

Guidance for Applicants, Assessors and Verifiers

Incorporating information previously in Supporting Information

Public Health Practitioner Registration

July 2026

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1. Overview and principles

This document describes the framework and process for gaining registration with UK Public Health Register (UKPHR) as a public health practitioner. It contains guidance on the UKPHR requirements for applicants, assessors, and verifiers. Information previously published in the separate Supporting Information document has been combined to form one source of information.

This guidance aims to assist practitioners in their interpretation of UKPHR's amended practitioner standards. It will help assessors and verifiers to ensure consistency of assessment, recognising the standards are for use across the whole range of public health practices, so they will see a wide range of work whose relevance to the standards claimed must be explained by the practitioner.

Registration of public health practitioners protects the public by:

- setting and promoting standards for admission to the Register and for remaining on the Register
- publishing a Register of competent professionals and
- dealing with registered professionals who fail to meet the necessary standards.

Registration supports practitioners as it formally recognises their ability to apply public health knowledge and understanding and demonstrates this to peers and employers.

Practitioners wishing to gain registration are required to produce a portfolio of evidence demonstrating their competence against the UKPHR Practitioner Standards. Assessment and verification of the portfolio against these standards is a prerequisite for registration.

As with all regulators, registration with UKPHR will incur a one-off administration fee plus an initial registration fee and subsequently an annual registration fee. The [current fees](#) are available on UKPHR's website.

This guidance is applicable to practitioners working in a range of settings, including local government, health care and the voluntary sector. Their job titles may not include public health, for example, health improvement, health development, health intelligence, health promotion, and their roles may not be based in a public health team.

1.1 Joining a local assessment scheme

Practitioners wishing to gain UKPHR registration must apply to a local assessment scheme. There are several local assessment schemes in operation and prospective applicants should check UKPHR's website for information on the current availability of schemes. Applicants should in the first instance contact the local assessment scheme coordinator and express an interest to apply.

UKPHR's remit is to protect the UK public. This includes other crown dependencies/territories, including Jersey, Isle of Man and Gibraltar within UK remit, in line

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with other regulators. This applies to all registrants, including practitioners. Applicants from other crown dependencies/territories will need support from a local assessment scheme. Acceptance onto a local assessment scheme is made locally in line with local priorities

1.2 Overview of assessment and verification processes

Practitioners are assessed against the UKPHR Practitioner Standards by locally appointed and UKPHR-trained assessors and are registered following recommendation by the local UKPHR-supported Verification Panel. Assessors and verifiers are the custodians of the standards of practice and their roles are of the upmost importance.

In addition to the training and support of assessors and verifiers, UKPHR provides quality assurance including moderation of some portfolios, to ensure consistency of standards and outcomes across the devolved UK schemes, and to support the process by providing advice, feedback, and suggestions.

The assessment and verification processes must be robust and consistent in maintaining standards and proportionate to the risks posed to the public by the workforce. They should provide a system in which professionals, employers, and the public can have confidence.

The assessment process should be supportive of the applicant and embedded as far as possible in existing infrastructures such as continued professional development (CPD), personal development planning and appraisal - a system that is sustainable into the future.

The assessment process should be transparent with a clear audit trail; to achieve this, the applicant, assessor, and scheme coordinator share the assessment log as an open document between them.

The assessment log is the record of the progress and outcome of the assessment. It is very important in both the assessment and verification processes and should be completed with care and attention to detail (see later sections).

Once the assessment has been completed, the portfolio and assessment log are passed to a verifier, who checks that the assessment process has been undertaken appropriately and the audit trail is clear. Their findings are documented in the log.

A local Verification Panel then considers the submission. Once the Verification Panel has recommended the applicant for registration, the applicant has six months in which to apply to UKPHR for registration.

The process is outlined in the figure below ([figure 1](#)).

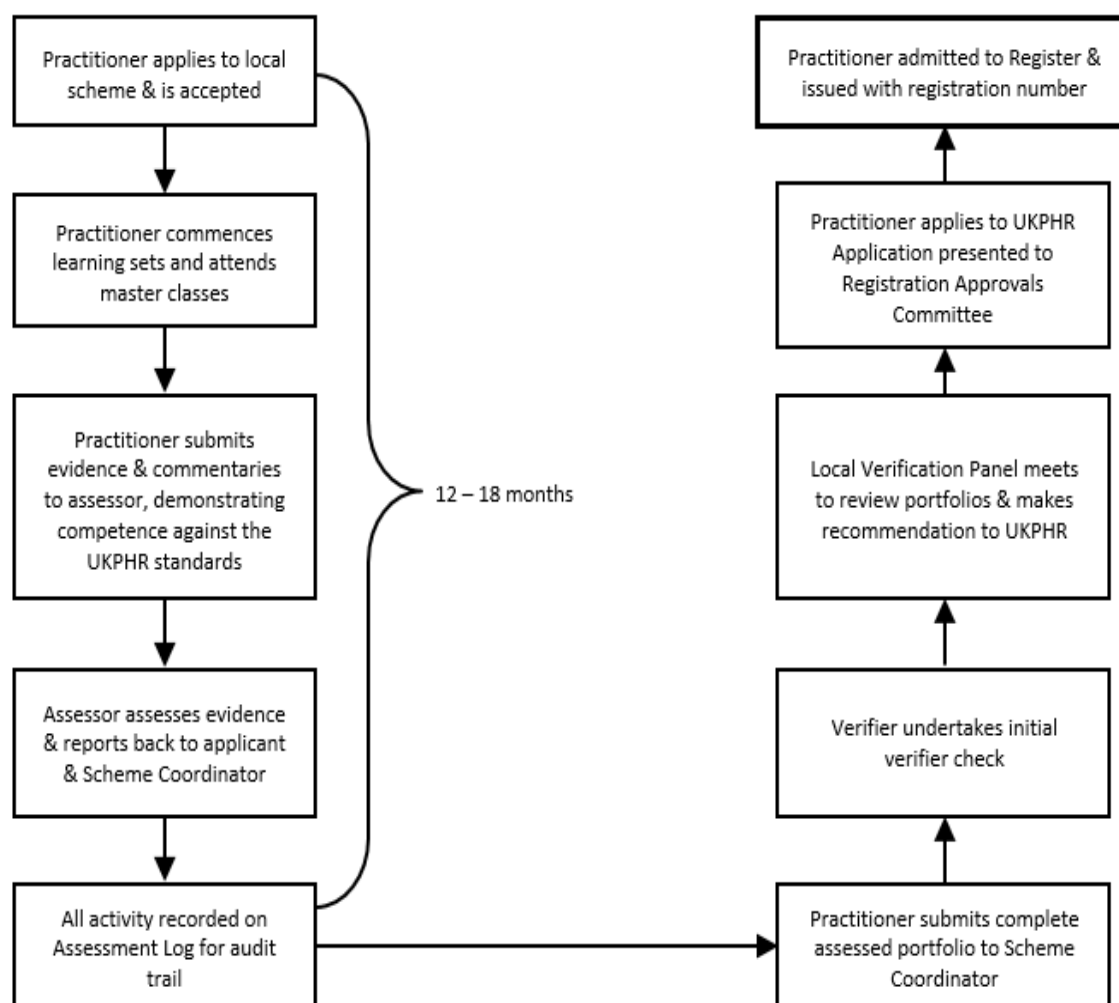


Figure 1: Practitioner Registration Process

Please note that the provision of support varies across schemes; not all schemes provide, for example, master classes or learning sets.

1.3 The standards for practitioner registration

This document applies to the [UKPHR Practitioner Standards 2018 \(2nd edition\)](#).

The standards are aimed at those already working as autonomous public health professionals in their own area of public health practice. They have been grouped under eight area headings. There are 34 standards, which are given in full in [Annex 1](#).

Where the standards use the phrase ‘public health function’, this is defined as ‘*improves and protects the public’s health and reduces health inequalities between individuals, groups and communities, through coordinated system-wide action*’ (PHSKF 2016).

