitioner's ability to:
4.1 Use effective communication skills including written, verbal, non-verbal, and listening skills *4.2 Use information technology and other media to receive and disseminate health promotion information* *4.3 Use culturally appropriate, equitable communication methods, including digital technologies, to improve health literacy for population groups and settings* *4.4 Use interpersonal communication and groupwork skills to facilitate individuals, groups, communities, and organisations to improve health and reduce health inequities.*	**Knowledge** • Understanding of social and cultural diversity • Theory and practice of effective communication including Interpersonal communication and group work • Applications of current technologies, including social media and artificial intelligence • Diffusion of innovations theory • Health literacy, including digital literacy and digital technologies **Skills** • Communication skills: including written, verbal, non-verbal, listening skills and information technology • Working with individuals and groups • Use of electronic media and information technology • Use of print, radio, TV and social media • Ability to work with: individuals, groups, communities and organisations in diverse settings	4a. Use a range of communication skills for Health Promotion action, including written, verbal, non-verbal, listening, presentation and groupwork facilitation skills. 4b. Have a working knowledge of the use of information technology and electronic media for Health Promotion. 4c. Identify and use culturally sensitive and appropriate communication techniques for a specified group. 4d. Identify and use innovative communication techniques appropriate for the specific setting, customs, and social and cultural environment.

5. Leadership - ***Contribute to the development of a shared vision and strategic direction for Health Promotion action. A Health Promotion practitioner is able to:***		
Core Competency Statement	**Core Knowledge and Skills required:**	**Performance Criteria** – evidence provided either from documentation, or assessment during work or study, of the practitioner's ability to:
5.1 Work with stakeholders to agree a shared vision and strategic direction for health promotion action *5.2 Use leadership skills which facilitate empowerment and participation (including teamwork, negotiation, motivation, conflict resolution, decision-making, facilitation and problem solving)* *5.3 Network with and motivate stakeholders in leading change to improve health and reduce inequities* *5.4 Incorporate new knowledge to improve practice and respond to emerging challenges in health promotion* *5.5 Contribute to mobilising and managing resources for health promotion action* *5.6 Contribute to team and organisational learning to advance health promotion action* *5.7 Promote recognition of lived experience and community knowledge, including the perspectives and approaches of Indigenous communities, in promoting planetary health, wellbeing, and sustainable development.*	**Knowledge** • Theory and practice of effective leadership • Including teamwork, negotiation, motivation, conflict resolution, decision-making, facilitation and problem- solving • Management and organisational development theory • Strategy development • Theory and practice of collaborative working including facilitation, negotiation, conflict resolution, mediation, decision-making, teamwork, stakeholder engagement, networking • Principles of effective intersectoral partnership working • Emerging challenges in health and Health Promotion • Principles of effective human and financial resource management and mobilisation **Skills** • Stakeholder engagement / networking • Collaborative working skills • Facilitation • Ability to motivate groups and individuals towards a common goal • Resource management	5a. Identify and mobilise leaders within the community, showing how they are engaged and motivated to agree a shared vision and strategic direction. 5b. Demonstrate use of own leadership skills in e.g. teamwork and decision-making describing own role in a specified area of Health Promotion action. 5c. Demonstrate how to incorporate new ideas and diverse sources of knowledge to improve practice through own role in a specified area of Health Promotion action. 5d. Demonstrate how resources were mobilised for a specified Health Promotion action and show an understanding of the principles of effective management of staff and/or budgets for Health Promotion. 5e. Reflect on own practice, and show how this contributes to team and/or organisational learning to advance Health Promotion action.

6. Assessment: ***Conduct assessment of needs and assets in partnership with stakeholders, in the context of the political, economic, commercial, social, cultural, environmental, ecological, behavioural and biological determinants that promote or compromise health. A Health Promotion practitioner is able to:***		
Core Competency Statement	**Core Knowledge and Skills required:**	**Performance Criteria** – evidence provided either from documentation, or assessment during work or study, of the practitioner's ability to:
6.1 Use participatory methods to engage stakeholders in the assessment process *6.2 Use a variety of assessment methods including quantitative and qualitative research methods* *6.3 Collect, review and appraise relevant data, information and literature to inform health promotion action* *6.4 Identify the determinants of health which impact on health promotion action* *6.5 Identify the health needs, existing assets and resources relevant to health promotion action* *6.6 Use culturally relevant and ethically appropriate assessment approaches which address population diversity and acknowledge diverse perspectives* *6.7 Identify priorities for health promotion action in partnership with stakeholders, based on best available evidence and ethical values.*	**Knowledge** • Range of assessment methods/processes using both qualitative and quantitative methods • Available data and information sources • Social determinants of health • Health inequalities • Evidence base for Health Promotion action and priority setting • Understanding social, cultural diversity and indigenous and community perspectives **Skills** • Partnership building and negotiation • Health Impact Assessment • How to obtain, review and interpret data or information • Qualitative research methods including participatory and action research • Quantitative research methods including statistical analysis • Critical appraisal skills • Ability to work with: stakeholders from community groups/organisations; partnerships, coalitions or networks for health improvement; information/ data analysts and/or researchers	6a. Identify the range of relevant stakeholders/partners in a specified area or setting and show how their support and perspectives are engaged in a needs/assets assessment process, and in identifying priorities for action. 6b. Select appropriate qualitative and quantitative methods for use in a specified assessment process. 6c. Identify, collect, critically appraise and analyse a range of data and information relevant to a specified assessment process, and illustrate how conclusions lead to recommendations for Health Promotion action. 6d. Demonstrate how the approaches used in a specified assessment process are socially, culturally and ethically appropriate.

