



HEALTH  
EDUCATION  
& TRAINING



# FACILITATION CAPABILITY ACCREDITATION PROGRAM

- For experienced facilitators seeking accreditation
- For staff wanting to further develop capabilities in facilitation

# ABOUT THE PROGRAM

Are you an experienced facilitator ready to take your capabilities to the next level?

The Health Education & Training Institute's (HETI) Facilitation Capability Accreditation Program (FCAP) is an innovative approach in NSW Health around the practice of facilitation. It encompasses both accreditation and development pathways, allowing participants to achieve recognition and development across three levels of capability.

**These are categorised into three corresponding colour bands - Yellow, Blue and Black, which are tailored to different professional contexts and purposes.**

FCAP is based on the **NSW Health Facilitation Standards**, which are the guiding principles for each set of capabilities and are designed to guide best practice in the health workforce.

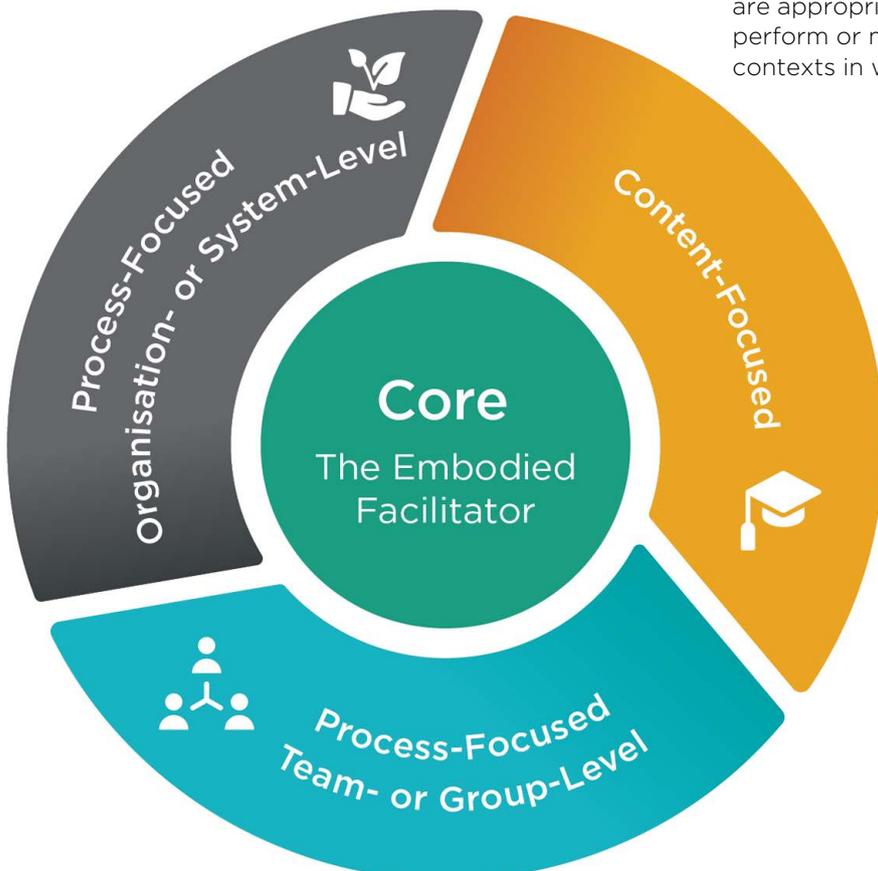
FCAP is primarily focused on providing accreditation for those who already have some level of experience and capability in facilitation, but it is also designed for staff who would like to obtain development in facilitation without necessarily seeking accreditation or those wanting to build on their existing skill set.

## WHY INVEST IN FACILITATION?

Facilitation capabilities enable workforce development, career progression, staff retention, improve staff effectiveness, and are key to creating a 'good place to work'. They ultimately support the ongoing provision of person-centred, safe and effective care in health organisations.

HETI has developed FCAP to enable individual, team and organisational development and to provide formal recognition of existing facilitation capabilities.

The Program has been uniquely designed so that Participants undertake development and accreditation according to the colour level/s that are appropriate for the roles that they currently perform or may perform in the future and the contexts in which they operate.