The standards require adherence to an ethical approach and a general understanding and application of public health with a focus on public protection: they do not cover all the competencies public health practitioners may require in specific posts.

2. Guidance for applicants

2.1 Eligibility

Practitioners wishing to start the process towards registration with UKPHR should demonstrate you:

- are already working as a public health professional¹ with autonomy in your own area of public health practice
- are managed rather than supervised directly
- continually develop your own area of work and support others to understand it
- may contribute to a programme of work in a multi-agency or multi-disciplinary environment (see [Annex 2](#) for further detail on levels of practice).

It is likely that you will have had at least two years' work experience in an autonomous public health role. As registration is based on your own work, most practitioners need this amount of experience to be able to demonstrate competence.

UKPHR Practitioner registration is a UK certification. As a result, applicants must show experience and knowledge of UK working and systems. Overseas experience is valued and can be used to support the UK knowledge and experience. UKPHR registration will give a UK employer assurance that a person has the appropriate competencies to operate effectively and autonomously as a Public Health practitioner.

In order to apply to a local scheme to become registered as a public health practitioner you will need to be working in the UK. Applicants will be required to compile a portfolio which is assessed to demonstrate knowledge, understanding and application of UKPHR's Practitioner Standards. Evidence presented to the Assessor should provide assurance that knowledge of UK policies and procedures is demonstrated.

The final reference and testimonial ([Annex 12C and 12D](#)) should be completed by a Manager or Public Health Professional colleague working in the UK.

As a public health practitioner, you should also see yourself on, and be keen to pursue, a public health career pathway.

Autonomous practice is an important concept in this context. It relates to the standard of public health practice that assessors will be looking for when they come to assess a practitioner's portfolio of evidence later in the process. See [Annex 3](#) for a definition of autonomous practice. Experience in an autonomous public health role must have been carried out in the time immediately running up to the time when you make your application.

In cases of interrupted careers – for example because of maternity and paternity leave, caring responsibilities or redundancy or other similar reasons - an extended period prior to applying can be considered. Practitioners who wish to ask for consideration under this extension should draw attention to this at the outset when applying for registration.

¹ Work as a public health professional does not have to be paid work. Many roles in the voluntary, community and social enterprise sector will meet these criteria as long as they are relevant to the delivery of the public health function. If this extension applies, the time over which the practitioner has worked in a public health role does not have to have been a single, continuous period of work. It is unlikely, however, that work carried out more than five years before the practitioner starts the process towards registration will be counted towards work experience in an autonomous role (because of the likely impact on currency of evidence).

If this extension applies, the time over which the practitioner has worked in a public health role does not have to have been a single, continuous period of work.

2.2 Applying to a local scheme

Practitioners wishing to gain registration with UKPHR must apply to join a local assessment scheme. Practitioners must confirm length of time worked in public health roles with autonomy in their completed application form or by providing other information. Local schemes may also wish to see evidence that you intend to pursue a public health career, and possibly that you have started the process of building your portfolio and gathering evidence. This evidence may come from, for example, (i) a relevant CV; (ii) a job title; and (iii) a role description to help them make a judgment whether a practitioner is working (a) in a public health role and (b) with autonomy. They may require you to undertake a baseline self-assessment of your competence against the standards, identifying any gaps and outlining your plans to address these. They may also require you to provide evidence of support for your application from your line manager. Applicants are encouraged from a wide range of posts within the public health system. The portfolio does not necessarily require a breadth of public health experiences but a demonstration of common Public Health principles, knowledge and skills should be evidenced

Applicants requiring additional support in the preparation and submission of their portfolio evidence should discuss this as soon as possible with the Scheme Co-ordinator and your employer to confirm what support is available. [Annex 13 Reasonable Adjustments for Neurodiverse Applicants and Applicants with Executive Functioning Differences highlights areas for consideration](#). Applicants should also refer to the UKPHR Reasonable Adjustments Policy (2022) [Reasonable-Adjustments-Policy-final.pdf](#)

2.3 Planning your portfolio

Once accepted by a local scheme, you will be supported in producing your portfolio of evidence to demonstrate competence against the practitioner standards. This support may include facilitated learning sets, master classes and attendance on taught courses.

When planning your portfolio, you should begin by identifying at least **three** discrete key pieces of work you have undertaken, primarily within the last five years, and map that work against the standards.

A portfolio consists of several commentaries **with their associated supporting evidence**.

A commentary is a subjective document you generate as part of the registration process. Your evidence, in contrast, is generated as a result of the work you undertook and provides objective corroboration of the claims you make in your commentary. This is the basis of portfolio assessment. Your evidence must be clearly linked to the description in the commentary of how you meet the standard.

You must submit at least three commentaries. A commentary describes a piece of work demonstrating your role, which is linked to a selection of appropriate standards being claimed. Each commentary should focus on either one discrete piece of work such as a Public Health project, programme or intervention or several smaller projects (maximum 3) which are clearly related to the common underlying public health theme of the commentary. Applicants should note that aims and objectives of each 3 commentaries must be different.

If several smaller discrete projects are included in the commentary, the aims, objectives and outcomes of each project should be identified. Applicants must ensure that the title of the commentary reflects and is a clear definition of the projects presented in each of the commentaries. At least three commentaries describing discrete pieces of work are required, but more may be provided if needed to evidence all the standards. The commentaries must relate to different aspects of your work.

If applicants combine more than one standard in a commentary, it is crucial that evidence for knowledge, understanding and application for each of the standards is clearly defined and obvious to the assessor.

Applicants are expected to submit their commentaries sequentially rather than all together. This is because applicants learn significantly from their first commentary and the clarification process.

2.4 Demonstrating knowledge, understanding and application in practice

Applicants are required to demonstrate their knowledge, understanding and application of ALL the standards listed in [Annex 1](#) and provide objective evidence of this.

The standards recognise that knowledge supports practice, so they do not have separate knowledge and practice statements. You must demonstrate how you have **gained knowledge** that underpins a standard, which has supported the work that you have done.

The level of knowledge required is broadly equivalent to a first degree or degree level equivalent. It is not necessary for all knowledge to be acquired through formal study; a wider range of sources may be accessed.

Knowledge may have been gained through learning on formal/accredited courses, on-the-job learning, learning through attending meetings, conferences, private study, and other means.

It is important that you can clearly describe a brief overview of the **content** of the knowledge you have acquired relevant to the standard being claimed; what you have understood from the learning and how you have **applied** it in practical examples.

Any formal qualification is not automatic proof of acquisition of knowledge, without sufficient detail to relate it to the standard. Objective evidence of attendance/participation must be supported by dates, relevant syllabuses, course objectives, or course materials with additional text stating what has been learnt from participating in the course and its relevance to the standard. Submitting evidence of attendance or completion of a course alone is not sufficient to demonstrate knowledge acquisition because individual curricula vary.

Learning from less formal learning activities can be used e.g., on the job learning, shadowing/buddying a colleague, mentoring, coaching, team meetings/development days, journal clubs, and self-guided learning. Knowledge gained through experience or other informal methods needs to be set out with sufficient explanation in the commentary, triangulated with the evidence to assure the assessor of the authenticity, legitimacy, appropriateness, and relevance of learning at the appropriate level e.g., the key points of the knowledge gained and/or the source of relevant learning material used to support the learning should be summarised. This should be supported with objective evidence where available, e.g., minutes/ programmes.

Knowledge gained through experience may be supported by a testimonial from an appropriate professional as evidence of the knowledge claimed. However, a testimonial on its own is insufficient.

2.5 Presentation of evidence

Your evidence should be drawn from work either produced by you or directly related to you, that you have done in the past or are currently involved with. It should be 'real life' work, rather than theoretical examples, for example from academic study. Evidence can reflect competence gained in any country or setting; the evidence must be presented in the English language. If your evidence involves the use of another language, a translation should be provided in English.

