



# Guidance for applicants for UKPHR's *Specialist Registration by Portfolio Assessment*

*Show How competencies*

*September 2018*

## 1. General

In order to demonstrate retrospectively that the applicant has acquired the equivalent competency level for a senior, consultant level post in Public Health, the applicant will need to write a number of chapters (summaries) about substantial pieces of work done in the course of training and subsequent career. Each summary should demonstrate one or more competencies from the assessment framework and must describe a substantial piece of work in which the applicant took a personal and senior role. Within the summary the applicant must make it clear to the assessors the applicant's role within the piece of work, and the associated evidence submitted, and demonstrate how the particular competency has been met. Such evidence may include reports, proposals, papers, minutes of meetings, supporting correspondence, presentations etc. and at least 50% must be less than five years old. (See section on What is Evidence?).

The competencies in the assessment framework are grouped in the key areas of public health: use of public health intelligence; assessing evidence of effectiveness; policy and strategy development and implementation; strategic leadership and collaborative working; health improvement, determinants of health and health communication; health protection; health and care public health; academic public health; and professional, personal and ethical development. Whilst competencies may be evidenced from across the key areas in a summary (as is appropriate for the work being described), bear in mind the context of the key area from which the competency is drawn when claiming it.

## 2. An applicant's summaries

While there is no recommendation about the number of summaries required, it is advised that each competency should be claimed once only wherever possible, and that each summary should not aim to cover too many competencies. An applicant's summary should contain the following elements:

- A list of the competency, or competencies, being addressed
- The aims and objectives of the piece of work (Why?)
- The organisational and chronological context of the work (Where, When?)
- A clear description of your individual role and responsibilities within the work, and how your actions relate to the relevant competency. It must be possible to see that you did the work you are claiming in your evidence either by: citation as author; clear citation of your role; or by testimonial (What?)
- A description of the methodology and approach to the work, explaining why that approach was chosen including theoretical underpinning, evidence base as appropriate (How?)
- Key results and outcomes of the work, which should include major outputs such as:
  - change in policy
  - change in practice
  - change in health outcomes (What happened?)
- A section reflecting on your learning from the experience, again reflecting on the specific competency, or competencies, being claimed. (What would you do differently now?)

- A list of the evidence that is being referenced, clearly signposted to the competencies being claimed.

Assessors will be looking for the detail within the summary that convinces them that you are as competent as you are claiming. Assessors will not 'join up the dots' for you. You will need to ensure that in addition to telling a compelling story about the work you have done, that you clearly signpost the evidence you are citing and make sure that your portfolio is easy to navigate. This will allow assessors to readily gain a clear understanding of how you can demonstrate each competency, and will help to prevent delays in assessment.

### 3. Evidence of competence

Applicants should ensure there is a full and clear explanation of how the work described meets each word of the competency, noting that the assessment process will focus on the detail provided in the narrative. The evidence provided to support the claim must be relevant to the competency, demonstrate the applicant's own work and be easy for the assessor to find. The applicant should download and complete the evidence matrices from the website clearly showing which piece of evidence is being used for each knows and shows claim.

All evidence must demonstrate the applicant's personal role, but it is recognised that there may be pieces of work in which the applicant has supervised others. In this case there must be a clear description of the role and responsibilities of the applicant in this work and of the guidance given to those supervised, with supporting evidence.

Occasionally a Testimonial can be used as evidence or to validate other evidence where otherwise it is not documented. Testimonials must be from someone senior to the applicant, specific to the competency being claimed and verify the applicant's personal involvement in the work cited and competence as claimed. (See template for use of Testimonials).

### 4. Assessment guidance

The following tables list the competencies by key area of public health and provide illustrative guidance about what is expected to be demonstrated to provide assurance that the applicant meets the required standards.

Some examples are given of the types of work that might be described to demonstrate competence, these are for illustrative purposes only. Assessors will be using the same framework and guidance to support their decision making in assessment.

## Key Area 1 - Use of public health intelligence to survey and assess a population's health and well-being

This area demonstrates that you are able to synthesise data into information about the surveillance or assessment of a population's health and wellbeing from multiple sources; and can communicate it clearly to inform action planning to improve population health outcomes. There are five competencies that need to be evidenced, one of which is to show leadership of a health needs assessment. The health needs assessment may also be used to demonstrate the other competencies, or other suitable work may be drawn upon.