**FACILITATION CAPABILITY ACCREDITATION PROGRAM**

<b>YELLOW</b> <b>Content-focused facilitation</b>	<b>BLUE</b> <b>Process-focused facilitation for teams or groups</b>	<b>BLACK</b> <b>Process-focused &amp; complex contexts (system and organisational levels)</b>
Establishing clear boundaries between participant and facilitator	Shared understanding of purpose for facilitation activity	Collaborating to establish shared understanding of purpose for facilitation activity, incorporating assumptions, vision etc. in context of developing person-centred cultures
Building relationships through use of interpersonal skills, tools and strategies	Negotiating ways of working according to agenda and group needs	Exploring assumptions and expectations of group; recognising and work with complexities of the system
Agree on shared ways of working	Engaging and building relationships by taking into account and fostering respect for diverse cultures and needs	Appreciating the role of meaningful relationships in fostering trust to promote an environment that embraces diversity of culture and perspectives; drawing out hidden barriers to authentic engagement and participation
Active listening, enabling, and feedback skills; awareness of effectiveness of facilitation skills	Engaging in critical reflective practice aligned with values, learning, style and context, and understanding the dynamic nature of evaluation in assisting in clarity of purpose and outcomes	Distinguishing nuance between facilitation skills and tools; knowing when to use the whole self through presence and others when required
Engaging in reflective practice through a framework and participant, peer and mentor feedback		
Establish and maintain a base of Knowledge		
Understand and draw on a set of core relevant theories and knowledge based on experience to inform practice		

**PARTICIPATING IN ACCREDITATION**

Each individual’s accreditation pathway is tailored to that person’s experience:

- The relevant Band is determined by the typical facilitation contexts the person has most experience with – this will relate to working with individuals, teams/groups, and/or organisations/systems and for different facilitation purposes (content or process-focused). The individual self-assesses placement, which is validated.
- The individual journals critical reflection log (CRL) entries about specific facilitation activities and is evaluated against the NSW Health Facilitation Standards.
- CRLs are supplemented by observation and behavioural event interview questions. The former ensures practice is aligned with intent. The latter helps surface less obvious Standard elements.
- Besides assessment, candidates receive useful development feedback.

**PARTICIPATING IN DEVELOPMENT**

Our development offerings allow participants to build on their existing skillsets. A two-day Core Skills module is followed by Band-specific modules of varying length and characterised by:

- Face-to-face (or virtual delivery) and experiential learning – the gap between modules allows on-the-job application
- Collaborative workshops and group activities
- Peer and facilitator feedback
- A community of practice – networking and exposure to participants from diverse health settings

## WHO IS ACCREDITATION FOR?

The program is tailored for a variety of health professions and roles with different levels of facilitation experience. Below are examples of typical participant profiles.

### ACCREDITATION

#### WHO?

Brian, 46, is a Nursing Unit Manager at a rapidly growing Local Health District. He has extensive experience facilitating.

#### WHY?

Brian has had extensive practice improvement training and experience on the job.

#### SKILLS RECOGNISED

Brian's facilitation skills are now accredited against the Yellow Band of the NSW Health Facilitation Standards.



#### WHO?

Evelyn, 56, is an Executive Director in a large hospital.

#### WHY?

Evelyn facilitates complex strategic planning for the hospital.

#### SKILLS RECOGNISED

Evelyn is able to question assumptions, employ strategies and use an experimental mindset to open up new perspectives. She embraces the collective journey and collaborates to establish a shared purpose incorporating underlying assumptions. She is now recognised as a Black Band facilitator.



## WHO IS DEVELOPMENT FOR?

### DEVELOPMENT

#### **WHO?**

Tom, 44, is an Allied Health Professional at a NSW Local Health District.

#### **WHY?**

Tom needs to be able to facilitate skills development in his team.

#### **SKILLS RECOGNISED**

After completing the Yellow Band development Program, Tom's facilitation capabilities enable him to step up into a skills development role. He has increased confidence and skills that can be transferred across clinical practice.



#### **WHO?**

Sienna, 32, is a Human Resource Manager at HealthShare.

#### **WHY?**

Sienna wants to run workshops on team effectiveness.

#### **SKILLS GAINED**

Sienna enrolled in the Blue Development Program and now has the necessary facilitation skills to lead this program of workshops. She has skills to enable a culture of inclusivity and questioning, and can identify approaches to enhance outcomes for individuals and teams.



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