It is not acceptable to use another person's ideas or work and pretend that it is your own (plagiarism). Assessors will look for obvious examples, such as cutting and pasting information from a standard website without citing. References of documents or articles can be used, if they are important for the context of the work or for the extent of knowledge accessed, but they are not evidence of application unless you have written them yourself. Assessors are not expected to check references, so if there is content you wish to highlight, an extract should be provided.

In relation to Portfolio development applicants should not use Artificial Intelligence (AI) to write their commentary. However when AI has been used to deliver the public health function the Assessor should consider this and may wish to accept. The applicant should cite and appropriately acknowledge its use, including why they have used AI, what they learnt from this experience and any advantages and disadvantages they have found when using AI. AI tools to check spelling and grammar are acceptable. However presenting work created by AI without suitable acknowledgement is considered plagiarism.

You should present real examples, which the person providing your testimonial is able to sign off as your work (see section 2.9). The work can be from your paid role or from voluntary work with other organisations other than your employer, however it must be relevant to delivering the public health function.

Be selective about which and how many pieces of work you use to demonstrate competence. You are required to include at least **three** discrete key pieces of work in your portfolio. Therefore, a single piece of work usually provides evidence for competence against several standards.

Each standard should only be claimed once, so an individual standard must be fully evidenced from one of the pieces of work you have chosen.

The commentary

The portfolio submission must consist of three or more discrete pieces of work each accompanied by a commentary. The commentary is important in explaining the relevance of your work to the specific standards. It contributes to the demonstration of competency, particularly your understanding of the standard. Explicit evidence derived from that work is still required. The commentary must explain:

- which standards you are addressing through this piece of work and why
- the context in which the work was done and why it was done
- your role in the work and why and how you were involved (specific to each standard if this differs across the standards)

- A brief description of the work (including aims, objectives and outcomes)
- How you acquired the knowledge underpinning the standards
- How the work demonstrates the standards
- The date the work was undertaken
- A reflection on your learning from the work, what went well, what you would do differently
- List of evidence (numbered, dated and titles) at the end of commentary

We allow flexibility in the way you write your commentaries. However, try to maintain a narrative flow when describing your work and demonstrating how it is relevant to the standards you have claimed. This may mean it is better to address some standards together in a commentary, rather than in numerical order. The choice of standards to be covered by each piece of work is yours, but you may find some standards link together naturally, depending on the nature of your work. However, you choose to organise the material, you should ensure that evidence for each standard is signposted clearly in the commentary.

The commentary links your work and your evidence to the standards. This should be the focus of your narrative. Limit the amount you write about the project itself to what is necessary for context and relevant to the standards being claimed.

Communication is key to effective public health practice and has its own set of standards. Your commentaries need to communicate effectively with your assessor, so it is important that you check your meaning is clear. Poor spelling and formatting may impair your ability to convey your meaning, so pay attention to these aspects. You will not be assessed on your writing ability, but you should maintain the same professional standards that you follow in your practice

The commentary should include a reflective section, in which you can draw out aspects of your work or address specific points, which may be unclear. You should also outline lessons you have learned. Your reflection you should focus on your involvement, rather than that of others. If there were challenges with individuals or organisations, which had an impact on the work, these can be explained, but be careful to describe these in a professional manner.

Reflection in the commentary does not require corroborative evidence, unlike reflective pieces used as evidence.

Commentary declaration:

At the end of each commentary, applicants must include the following declaration:

"I confirm that the commentary submitted as part of my UKPHR practitioner portfolio has been written by me and reflects my own knowledge, experience, and understanding. No generative AI tools (e.g., ChatGPT, Microsoft Copilot, Google Gemini) have been used in the writing of the commentary, except where explicitly stated within the application evidence. Where AI tools have been used in the development of any application evidence, I have clearly stated the tool(s) used, the purpose of their use and my learning from their use. I have acted within my employing organisation's policy on AI use. I note that tools to assist with formatting, grammar or spell checking do not need to be declared. The integrity and authenticity of this submission remain my own."

Evidence

Your evidence must be referenced in the assessment log column “applicant evidence”.

We allow flexibility in the type of evidence you can use, provided it is relevant to the standard. Each commentary and item of evidence should be clearly labelled and dated (the date when the commentary or evidence was generated) and include the practitioners name (where practicable). This is because evidence needs to be generated from an applicant’s own work. Where this isn’t practicable e.g., where applicant has contributed to a larger piece of work such as an annual report, then supporting evidence such as an email or other such information should be provided demonstrating they have contributed in the way described in the commentary.

Your role in generating the evidence should be clear and evidence should be signposted in the commentary. If you use a written report, signpost the part relevant to the standard; the assessor will not read the whole report to look for the evidence. Use only evidence relevant to the specific standard and keep the number of items of evidence for each standard to the minimum necessary.

Whilst documents that demonstrate evidence should be kept to a minimum, they should be of sufficient quality, depth and substance to provide assurance to the assessor for each of the standards claimed . If emails are submitted they should not have embedded evidence unless these can be easily opened.

You can use an item of evidence for more than one standard if it is relevant. Only evidence entered against a standard on the assessment log will be assessed. You should use a numbering system that links the commentary and evidence e.g., evidence for Commentary 1 (C1) should be labelled Ev 1.1 etc. It also helps if you distinguish between evidence of knowledge and application e.g., Ev1.1K and Ev1.1A. Whatever system you use, it should make your evidence easy to find for both the assessor and the verifier.

Whilst work programmes can extend over many years, **it is a requirement that overall at least half of the items of evidence submitted should be from within 5 years of the date of application for registration to UKPHR (50% rule).**

Evidence can be derived from any period of your career, if the 50% rule is met. Most evidence will be drawn from professional roles you have undertaken, but examples from things you have done in a voluntary capacity outside work can be used as evidence if relevant for demonstrating the standards.

As it may take you a year or more to complete the assessment process, you will need to plan to ensure that half of your evidence is current **at the date of application to UKPHR** for registration.

Evidence of application

The following types of evidence of application can be submitted to support your commentary:

- written reports
- emails

- minutes of meetings and agendas
- examples of social or other media
- a detailed testimonial of your contribution from a manager or senior colleague (this must refer to the specific standard using the template provided ([Annex 12B](#)) Please note: this is different to the testimonial you will provide for your overall portfolio submission
- video/audio file
- your observation and analysis of, and discussion with colleagues about relevant public health practice and research by others
- observation by an appropriate professional with a detailed testimonial (referring to the specific standard).

The level of practice you are required to demonstrate is that of an autonomous practitioner i.e., you should not have been supervised directly for the work you have used in your submission. Some of your work may be at a higher level of practice, but assessors are told not to expect the same level throughout your evidence if the minimum level is met.

A testimonial from an appropriate colleague (such as a registered professional) can be used as evidence of application, but do not overuse this form of evidence. An evidence testimonial template is included in [Annex 12B](#).

Testimonials should be from an appropriate professional, who understands what the specific standard requires and is able to comment on your competence. A testimonial should refer specifically to the standard and evidence. The professional status of the person providing it should be clear. They may be a registered professional themselves, however, are not required to be a registered public health professional, as long as they have an understanding of the UKPHR standards for practitioner registration.

Subjective evidence such as personal or reflective notes as evidence should also be used sparingly and corroborated by objective evidence.

Data confidentiality and disclosure

Standard 2.2 concerns the importance of data confidentiality and disclosure. You need to demonstrate this competence throughout your portfolio. In portfolio evidence, it is most important that any work which includes names or personal information about patients or members of the public of the public are securely redacted. If they are included, it is made clear that their permission has been obtained.

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. If you are using emails as evidence, you do not need to redact details about professional colleagues if they are already in the public domain, however any personal contact details should be redacted. Work details of colleagues can give crucial information and context for the assessment.

However, it is essential that confidential or sensitive personal information about professional colleagues is not visible. Applicants should justify their reason for leaving details which may appear sensitive in their portfolio, with a link to the public source, e.g. LA committee website, or a national publicly accessible webpage.

Up to date knowledge of data protection/information governance and safeguarding vulnerable individuals and children is a key aspect of safe professional practice.