	<b>Show How competency</b>	<b>Guidance</b>
<b>SH1.A</b>	Access and critically appraise data and information from a variety of sources to address a public health question.	<i>You need to demonstrate the ability to access and use a broad range of health data including: mortality, morbidity, cancer registry, local, national and international communicable disease notifications and laboratory data, demographic, hospital episode statistics and health surveys, and show that you understand and apply relevant principles of information governance. You need to be able to demonstrate critical evaluation of the appropriateness of the data that you have selected and used for a specific public health question.</i>
<b>SH1.B</b>	Analyse and interpret quantitative and qualitative data using appropriate statistical and qualitative techniques, and synthesise results to inform recommendations for action.	<i>You need to show that you are able to analyse both quantitative and qualitative data appropriately and to use such data competently to inform a plan for action, or policy, or strategy development. This will include demonstrating the use of relevant analytical techniques for both quantitative and qualitative data, and your ability to interpret the results to inform public health action.</i>
<b>SH1.C</b>	Lead on a health needs assessment for a defined population for a specific purpose and demonstrate impact at a high organisational level.	<i>You need to show that you have led work on a health needs assessment on a significant topic, and that you have formulated and presented the recommendations at a high level in an organisation or to a senior multi-agency group, and led work to attempt to progress the implementation of the findings.</i>
<b>SH1.D</b>	Display data using appropriate methods and technologies to accurately describe and clearly communicate complex issues to a wide range of audiences.	<i>This competence demonstrates your ability to accurately communicate complex issues in a variety of ways that are tailored for a range of different audiences i.e. that you can use engaging visual methods to display data graphically and present material appropriately orally and in writing. The range of audiences communicated to should include both senior members of an organisation and a lay audience.</i>
<b>SH1.E</b>	Use public health intelligence to understand and address a health inequality in a sub-population.	<i>You need to ensure that in the examples used to demonstrate competence in this key area, at least one has a clear focus on implementation of actions to address identified health inequalities between population groups. You need to demonstrate that you have analysed and assessed health inequalities in population sub-groups using public health intelligence and have used that intelligence and analysis to formulate actions to address those inequalities.</i>

## Key Area 2 - Assessing the evidence of effectiveness of interventions, programmes and services intended to improve the health or wellbeing of individuals or populations

This key area focuses on the critical assessment of evidence of effectiveness and cost-effectiveness of public health interventions, programmes and services, including screening. There are three competencies that show ability to use a range of resources to generate and communicate appropriately evidenced and informed recommendations for improving population health across health and care settings.

	<b>Show How competency</b>	<b>Guidance</b>
<b>SH2.A</b>	Conduct a structured review of scientific literature relevant to questions about health or health care policy and practice, systematically locating and critically appraising the research evidence.	<i>Show that you have undertaken a structured literature review: using Population Intervention Comparator Outcomes (PICO) questions, and an identified search strategy; appraising the strengths and limitations of the research; identifying evidence gaps; drawing appropriate conclusions and making recommendations. This may be from a Masters dissertation or other research or practice.</i>
<b>SH2.B</b>	Integrate and interpret complex evidence from multiple sources with scientific rigour and judgement to formulate balanced evidence-informed recommendations both orally and in writing.	<i>You need to demonstrate how you have developed a policy, plan or practice proposal based on the rigorous appraisal of complex and multiple sources of evidence, and shown leadership in the implementation of evidence into service or policy for population health benefit.</i>
<b>SH2.C</b>	Assess the evidence for proposed or existing screening programmes using established criteria.	<i>Show how you have assessed the evidence for an actual or potential screening programme e.g. contributing to a literature review of the evidence for a potential screening programme; or carrying out an analytic diagram of the outcomes for a thousand people screened; or writing a briefing paper about an actual or potential screening programme.</i>

## Key Area 3 - Policy and strategy development and implementation

This key area is about influencing the development of policies, implementing strategies to put the policies into effect and assessing the impact of policies on health. There are three competencies that cover the development and application of policy or strategy, multi-agency public health policy and impact assessment.