7. Planning: ***Develop measurable Health Promotion goals and objectives based on assessment of needs and assets in partnership with stakeholders. A Health Promotion practitioner is able to:***		
Core Competency Statement	**Core Knowledge and Skills required:**	**Performance Criteria** – evidence provided either from documentation, or assessment during work or study, of the practitioner's ability to:
7.1 Mobilise, support and engage the participation of a variety of stakeholders in planning health promotion action *7.2 Use current models and systematic approaches for planning health promotion action* *7.3 Develop a feasible action plan within resource constraints and with reference to existing needs and assets* *7.4 Develop and communicate appropriate, realistic and measurable goals and objectives for health promotion action* *7.5 Identify culturally and ethically appropriate health promotion strategies to achieve agreed goals and objectives.*	**Knowledge** • Use and effectiveness of current Health Promotion planning models and theories • Principles of project/programme management • Principles of resource management and risk management **Skills** • Use of Health Promotion planning models • Analysis and application of information about needs and assets • Use of project/programme planning and management tools • Ability to work with: stakeholders and groups and communities participating in Health Promotion action partners	7a. Identify the range of relevant stakeholders/partners in a specified area, and devise ways through which their support and participation is engaged in planning Health Promotion action. 7b. Present a rationale for the selection and use of appropriate Health Promotion planning model(s). 7c. Develop a Health Promotion action plan, based on an assessment of needs and assets for a specified area/setting that shows an understanding of: the range of culturally and ethically appropriate Health Promotion strategies that may be used to meet identified needs; the human and financial resources required for Health Promotion action; and measurable goals.

8. Implementation: ***Implement effective and efficient, culturally sensitive, and ethical Health Promotion action in partnership with stakeholders. A Health Promotion practitioner is able to:***		
Core Competency Statement	**Core Knowledge and Skills required:**	**Performance Criteria** – evidence provided either from documentation, or from assessment during work or study, of the practitioner's ability to:
8.1 Use ethical, empowering, culturally appropriate and participatory processes to implement health promotion action *8.2 Develop, pilot and use appropriate resources and materials* *8.3 Manage the resources needed for effective implementation of planned action* *8.4 Facilitate programme sustainability and stakeholder ownership of health promotion action through ongoing consultation and collaboration* *8.5 Monitor the quality of the implementation process in relation to agreed goals and objectives for health promotion action*	**Knowledge** • Principles of project/programme management • Principles of effective human and financial resource management including performance management and risk management • Theory and practice of programme implementation • Understanding social and cultural diversity • Quality assurance, monitoring and process evaluation • Theory and practice of community development including empowerment, participation and capacity building **Skills** • Use of participatory implementation processes • Use of project/programme management tools • Resource management • Collaborative working • Ability to work with: groups and communities participating in the Health Promotion action; stakeholders and partners; team members • Monitoring and process evaluation	8a. Develop and pilot resources and materials for a specified Health Promotion action identifying the participatory processes used and demonstrating how they are culturally appropriate and how they are 8b. Identify the human and financial resources required for the implementation of a specified Health Promotion action and demonstrate responsibility for efficient use of resources either as part of own role or collaboratively with others. 8c. Identify the range of relevant stakeholders/partners for a specified Health Promotion action and show how collaboration is developed and sustained. 8d. Identify the information required to monitor the quality of the implementation process, and show how it is collected, analysed and used to maintain quality.

9. Evaluation and Research: ***Use appropriate evaluation and research methods, in partnership with stakeholders, to determine the reach, impact and effectiveness of Health Promotion action. A Health Promotion practitioner is able to demonstrate:***		
Core Competency Statement	**Core Knowledge and Skills required:**	**Performance Criteria** – evidence provided either from documentation, or from assessment during work or study, of the practitioner's ability to:
9.1 Identify and use culturally and ethically appropriate health promotion evaluation tools and research methods 9.2 Integrate evaluation into the planning and implementation of all health promotion action 9.3 Use evaluation findings to refine and improve health promotion action 9.4 Use research and evidence-based strategies to inform practice 9.5 Contribute to the development and dissemination of health promotion evaluation and research processes.	**Knowledge** • Knowledge of different models of evaluation and research • Formative and summative evaluation approaches • Qualitative and quantitative research methods • Data interpretation and statistical analysis • Evidence base for Health Promotion **Skills** • Use of a range of research methods and tools • Ability to formulate answerable research questions • Ability to co-develop research questions and methods with community members • Critical appraisal and review of literature • Write research reports and communicate research findings effectively and appropriately • Ability to work with: stakeholders, communities and researchers	9a. Identify methods that are culturally, ethically and scientifically appropriate for evaluating a specified health promotion action. 9b. Critically appraise research literature and use evidence and/or guidance in the planning and implementation of Health Promotion action. 9c. Analyse and evaluate complex data including statistical information relating to a specified Health Promotion action. 9d. Show how findings from evaluation and monitoring processes are used to refine and improve Health Promotion action. 9e. Report on research findings and identify their implications for stakeholders and communities; and contribute to publications in professional, management or academic journals.

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