Breaches of confidentiality

Breaches of confidentiality often occur because identifiable details have not been removed from evidence, so it is important that you check your evidence carefully before submission.

A breach of confidentiality or disclosure will result in a resubmission of standard 2.2 if that standard has already been accepted or is included in the submission where the breach has occurred. If 2.2 has not been completed at the time of the identification of the breach, applicants will be required to submit evidence in accordance with the standard of 2.2 in future commentaries. In addition, they should include evidence of new Information Governance training, a reflection on the original breach, including both the actions they took in response to the breach – and any actions they will expedite to prevent this happening again.

In such cases, assessors will require applicants to correct the material by, for example, representing the commentary with appropriate redaction, citation or referencing.

The assessor will comment on this in the assessor overview so that the verification panel can see the audit trail.

Evidence of knowledge

Evidence of knowledge will often be broader than evidence of its application, which will be related to your specific area of work. You should always seek to demonstrate how you acquired the knowledge that underpins the standard: briefly summarise what is the knowledge and what was its source. When was it acquired, and how?

The level of knowledge required is first degree or degree equivalent.

Knowledge need not be evidenced by formal learning. Learning undertaken for CPD can often provide valuable evidence, for example shadowing, self-directed learning, seminars. Citing potential evidence and listing training courses/sessions in a commentary is insufficient. Knowledge gained through experience or other informal methods needs to be set out with sufficient detail, in either the commentary narrative or a reflective note, to assure the assessor of the relevance, authenticity, legitimacy and appropriateness of the learning undertaken at the appropriate level (autonomous practice). Where possible it must be supported with objective evidence. It is helpful if your narrative includes some reflection on the learning acquired. This information will support the assessment and demonstrates your reflective practice.

A testimonial from an appropriate professional as evidence of the knowledge claimed can be used, however a testimonial on its own is insufficient. If a testimonial of is used for this purpose, it should refer specifically to the standard and evidence. The professional status of the person providing it should be clear.

You may use 'post-dated' evidence for knowledge i.e., knowledge gained after application i.e., the work that you did, but you should still be clear as to how your original knowledge was acquired and, wherever possible, provide objective evidence of this.

Evidence of knowledge, which is drawn from learning undertaken more than 5 years before registration, can be used, but you should always consider providing evidence of how this knowledge has been kept up-to date, for example through CPD. Applicants should also note that they will need to provide evidence of this updated knowledge. If your knowledge evidence is older than 5 years, you should consider whether it should be updated, and

evidence of that update included in your submission. This is particularly important if there is likely to have been a change or expansion of that knowledge since you first acquired it.

Applicants who have paused their portfolio development for any reason, for example in line with the parental leave policy (UKPHR Dec 2022) should note they are still required to ensure that they are fit to practice at the time of registration. They should ensure that any extensions granted do not bring into question their fitness to practice.

Reflective notes on the knowledge you have acquired is not necessary, unless an assessor needs further assurance that you have the appropriate underpinning knowledge. This should not be required if you have provided enough detail covering the questions above and your evidence of application demonstrates your understanding of the knowledge you have acquired.

Demonstrating Understanding

Understanding is the bridge between knowledge and application. It is important because it relates directly to the purpose of registration: the recognition that practitioners are competent and safe to practise autonomously. In the practitioner registration process, it is demonstrated and assessed explicitly through:

- the choice of the standards for a particular piece of work (commentary)
- the explanation of this choice (commentary)
- the explanation of how the standard/ has been demonstrated in the work, which provides a coherent narrative to the assessor (commentary)
- reflection on the work (commentary)
- knowledge and application (evidence).

Your choice of evidence is a good indicator of your understanding of the standards. Ensure your evidence is relevant to the specific standard and use the minimum number of items of evidence possible.

Separate evidence for understanding is not required, although the choice of appropriate evidence for knowledge and application, and the description of these in the commentary, will add to the assessor's assurance that you have understanding. Unnecessary or irrelevant evidence will decrease that assurance.

The e-portfolio

Most local schemes use the e-portfolio. You will be provided with information and training on how to access and input information into this. The feedback from your assessor will also be via the e-portfolio. The information you upload will be used to generate the assessment log.

2.6 Working with your assessor

As soon as you have prepared your first commentary and its accompanying evidence, your local scheme coordinator will assign you a UKPHR trained assessor. The assessor must meet UKPHR's assessor role specification (see [Annex 3](#)) and will be appointed only after successfully completing UKPHR training.

The assessment process is intended to be supportive of applicants. Local schemes may find that practitioners going through the assessment process benefit from access to a mentor. It is important to separate the assessor's role from that of a mentor. An assessor cannot be a mentor to the same individual. A comparison of the roles is given in [Annex 4](#).

You should agree a timeline for submission with your assessor. You are advised not to submit all the evidence for your portfolio at the same time; you should submit consecutive commentaries, so that you can benefit from the feedback on your submissions. The whole process should be completed within a reasonable time; a maximum of 18 months is required by UKPHR, but a lower limit may be set by your local scheme. Should you experience difficulties meeting your agreed timescales, your assessor and local scheme coordinator must be informed by email or the messaging function on the e-portfolio.

2.7 The assessment process

Your assessor will look at your commentary and the evidence you have submitted and decide, for each of the standards you have claimed, whether you have demonstrated knowledge, understanding and application.

Your assessor will provide feedback, via the assessment log, on the evidence you have supplied for each standard; this will clearly state whether the evidence is **adequate** to demonstrate competence, or whether a **clarification** or **resubmission** is required.

Clarification means that your assessor believes that you do have, or could provide, from the work you have already submitted against this standard, the evidence to demonstrate competence, but requires more detail or information to be assured of this.

The term technical clarification should no longer be used by assessors, and all clarifications should instead be raised through the standard clarification process.

Your assessor will explain in the assessment log the reason for the clarification and you will be asked to respond, clarifying whatever element has not been demonstrated sufficiently.

Common reasons for clarifications include but are not limited to:

- a specific item of evidence does not appear to be relevant
- there is insufficient detail in the commentary or the evidence
- not all aspects of a standard have been addressed
- poor signposting of evidence
- your role in the work is unclear
- it is not clear you are working autonomously
- you have described your knowledge or application in your commentary but have not provided any objective evidence.

Your assessor will have been told to be as clear as possible in outlining the issue that needs to be clarified; the list above is not exhaustive. However, assessors are warned not to stray into coaching, as this negates the point of the assessment process; we need to know you understand the standards, not the assessor.

The assessment feedback will be through the assessment log. The scheme coordinator should be copied into any email contact with your assessor, e.g., to confirm submission/feedback timescales or problems associated with these. The messaging function on the e-portfolio can also be used for this purpose.

Most of the assessor feedback will be entered on the log against the specific standard. Occasionally your assessor may leave a comment in the overview section if there is a systematic problem in one of your submissions. However, the main purpose of the overview section is to summarise the assessment process for the verifier.

In response to a clarification request, you can expand your submission by statement(s) in your commentary, to amplify why a piece of evidence already submitted supports the standard or provide additional detail relating to evidence already submitted. You may also provide supplementary evidence relating to the **same work**.

Most clarifications are simple to address and one issue e.g., insufficient detail, may lead to several clarifications in the same submission. This is more common in a first submission, as you will be getting to grips with the process. Therefore, we recommend you submit one commentary at a time, so you can benefit from the feedback you receive.

Most local schemes provide support and if you have a colleague who has been through this process, they may be prepared to mentor you. If you do not understand the feedback you have been given, or feel the comments are not clear, tell your scheme coordinator as help may be available. Your assessor cannot give you direct additional feedback as this is strictly outside their role.

If changes to a commentary are made in response to a clarification, the change should be added to the original commentary in a way that is clearly visible e.g., a different text colour.

Original text should not be removed but struck through, so it remains visible and preserves the audit trail. The updated commentary should be re-labelled and re-dated to show it has been updated.

All clarifications should be submitted within two months of the request from your assessor. This is the time frame UKPHR recommends; your local scheme may set its own lower time limit. Note that clarifications are part of the assessment process and are to be expected.