	<b>Show How competency</b>	<b>Guidance</b>
<b>SH3.A</b>	Interpret and apply national policy or strategy at local, regional or national levels OR influence or develop policy or strategy at local, regional or national levels.	<i>You need to show that you have led on the development of local or regional policy or strategy in the context of, or based on, national and international policies, that you have appraised policy options, determined feasible and realistic actions, made recommendations for strategy, and have made a significant contribution to the implementation of the strategy.</i>
<b>SH3.B</b>	Influence or build a healthy public policy across agencies.	<i>Demonstrate that you have played a senior role in a multi-agency group developing healthy public policy to improve population health. You need to show how you consulted and worked with stakeholders, (including the public and representatives of the political system) in the development of a multi-agency policy or strategy to address a complex health and wellbeing problem e.g. health inequalities in the most deprived neighbourhoods, or reduction in childhood obesity in the local area. You need to demonstrate an awareness of different perspectives that may influence health.</i>
<b>SH3.C</b>	Evaluate a policy or strategy using an appropriate method, critically assessing the impact, or potential impact, of the policy or strategy on health.	<i>Show that you have used policy and strategy evaluation frameworks to make a substantial contribution to the evaluation of the impact of a policy or strategy on health, demonstrating either that action has taken place as a result of your analysis and recommendations, or an understanding of why no action has occurred and what alternative strategies might be appropriate.</i>

## Key Area 4 - Strategic leadership and collaborative working for health

This key area focuses on leading teams, groups and work programmes using a range of effective strategic leadership, organisational and management skills, in a variety of complex public health situations and contexts. There are seven competencies covering, multi-agency work, stakeholder engagement, management skills, team working, leadership and effective communication skills and use of the media.

	<b>Show How competency</b>	<b>Guidance</b>
<b>SH4.A</b>	Lead or play a key role in a multi-agency group managing complex areas of work that influence the public's health.	<i>You need to show evidence that you have led the design and delivery of a work programme within available resources and timescales, involving more than one organisation in different sectors, providing advanced level public health expertise. Demonstrate how you took account of the social, political, professional, technical, economic and organisational environment as appropriate, and include evidence of planning, convening and chairing meetings.</i>
<b>SH4.B</b>	Define, recruit and engage relevant stakeholders, including the public and representatives of the political system.	<i>You need to show how, in your multi-agency leadership you built consensus with and involved multiple stakeholders, including public and political representatives, in the development of strategy.</i>
<b>SH4.C</b>	Use negotiation, influencing, facilitation and management skills successfully in a setting where you do not have direct authority to advocate for action, on a public health issue of local, national or international importance.	<i>You need to show evidence of how you used negotiating and influencing skills in advocating for action on an important public health issue at a senior level, showing how you used your personal initiative proactively to influence work programmes. Show that you are acknowledged as a credible and reliable source of public health advice at senior levels.</i>
<b>SH4.D</b>	Demonstrate effective team working in a variety of settings, balancing the needs of the individual, the team and the task.	<i>You will need to show evidence that you are a respected team member, able to manage potential conflicts and to lead a team, demonstrating your ability to guide, support and develop both staff and colleagues.</i>
<b>SH4.E</b>	Use a range of leadership styles effectively as appropriate for different settings and organisational cultures.	<i>Demonstrate the ability to vary leadership style appropriately for the organisational culture of different settings including multi-agency work. You may include evidence of analysis of your preferred leadership style and personality using a validated tool (e.g. 360 degree feedback), and the action you took as a result.</i>
<b>SH4.F</b>	Prepare and deliver appropriate written and oral presentations to a range of different organisations and audiences, for a range of purposes.	<i>Demonstrate your expertise in literacy and high order communication skills to explain complex work clearly and concisely, selecting communication methods appropriately for the purpose, by providing at least four examples of both presentations and written communications that have met the needs of the planned audience and have increased the understanding of a public health issue. A range of different audiences must be demonstrated e.g. Board, lay, clinicians. Examples may include: teaching sessions, conference presentations, Board papers, strategy</i>

		<i>documents, presentations to local groups, multi-agency groups, briefing elected members, communications about health advice, health risk and health protection issues. At least one written example needs to be a draft of an academic article that has been submitted for publication in a peer review journal.</i>
<b>SH4.G</b>	Demonstrate effective use of the media for public health.	<i>You need to show that you have used the media, including social media, pro-actively to successfully communicate with the public. This may include working with communications staff on e.g. handling unexpected press or other media enquiries in a timely and professional manner, producing press releases, interviews with local media, and keeping the public informed when managing a communicable disease outbreak.</i>

## Key Area 5 - Health improvement, determinants of health and health communication

This key area focuses on improving the health of populations by influencing and acting on the broad determinants of health and health behaviours at a system, community and individual level. There are four competencies covering health improvement programmes, theories of change, community action and advocacy, and at least one piece of work described should incorporate consideration of environmental sustainability.

	<b>Show How competency</b>	<b>Guidance</b>
<b>SH5.A</b>	Develop and implement, or plan and commission, health improvement programmes and preventative services, taking account of theory, evidence and local context.	<i>Show how you have developed and implemented, or planned and commissioned health improvement programmes and preventative services. Demonstrate how such health promoting activities are based on theory and evidence, how you took account of the local social and cultural context, and applied theoretical models of change in order to enable individuals to improve their health.</i>
<b>SH5.B</b>	Apply theoretical principles of change management and organisational development to improving a service, intervention or public health programme.	<i>Show how you have used change management theory and organisational development theory to make improvements in, or develop, public health programmes or interventions to improve health and to address the determinants of health.</i>
<b>SH5.C</b>	Influence community actions, by working with and empowering communities using participatory, engagement and asset-based approaches.	<i>Demonstrate your competence in engaging with, and empowering, communities in public health work showing evidence of your use of participatory and asset based approaches. This could be in health needs assessment, design and delivery of health improvement programmes or other public health actions.</i>
<b>SH5.D</b>	Advocate for public health principles and action to address health inequalities and support vulnerable groups.	<i>Show how you have effectively advocated for action to address health inequalities and supported vulnerable groups through representing their views at a senior level and in policy development. Show respect for the rights of the public to have their views heard, to have information in easily comprehensible forms and to be involved in choices.</i>

## Key Area 6 - Health protection

This area of practice focuses on the protection of the public's health from communicable and environmental hazards by the application of a range of methods including hazard identification, risk assessment, and the promotion and implementation of appropriate interventions to reduce risk and promote health.

	<b>Show How competency</b>	<b>Guidance</b>
<b>SH6.A</b>	Gather and analyse information, within an appropriate timescale, to identify and assess the risks of health protection hazards.	<i>You need to show that you effectively apply knowledge and awareness of relevant health protection hazards, and are able to apply it in appropriate situations in a supported environment. You can demonstrate that you understand and can effectively gather and analyse appropriate information in an appropriate timeframe; and demonstrate the ability to make a risk assessment of health protection hazards, based on the information and with reference to relevant guidance and policies, e.g. ascertain appropriate clinical, demographic and risk factor information when handling health protection enquiries and use that information to make a risk assessment.</i>
<b>SH6.B</b>	Identify, advise on and implement public health actions with reference to local, national and international policies and guidance to prevent, control and manage identified health protection hazards.	<i>Demonstrate effective identification, advice and implementation of current public health actions to prevent, control and manage identified health protection hazards. Show that you understand and can use local, national or international policy to deal with a hazard e.g. identify and manage close contacts associated with a case of bacterial meningitis within an appropriate timeframe; or respond to an immunisation query from a practice nurse for a child who has recently arrived in the UK with reference to the WHO country specific information on immunisation.</i>
<b>SH6.C</b>	Understand and demonstrate the responsibility to act within one's own level of competence and understanding and know when and how to seek expert advice and support.	<i>Demonstrate responsible practice within your own level of competence and show that you understand and use current local health protection arrangements, actively seeking expert advice and support e.g. appropriate management of health protection enquiries and cases, with reference to local consultant or national expert as necessary.</i>
<b>SH6.D</b>	Document information and actions with accuracy and clarity in an appropriate timeframe.	<i>Show your ability to independently maintain accurate and contemporaneous records in relation to a range of health protection situations e.g. documentation of case notes on electronic or written case management systems (real time updating of case notes); outbreak or incident control team minutes and actions produced and disseminated in an appropriate time frame as per the outbreak plan.</i>
<b>SH6.E</b>	Demonstrate knowledge and awareness of the main stakeholders and agencies at a local,	<i>Demonstrate your ability to effectively apply knowledge and understanding of the current stakeholders and agencies and their roles and responsibilities in acute and</i>

	national and international level involved in health protection and their roles and responsibilities.	<i>strategic health protection work, e.g. through effective participation in multiagency meetings, on strategic plans and involving the correct agencies in acute response work.</i>
<b>SH6.F</b>	Demonstrate an understanding of the steps involved in outbreak/incident management and be able to make a significant contribution to the health protection response.	<i>Show a good understanding of current incident and outbreak management and that you have significantly contributed to the health protection response on at least one occasion, e.g. active membership of an incident/outbreak control team including investigation and implementation of control measures; write up of outbreak report and identification and response to lessons learnt.</i>
<b>SH6.G</b>	Apply the principles of prevention in health protection work.	<i>Demonstrate that you are able to actively demonstrate implementation of prevention as part of the regular health protection response and strategic health protection planning e.g. providing opportunistic advice on vaccination during routine health protection work; ensuring schools and care homes have up to date guidance on infection prevention and control.</i>

## Key Area 7 - Health and Care Public Health

This area of practice covers planning, commissioning, provision, clinical governance, quality improvement, patient safety, equity of service provision and prioritisation of health and care services.