Once the standards in a commentary have all been accepted, the commentary is closed. Should you wish to use the same work to provide evidence against a new standard later in the process e.g., in response to a resubmission, you must write a new commentary. You can copy relevant sections into the new commentary e.g., context and scope of the work, but you cannot reopen a commentary.

Resubmission means that your assessor considers that you will not be able to demonstrate competence against the standard using evidence from this piece of work. You must provide new evidence from work not previously submitted against this standard, accompanied by a new commentary. Your assessor should clearly explain the reason for resubmission.

You may have to consider undertaking further work to provide new evidence.

Resubmission evidence should be submitted within six months of the request from your assessor. This is the time frame UKPHR recommends, but your local scheme may set its own lower time limit.

If your new evidence is still considered inadequate to demonstrate competence against the standard, you can make one further resubmission within a further stipulated time period, if this does not take you beyond the agreed timeframe for complete portfolio submission.

As a rule, it is not expected that you should clarify your evidence more than twice for any one standard. If more than 2 clarifications are required, a resubmission should be requested. A maximum of two resubmissions per standard are allowed.

This process of submission, clarification and resubmission of evidence will continue until your assessor is satisfied that all the standards have been met, or until you consider that

your evidence is as good as it is likely to be, and you have made a statement to this effect on the assessment log.

At this point you can request that your scheme coordinator puts forward your portfolio to be considered by the Verification Panel. For further information, read the sections below, “Guidance for assessors”, and “Outcomes of assessment”.

2.8 The assessment log

The process of evidence submission and assessment is recorded throughout on the assessment log, which you must complete. The assessment log is a “live document” that moves between the applicant, the assessor and the scheme coordinator until all standards have been assessed as met. The assessment must be kept electronically or in an e-portfolio if used by the local scheme.

The log will show how each of the standards has been met and what evidence has been presented to demonstrate this. The appropriate sections must be completed and signed by both your assessor and verifier before the log is submitted to the verification panel.

Once completed, the log will form part of the assessment documentation.

You must ensure the assessment log is populated with a list of your evidence against each standard. Your assessor will record on the log the date when each standard has been assessed and ultimately agreed as met, and their view on why and how your evidence meets the standard in terms of knowledge, understanding and application in practice. You will need to check the evidence column has been re-populated every time you add additional evidence to support clarifications and resubmissions as your assessment progresses.

The verifier will also record their views on the log.

All assessment and verification decisions remain on the log, ensuring a complete audit trail.

2.9 Additional Information

Once an applicant has completed their commentaries and they have been assessed, they should prepare the following documentation:

- A current CV
- A current job description (if you are not employed or you are self-employed at the time of registration)
- Certified copies of original certificates for qualifications
- A testimonial² and a reference, which must be from two different people.

The assessor will review and agree them, before proceeding to verification. Please note UKPHR require that the reference and testimonial are signed, or in the absence of a signature, that they are accompanied by an email from the author to confirm they wrote the reference.

Both the general testimonial and reference must be provided before the portfolio can proceed through the verification process. Both will also be required for application for

² Testimonials have two different purposes in portfolios. One is to use as evidence for specific standards and the other is as a general testimonial at the verification stage. Both need to be from appropriate professionals i.e., individuals who as a result of their own training and experience can comment on your competence, for example a Consultant in Public Health, registered public health professional or another registered professional.

registration to UKPHR. The same reference and testimonial should be used for both purposes.

You should provide your current **job description**. If you have more than one role, these need to be reflected in the documentation. If you are not currently employed, the most recent job description should be attached. If you are self-employed, you should provide a description of your business and your role

The testimonial should be from someone who has reviewed the evidence you have submitted for assessment and can confirm that it is your work. The writer of the testimonial should be able to comment on the quality of the evidence submitted and confirm that you are working, or capable of working, at public health practitioner level. This overall testimonial is separate to any testimonials you may have included as part of your evidence. It is acknowledged that applicants may have submitted evidence from a range of different roles. Whilst the author of the testimonial may not have directly observed all the work submitted for assessment, they should be able to confirm that they are confident that the work they have not observed directly, is your own work in their professional opinion. If one person does not feel able to provide a testimonial for the entire portfolio, you may get a second testimonial to cover specific gaps.

If the portfolio includes commentaries completed whilst employed in different organisations, testimonials from each of the employing organisations should be provided.

A **reference** should be from someone who knows you professionally, who can confirm there is no professional, or fitness to practise, reason you should not be included on the Register. The referee should be able to provide general comments about your ability as a public health practitioner.

The professional colleagues providing your general testimonial and reference will have regularly seen your work. They should not be junior to you and at least one of them should come from your line manager if you are employed. You should not use someone for whom you have provided a testimonial or reference. The testimonial and reference should not be written by the same person. If you have to submit additional information after a Verification Panel an updated reference or testimonial will be required to comment on the new information

Templates for both types of testimonials and for your reference are provided (please see [annexes 12B to 12D](#)).

If, when completing a reference, you are unable to answer "No" to the Fitness to Practise declaration because you are aware of a concern, please contact the UKPHR Registrar at register@ukphr.org before submitting the reference. The Registrar will consider the circumstances and advise on the appropriate next steps. Further guidance can be found in the UKPHR Fitness to Practise Guidance for Employers.

2.10 Verification and the registration process

Once your assessor considers that you have met all the standards, the assessor will notify you and the local scheme coordinator of this. The local scheme coordinator will pass your application to a UKPHR trained verifier. The verifier will check that the assessment has been carried out appropriately and will provide independent scrutiny.

Your verifier will meet the current UKPHR Verifier eligibility criteria and will not know you personally or your work. Verifiers will have met the UKPHR verifier role specification (see [Annex 5](#)) and will have successfully completed UKPHR training.

Verifiers will meet locally as a Panel on a regular basis to consider applications. Your evidence will not be submitted routinely to UKPHR, although applications can be called in by UKPHR for moderation or audit at any stage of the process.

On the recommendation of the Verification Panel, successful applicants will have six months in which to apply to UKPHR (using the UKPHR online registration portal). Please see section 5 for more information.

3. Guidance for assessors

Applicants are assigned an assessor by the local scheme coordinator.

An assessor need not be a registered public health professional but must be able to meet the role specification in [Annex 3](#) and satisfactorily complete the training provided by UKPHR.

An assessor should not normally commit to assessing more than two practitioner applications at the same time.

3.1 Assessment of evidence

Practitioners submit evidence to demonstrate competence against the standards and assessors assess this evidence to determine whether the standards have been met and complete the assessment log. Support and practice on judging whether evidence meets the standards is given as part of UKPHR training and ongoing support.

Guidance on the use of UKPHR's assessment log, and on the amount, nature, currency, and content of evidence to meet the standards, is given in the section "Guidance for applicants".

For every standard, you must complete the columns headed "Assessment outcome" and "Assessor's comments" in the assessment log.

You must complete the columns as follows:

- If you accept the evidence indicate this with an A and date the column.
- If clarification is required, indicate with a C and the date (see section 3.4 for more information on clarification).
- Where the evidence is inadequate and you believe that the applicant will not be able to provide evidence from the work presented, indicate that resubmission is required with an R and date (see section 3.4 for more information on resubmission).

Under the assessor's comments column in the assessment log, summarise how you reached your decision. Briefly explain how the evidence has met the standard. Refer to the understanding and application of knowledge (see the next section for advice on assessing understanding).

In other words, state (briefly) "this evidence meets the standard because..." and confirm knowledge, understanding and the application of knowledge in practice. It is important that the reasons for your decisions are clear to the applicant and verifier.

To maintain a full audit trail, a new assessment decision following a request for clarification or resubmission must be listed beneath the original decision (rather than over writing it) and dated accordingly e.g., **C 23/9/24 A 28/10/24**.

Once the portfolio has been fully assessed, you must complete the assessor section "Overview of Portfolio" before submission for verification. The clarifications and resubmissions should be listed, and the currency of evidence confirmed.

It is a requirement that overall half of the items of evidence submitted should be from within 5 years of the date of application for registration to UKPHR.

This currency requirement is required to ensure that applicants are up to date, and is directly related to fitness to practice, which is the key purpose of registration. Therefore, applicants are expected to demonstrate currency without exception. Assessors should check the currency of evidence with applicants as they progress through the assessment.

Evidence should be assessed at the level of autonomous practice. Guidance on benchmarking this level will be given in the assessor training and a more detailed description of the level of practice is provided in [Annex 2](#).

Evidence will not be presented for assessment for all standards at the same time, as commentaries should be submitted consecutively. Individual standards or groups of standards can be 'signed off' at intervals over time.

Feedback on submissions to practitioners should be via the log and can help a practitioner with subsequent submissions. The applicant needs to know what they must do to address your concerns but should not be told how to do this. It is important to separate the role of assessor from that of mentor.

An assessor cannot act as a mentor to the same individual. A comparison of the roles is given in [Annex 4](#).

The applicant and assessor should agree a submission timeline at the start of the process.

There should be an agreed method of contact in case of difficulty; email or the messaging function on the e-portfolio is recommended; a copy of any correspondence should be kept until the registration process been completed.

The turnaround time for assessing a single commentary with its associated evidence should be within three weeks.

The whole assessment process should be completed as quickly as possible and should not normally take longer than 18 months at the most. A shorter time period may be stipulated by the local scheme. Any difficulties with timeframes should be discussed with the scheme coordinator as soon as possible.

As described in the section on 'Guidance for applicants', evidence for standards may not necessarily be written, and can also involve an appropriate professional observing the applicant e.g., in a meeting or making a presentation. A detailed testimonial must be provided (see *template provided*, [Annex 12D](#))

Assessors are encouraged to ask fellow assessors to review their work at any time, and to discuss their assessments with one another. However, an assessor must retain the responsibility for the assessment decisions and for the information entered on the log.

If assessor have concerns about the portfolio content or the level of autonomous practice, particularly with a first commentary, they should discuss this with the scheme coordinator at an early stage of the assessment process to ensure that the practitioner can be supported. Similarly if assessors are unable to assess a commentary, for example if the commentary is too long, poorly structured, or with significant errors in the writing they should inform the scheme co-ordinator.

If assessors or verifiers have concerns about the portfolio beyond the assessment of the standards, they should contact their scheme co-ordinator to discuss next steps. A moderator can be contacted to discuss difficulties e.g., concerns about overall quality or interpretation of particular standards.

3.2 Demonstrating and assessing understanding

Applicants are required to demonstrate their competence by providing evidence of Knowledge, Understanding and Application against each standard. This is achieved through the submission of three or more commentaries, in which discrete pieces of work are described which relate to specific standards.

The role of the applicant in the work, its context and the standards claimed are set out in the commentary, as is how knowledge was acquired and how it was applied. Specific evidence to back up the narrative in the commentary is required. This evidence usually relates directly to knowledge and application, which raises the question of how understanding can be demonstrated and assessed.

Understanding is the bridge between knowledge and application and is important because it relates directly to the purpose of registration, the recognition that practitioners are competent and safe to practice autonomously. In the practitioner registration process, it is demonstrated and assessed explicitly through:

- the choice of the standards for a particular piece of work
- the explanation of this choice (commentary)
- the explanation of how the standard has been demonstrated in the work, which provides a convincing narrative to the assessor (commentary)
- reflection on the work (commentary).

Separate evidence for understanding is not required, although the choice of appropriate evidence for knowledge and application, and the description of these in the commentary, will add to the assessor's assurance that the practitioner has understanding.

3.3 Confidentiality and data protection in evidence

Standard 2.2 concerns the importance of data confidentiality and disclosure. Applicants must demonstrate competence in this area throughout their portfolios.

None of the evidence submitted should contain personally identifiable information.

A breach of confidentiality of patient information (or private information such as home telephone numbers for work colleagues or clients), wherever it occurs, will require resubmission with new evidence against standard 2.2. It is most important that any work which includes names or personal information about patients or members of the public are securely redacted. If they are included, it must be made clear that their permission has been obtained.

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. If the applicant is using emails as evidence, they do not need to redact details about professional colleagues if they are already in the public domain, however any personal contact details should be redacted. Work details of colleagues can give crucial information and context for the assessment.

It is essential that confidential or sensitive personal information about professional colleagues is not visible. Applicants should justify their reason for leaving details which may

appear sensitive in their portfolio, with a link to the public source, e.g. LA committee website, or a national publicly accessible webpage.

The resubmission should include evidence of recent training and a reflection on the original breach including both the actions they took in response to the breach and actions they will expedite to prevent this happening again, and any other actions required in line with the applicant's organisational policy. The identifiable information should also be removed from the portfolio.

Once this has been done, the assessment of the standard (other than 2.2) for which it was used can proceed as normal. A clarification for the standard should have been given to allow the material to be amended.

Further information about confidentiality and data protection is provided in [Annex 2](#). Commentaries or reflective notes should not include explicit criticisms of individuals, organisations or professional groups. Where colleagues who can be identified are presented in an unfavourable light, the assessor should draw this to the attention of the applicant as poor professional practice. A resubmission is an option for the assessor to consider but may not be required. The advice of the Moderator should be sought.

If the assessor considers there is evidence of unethical practice, this should be brought to the attention of the Moderator, who will advise on further action.

3.4 Making decisions on evidence

You may find the following questions useful to assist in making decisions on the applicant's evidence:

1. Is the evidence the applicant's **own work**, and is it clear what **role** the applicant played in the work described?
2. Is the applicant working as an autonomous professional?
3. Does the **commentary** make clear which standards are addressed in the evidence, what the applicant did, key results and outcomes, and reflection on their learning?
4. Is the **standard** fully addressed by the commentary and the evidence itself?
5. Is there evidence of how the applicant acquired the relevant **knowledge**?
6. Does the commentary, and the evidence accompanying it, convey **understanding** of the relevant knowledge? And do they demonstrate the **application** of the relevant knowledge in practice?
7. Has the applicant **worked collaboratively** with others?

3.5 Assessment decisions

It is expected that each standard will be covered by evidence derived from a specific piece of work. If the assessor considers that the evidence presented demonstrates competence against a standard in terms of knowledge, understanding and application in practice, then the standard should be accepted.

If an assessor considers the evidence for a standard is inadequate, they should request a clarification of the existing evidence (or resubmission with new evidence from a different piece of work if necessary) and make a clear note of the reasons for the decision in the assessment log. A resubmission should generally follow a clarification, i.e., the applicant should be given the opportunity to demonstrate that evidence can be derived from the work already submitted.

The difference between clarification and resubmission is covered in training. In summary:

- **Clarification**

The assessor believes that the practitioner does have, or could provide from the work presented, the evidence to meet the standard, but requires more detail e.g., on the content of a course, the specific role or contribution or greater elaboration on what the individual did to demonstrate the standard.

Applicants can expand their current submission by statement(s) in the commentary, which amplify why a piece of evidence already submitted supports a standard, or by providing additional detail relating to evidence already submitted. Supplementary evidence relating to the same piece of work may also be provided.

All clarification evidence must be received by the assessor within two months of the return of the assessment log to the practitioner. This is the time frame UKPHR recommends, but your local scheme may set its own lower time limit.

Following clarification, three outcomes are possible:

1. The evidence for the standards is accepted.
2. Further clarification is needed (no more than twice for any specific standard).
3. Resubmission is required.

- **Resubmission**

The assessor believes the evidence is inadequate to meet the standard and new evidence derived from a different piece of work is required. The reason for resubmission should be explained clearly.

Applicants should resubmit new evidence with a commentary, relating to a different piece of work, within 6 months. This is the time frame UKPHR recommends, but your local scheme may set its own lower time limit.

If the new evidence is still considered inadequate to meet the standard, the applicant can make one further resubmission within a further 6-month period. It is not expected that applicants should clarify or resubmit their evidence more than twice for any one standard.