	<b>Show How competency</b>	<b>Guidance</b>
<b>SH7.A</b>	Criticise and appraise service developments for their costs and impact on health and health inequalities, using health economic tools to support decision making.	<i>Demonstrate your understanding of legal and ethical principles relevant to resource allocation, and demonstrate effective application of these principles in recommendations in complex or contentious situations. Show that you are able to: appraise the cost of service developments and their impact on health using routine information and bespoke data sources; use analysis to influence policy or service review/development; understand and use health economic tools to support those appraisals and inform recommendations and policy, including, for example: Health Impact assessment; Health Equity Audit; appraisal of a new drug or technology; development of an option appraisal for service change across whole pathways.</i>
<b>SH7.B</b>	Appraise, select and apply tools and techniques for improving safety, reliability and patient-orientation of health and care services.	<i>Demonstrate the ability to choose between appropriate tools (e.g. audit, standard setting, peer review) and identify one that suits the principal concerns. Show that you can articulate priorities for quality and safety improvement, and effectively apply techniques to complex problems across a health and care system e.g. responding to a critical incident or service failure; participating in a peer review; development and implementation of a plan for improving equity of access to effective services.</i>
<b>SH7.C</b>	Apply health technology assessment frameworks to inform health service policy.	<i>Show that you understand multiple regulatory frameworks, their opportunities and limitations, and can demonstrate choice and application of a relevant framework for a complex problem e.g. appraisal of a new drug or technology or surgical intervention including calculation of population costing.</i>

## Key Area 8 – Academic public health

This area of practice focusses on the teaching of and research into public health with the aim of adding an academic perspective to all public health work.

	<b>Show How competency</b>	<b>Guidance</b>
<b>SH8.A</b>	Apply research methods and research rigour to address a specific public health question.	<i>You need to show you have advised on the relative strengths and limitations of different research methods used in appraising evidence and in addressing a specific public health question, and offered advice based on this analysis. That you apply principles of good research governance in your own or other researchers' work e.g. contribution to an Ethics submission; reflection on the use of research governance in a research study; or have conducted rigorous public health research that has been published in a peer reviewed journal(s). In general that you consistently use academic rigour appropriately to give independent public health advice.</i>
<b>SH8.B</b>	Identify research priorities in collaboration with relevant partners.	<i>Demonstrate that you have identified research needs based on patient/population data and current evidence for a specific public health problem and in collaboration with relevant partners e.g. analysts, public health practitioners, academics, NHS and LA professionals. E.g. preparation of a scoping paper or protocol for research to address a problem outlining the current evidence and population level data used to identify the research and partners; substantial contribution to a grant application for external research funding.</i>
<b>SH8.C</b>	Turn a complex public health problem into an answerable research question.	<i>Show that you can formulate questions that will allow a structured approach to retrieving and assessing evidence to inform further research about a complex public health problem. You will have made a significant contribution to the design and implementation of a study in collaboration with an academic partner.</i>
<b>SH8.D</b>	Deliver education and training activities, including planning or commissioning or undertaking quality assurance of education and training schemes or programmes.	<i>You can show you have planned, taught, evaluated and reflected on public health education and training programmes. This should encompass a variety of educational activities including: giving a large group lecture, leading facilitation of small groups and online e-learning.</i>

## Key Area 9 – Professional, personal and ethical development

This area focusses on the professional behaviours and values that underpin public health practice, as well as on the development of the skills to pursue personal and professional development through a public health specialist career.