Assessors are **required** to update the Assessor overview following the completion of each commentary assessment. This will assist if there are any changes to the assessor during the writing of the portfolio.

3.6 Outcomes of assessment

Following this process of acceptance, clarification, and resubmission of evidence, as necessary, one of two outcomes is possible:

1. Usually, the assessor is confident that all the standards have been met. The application (including all the evidence) is then passed to the verifier (see next section).
2. The assessor still has concerns about competence against a standard (or against standards) and these concerns are **not** accepted by the applicant. In this case, the application in its entirety should go forward to a verifier, who should ensure that it is discussed at a verification panel. The decision of the verification panel shall be final (apart from any moderation and the appeal process set out below).

A Moderator should be consulted if the second outcome is being considered.

3.7 Assessment of Supporting Documents

Once all commentaries have been assessed and standards accepted, the assessor should assess the Supporting Documents, which include:

- CV
- Job description
- Reference
- General testimonial
- Certificates

The assessor should review these documents to ensure they align with the work the applicant has demonstrated in their commentary. For example, does the name on certificates tally with the applicant's names (or evidence of change of name is included); does the job description and career history described in the CV align with the work described in the commentaries; do the testimonial and reference appear to be from appropriate professionals and align with the work described and CV/job description.

If the assessor is assured the Supporting Documents are as expected, they should sign it off on the e-portfolio. They should then complete the assessor overview before passing the portfolio on for the verification process. Assessors may be required to respond to verifiers' referrals or comments as part of the QA process.

The assessor overview provides a rapid summary of the assessment process, and the assessor's view of the suitability of the applicant for registration, including completion of the standards, currency of the portfolio and level of practice. It provides assurance to the verification panel where appropriate or can be an opportunity to raise issues the assessor would like to highlight to the verification panel. It is also an opportunity for the assessor to provide the applicant with overall feedback on completion of their portfolio.

3.8 Support for assessors

UKPHR and local schemes have different roles in supporting assessors.

UKPHR:

- Assessors receive assessor training from UKPHR moderators, to facilitate consistent assessments across the country.
- UKPHR moderators provide regular update/refreshers sessions which assessors are required to attend a minimum of once every two years.
- Moderations of assessments can occur at any stage in the assessment or verification process. They can be ad hoc or can be undertaken at the request of the scheme co-ordinator, verifier, assessor, or applicant. Moderations can be a valuable quality improvement opportunity for assessors, providing constructive feedback and facilitating reflection of assessment practice. Please see [Annex 6](#) for more information about moderations and the moderator role.

Local scheme coordinators:

The support provided by local scheme co-ordinators varies and is dependent on the needs and resources available locally. Activities offered include buddy schemes, assessor update sessions, e-learning tools, and written resources. More details are available from each local scheme.

4. Guidance for verifiers

A verifier must be:

- A registered public health specialist with the GMC, the GDC or UKPHR, of good standing and to be in or have held a consultant or senior specialist post or a post of equivalent responsibility.
- StRs who are in the last 6 months of ST4, or in ST5. They may be able to use the verifier role to contribute towards some of their competencies.
- Those practitioners who are applying for Specialty Registration by Portfolio and have demonstrated they are working at or above this level, or those accepted onto a local scheme for support to develop SRbP.

The UKPHR Board has agreed in principle that Senior Public Health Practitioners have the potential to become verifiers. However, in practice, there is currently no mechanism in place to verify individuals are working at this level. Eligibility will be kept under review as national work on Advanced Practitioner Public Health develops.

Existing verifiers can continue to work as verifiers even after their registration ends (e.g., if they retire) provided:

- there are no fitness to practice issues and
- CPD in relation to verification is maintained.

Verifiers will be appointed following the satisfactory completion of training provided by UKPHR. They must be independent and should not have any detailed knowledge of the work or performance of the applicant.

Verification is a key part of the quality assurance process. It is a process of independent scrutiny, with the purpose of providing confirmation that the assessment process has resulted in a portfolio of evidence that meets the standards.

Verification is **not a reassessment** of the portfolio of evidence. Verifiers do not need to look at all the evidence provided. They should instead focus on ensuring that the process of assessment has been carried out correctly by examining the assessment log.

The assessment log should be filled in correctly by both the applicant and the assessor and allow the verifier to understand the progress of the assessment and the decisions taken.

Verifiers then need to **sample** the evidence for a small number of standards to assure themselves that the assessment process has been undertaken appropriately.

Verification has two stages:

- the initial verification check of the assessment by the verifier independently;
- followed by discussion of the initial verification at a verification panel meeting;

after which recommendation for registration to UKPHR may be agreed.

4.1 Initial verification check

Verifiers undertaking an initial verification check should:

1. Check that the assessment log has been fully completed by the applicant and the assessor, i.e., for each standard:
 - a) evidence is cited
 - b) the process of assessment is clear
 - c) whether clarifications or resubmissions of evidence were required, for what reason, and when;
 - d) the date the standard was agreed as met is given.
2. Undertake a brief sampling of the evidence.

Verifiers do not undertake a second assessment; instead, they focus on standards where clarification and resubmission has been required or where evidence is based on observation or testimonials.

Key questions to ask as a verifier:

- Is the assessment log fully completed for each standard?
- Does the portfolio appear to be the applicant's own work?
- Does clarification and resubmission evidence appear to be sufficient for the standards you have sampled?
- Which standards have you sampled?
- Have you checked all the supporting documents e.g., curriculum vitae, reference, and testimonial?
- Are you assured the assessor has considered currency requirements?

If you are satisfied with the application, tick and date each standard in the verifier column of the assessment log, highlighting where evidence has been sampled, then complete the verifier overview in the assessment log, which you will then present at the next meeting of the verification panel. **If you have any concerns**, record these in the verifier overview section at the front of the assessment log.

The completed assessment log should be circulated **one** week in advance of the panel meeting to ensure all panel members have a chance to read the summary assessment comments and your recommendation.

The initial verification of an assessment should take no more than two hours. If the verification of a portfolio appears problematic, the verifier should inform the scheme coordinator, who will seek advice from a Moderator if necessary. Do not continue sampling evidence once you have identified concerns about the assessment outcome, as it is likely moderation, or a second assessment will be required.

4.2 The verification panel

All applications that have completed the initial verification process will go to a verification panel for discussion and recommendation. Verification panels are constituted locally and must be comprised of trained UKPHR verifiers and be subject to UKPHR moderation. The verification panel may meet virtually if agreed as appropriate.

The panel should be chaired by one of its members, or it may be appropriate for the scheme coordinator or their representative to undertake this role. The minimum number of verifiers at a panel meeting is two. The scheme coordinator should ensure there are sufficient verifiers to ensure robust discussion about each portfolio.

Verifiers must declare any conflicts of interest at the start of the panel. Scheme coordinators should encourage all verifiers to attend as many panel meetings as possible, to ensure scrutiny of decision making and maintain verification expertise.

For verification panel meetings held remotely, all panel members should be sent at least the completed assessment logs, including the verifier's comments, in advance of the meeting, and the chair should have the full documentation accessible in case of questions. This enables panel members to review documentation in advance and facilitate robust and meaningful discussion of each portfolio. For verification panel meetings held in person, the full portfolio documentation should be available at the meeting.

When necessary, an assessor may be contacted to explain and discuss any assessment issues, if this will facilitate a decision being made by the panel on an application.

The decision of the verification panel will be final, subject to the Moderator's and the applicant's right of appeal (see below).

UKPHR requires information (which will remain confidential to the process) from verification panels for quality assurance purposes. Full minutes of verification panel meetings must be taken, recording the main areas of discussion of each portfolio and the recommendation. The minutes will be considered by UKPHR's Registration Approvals Committee, together with the assessment logs listing all the applicants that were put forward to the verification panel, whether successful or unsuccessful.