	<b>Show How competency</b>	<b>Guidance</b>
<b>SH9.A</b>	Recognise and work within the limits of your professional competence.	<i>Demonstrate that you know the limits of your professional competence and work within them seeking expert advice and support as necessary.</i>
<b>SH9.B</b>	Operate as a leader at a senior organisational level, showing understanding of impact on others, and giving effective support to colleagues within teams.	<i>Demonstrate effective leadership of teams or projects at a senior level. Show that you respect the skills and contributions of colleagues, communicate effectively with them, treat them fairly and maintain professional relationships. Demonstrate cultural competence through: culturally competent behaviour and communication with colleagues and members of partner organisations; understanding of the importance of acknowledging a diversity of beliefs and practices; and understanding of mental health and well-being in managing your own situation and others to promote good mental well-being.</i>
<b>SH9.C</b>	Use reflective practice regularly to ensure on-going professional and personal development.	<i>Show you have kept your professional knowledge and skills up to date, and participate in audit, regular appraisal and reflective learning. Show commitment to progressing elements of professional development raised by reflection and of being proactive in shaping and taking forward your own development, identifying learning gaps and routes to overcoming those gaps.</i>
<b>SH9.D</b>	Work flexibly and persevere through uncertainty, additional unexpected complexity and potential or actual conflict to seek effective outcomes.	<i>Show you have assessed, communicated and understood the management of different kinds of risks, including health, financial, reputational and political risks. Demonstrate how you have handled uncertainty and the unexpected, resolving actual or potential conflict and/or challenge about differences of opinion to ensure effective outcomes.</i>

## 5. What is evidence?

All claims for competencies must be supported by relevant evidence and the supporting evidence should be clearly signposted in summaries to indicate to which competency it relates.

In most cases, each competency claim will need to be supported by evidence from one or more major pieces of work but they may also be supplemented by other types of evidence. For each competency claimed at least 50% of the evidence must be less than five years old.

All evidence cited must relate to the competency claimed.

The various forms of evidence which are admissible are:

- Reports for publication, reports to Boards, partners and other similar audiences, and reports about projects, which clearly demonstrate the skills of the applicant in relation to the competency claimed. Authorship should be clearly demonstrated. If the applicant is not the author, the respective roles of the applicant and the author must be clearly indicated.
- Chapters of larger publications, sections of longer reports, and other similar collaborative writing. For example, a chapter of a complex Health Needs Assessment. Authorship must be clearly demonstrated.
- Presentations to professional, lay, public or Board audiences, compiled and delivered by the applicant.
- Project proposals, grant applications, Project Initiation Documents (PIDs), authored by the applicant.
- Minutes of meetings. The contribution of the applicant to the meeting should be highlighted. Hand written notes of meetings are not acceptable. Presence only at a meeting is insufficient evidence to demonstrate competence.
- Testimonials from senior staff can be used to demonstrate the role of the applicant for a particular competency but they can only be used as supporting evidence, they are not sufficient evidence on their own.
- Commissioned work. Where the applicant has commissioned other bodies, organisations, specialists or other similar providers to do a particular piece of work that is being presented as evidence for a competency, evidence must be provided of the role of the applicant in the commissioning process. For example, an authored project, specification document or proposal.
- Contemporaneous correspondence from other professionals may be used to support claims of, for example, joint working, effective leadership, recognition of expertise.
- Any work which includes names or personal information about patients or members of the public will automatically be regarded as a breach of confidentiality. This does not apply to correspondence between professionals in the course of their publicly accountable work, except for personal appraisals or any other confidential matters, however any personal contact details should be redacted.

## Testimonial to support portfolio assessment for UKPHR's *Specialist Registration*

### Section 1 – Applicant details

Title:	
Forename(s):	
Surname:	

### Section 2 – Details and credentials of person providing testimonial

Title:	
Forename(s):	
Surname:	

Professional registration and number:	
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Your current position and place of work:	
Your position and place of work when working with applicant relevant to information covered in this testimonial:	
Relationship to the applicant when working with them:	

### Section 3 – Details of competency

<b>Competency:</b>	<i>[Specific competency and description]</i>
<b>Submission:</b>	<i>[Title of Summary in which competency is being claimed]</i>
<b>Summary:</b>	<i>[Short summary of work done by applicant, with the dates when work was undertaken]</i>
<b>Key Skills:</b>	<i>[Details of the skills and competencies demonstrated by the applicant in relation to this competency] Word limit – 300</i>
<b>Evidence:</b>	<i>[Confirmation that evidence listed in the Summary has been cited and is the work of the applicant]</i>
<b>Signature:</b>	<i>[Confirmation that information provided in this testimonial is true and current]</i>
<b>Date:</b>	