4.3 Second assessments at verification stage

Where the verification panel is unable to recommend registration, and therefore disagrees with the assessor, the Panel may ask for a **second assessment** to be undertaken. The advice of the Moderator should be sought before this decision is taken. The second assessor should undertake their assessment "blind", and then discuss their assessment with the first assessor and if possible, **agree a shared, joint assessment**.

Second assessments have been extensively used for specialist registration for many years and are an effective means both of assuring quality of assessment and of embedding learning within the assessor community.

For detailed guidance on the second assessment process at verification, see [Annex 9](#).

A Verification Panel Decision Tree is provided as [Annex 8](#), which summarises the process.

4.4 Following verification

If there are any concerns about the quality of verification, this should be discussed between a UKPHR Moderator and the scheme coordinator, and the verifier offered feedback and further training. A scheme coordinator may ask a second verifier to look at a portfolio for quality assurance purposes at any time.

Once a portfolio has successfully concluded the assessment and verification processes, the completed assessment log will be returned to the applicant, unless the portfolio is selected for moderation by UKPHR. The scheme coordinator sends verification panel minutes and assessment logs of the practitioners recommended to UKPHR. The practitioners may then proceed to apply for registration with UKPHR.

5. Application for registration with UKPHR

A practitioner recommended for registration is notified by the local verification panel and the completed assessment log returned to them.

There is a **six month** window following the date of the verification panel when the practitioner may apply to UKPHR for registration, using the UKPHR online registration portal, accessed via the UKPHR website.

UKPHR will not consider applications made after 6 months have elapsed. The UKPHR Office will ask the local scheme coordinator for a decision by the local verification panel on how to proceed.

Once accepted for registration, UKPHR awards practitioners a registration certificate valid for 5 years (this time frame will be kept under review as revalidation is developed), provided the annual registration fee is paid and there are no fitness to practice issues.

Before the end of the five-year period the UKPHR Board will want to be satisfied that the practitioner remains fit to practice. For this purpose, the Board will follow re-registration procedures recommended by its Education and Training committee. They will be based around a programme of CPD based on 'Good Public Health Practice'.

5.1 Registration Procedure

Once a verification panel has recommended that a practitioner should be admitted to the Register, the local scheme coordinator will advise the practitioner, who must submit a completed online application, with supporting documents and fees, to UKPHR.

Applications to UKPHR will consist of:

- A completed online application.
- Payment of a one-off administration fee plus the first year's registration fee, calculated pro-rata dependent on when the practitioner applies to UKPHR.
- A CV detailing relevant qualifications, training and experience, and a current job description if appropriate.

- A testimonial in support of the portfolio, which will have been provided at the verification stage, using the template <https://ukphr.org/wp-content/uploads/2023/12/UKPHR-Testimonial-for-verification-stage-template.docx>).
- A reference from someone familiar with the applicant's current work, again provided at the verification stage, using the template <https://ukphr.org/wp-content/uploads/2023/09/UKPHR-Reference-for-verification-stage-template-002.docx>).

In turn, the local scheme will submit to UKPHR the verification panel minutes at which the recommendation was made and the completed assessment log.

Once all these documents have been received, UKPHR's office will, unless an objection has been received from a Moderator, recommend the applicant's registration at the next monthly meeting of UKPHR's Registration Approvals Committee.

UKPHR's Registration Approvals Committee, which is chaired by the Registrar, will make the formal decision to admit (or refuse to admit) the applicant to the Register.

Applicants receive UKPHR's notification of registration immediately after UKPHR's Registration Approvals Committee has agreed to admit to the Register.

Registrant names are visible on the publicly viewable Register shortly after the Registration Approvals Committee has made its decision to admit.

5.2 Registration fees

[Current fees](#) are available on UKPHR's website.

Payment of fees are made during the online application process.

5.3 UKPHR quality assurance processes

UKPHR ensures consistent and robust standards of assessment through the provision of the following services: guidance, training and support for assessors and verifiers, moderation, oversight by the Registration Approvals Committee and an appeal process for applicants.

The applicant is responsible for keeping a copy of the complete portfolio of evidence. This evidence is not routinely submitted to UKPHR although applications can be called in for moderation or audit.

A team of Moderators support UKPHR quality assurance processes.

The Moderator role includes liaison with scheme coordinators, assessors, and verifiers to provide support and to ensure early identification of any problem areas or issues of interpretation. They also participate in the verification panel meetings.

Moderators do not override the assessment and verification process: their advice is an invitation to reconsider. It is directed to the assessor, verifier and/or scheme coordinator as appropriate.

Note, however, that the Moderator who attended a verification panel can ask the UKPHR Registrar to consider objections to an application for registration before the application is considered by the Registration Approvals Committee, if UKPHR guidance has not been followed or the Moderator otherwise has a concern.

Retrospective audit of both the application process and the assessment is an important part of quality control.

The role of the UKPHR Registration Approvals Committee is to ensure that standards are consistent across different local schemes and across the UK, by considering the outcome of moderation and issues arising from feedback from verification panels.

Everything possible will be done to ensure the integrity of the assessment process and the fair and impartial consideration of applicants.

5.4 Appeal process

Applicants may appeal to UKPHR against a decision that they have not met the practitioner standards following assessment and verification.

The purpose of the appeal procedure is to allow an applicant to challenge any perceived flaw in the handling of the application, on the grounds either that the decision was not warranted on the basis of the information provided, or because the procedure was flawed. The onus will be on the practitioner to establish that the decision should be reviewed.

Applicants may ask for a UKPHR review of a decision that they have not met the practitioner standards following assessment and verification. Further guidance is published on the [UKPHR website](#).

Annex 1: For Applicants – before July 1 2026

The standards for practitioner registration - summary

AREA 1	STANDARD
Practising professionally, ethically and legally	1.1. Comply with statutory legislation and practice requirements in your area of work.
	1.2. Use an ethical approach in your area of work, identifying ethical dilemmas or issues arising and how you address them.
	1.3. Act in ways that promote equality and diversity
	1.4. Act in ways that value people as individuals.
	1.5. Act in ways that recognise people's expressed beliefs and preferences.
	1.6. Act within the limits of your competence, seeking advice when needed.
	1.7. Continually develop own practice by reflecting on your behaviour and role, identifying where you could make improvements.
	1.8. Contribute to the development and improvement of others' public health practice.
AREA 2	STANDARD
Using public health information to influence population health and well-being	2.1. Identify data and information requirements to deliver the public health function demonstrating use of epidemiological terms and concepts.
	2.2. Manage data and information in compliance with policy and protocol, demonstrating awareness of data confidentiality and disclosure.
	2.3. Obtain, verify and organise data and information, showing awareness of potential data anomalies.
	2.4. Demonstrate how health inequalities are identified and monitored
	2.5. Interpret and present information using appropriate analytical methods for quantitative data.
	2.6. Interpret and present information using appropriate analytical methods for qualitative data.
AREA 3	STANDARD
Assessing the evidence for public health interventions and services	3.1. Access and appraise appropriate evidence of effectiveness for public health interventions or services.
	3.2. Apply evidence to plan delivery of effective public health interventions or services.
AREA 4	STANDARD
Protecting the public from health risks while	4.1. Demonstrate how risks to health and wellbeing are identified, prevented or controlled.

addressing differences in risk exposure and outcomes	4.2. Demonstrate how individual and population health differ and describe the possible tensions which may arise when promoting health and wellbeing.
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AREA 5	STANDARD
Implementing public health policy and strategy	5.1. Support the implementation of policies or strategies to improve health and wellbeing and reduce health inequalities.
	5.2. Demonstrate how your work is influenced by an understanding of the impact of the wider determinants of health.
	5.3 Critically reflect on and make suggestions for how public health policies or strategies could be improved.

AREA 6	STANDARD
Collaborating across agencies and boundaries to deliver the public health function	6.1. Show how organisations, teams and individuals work in partnership to deliver the public health function.
	6.2. Demonstrate how you work collaboratively with other organisations to improve public health.
	6.3 Reflect on your personal impact on relationships with people from other teams or agencies when working collaboratively.

AREA 7	STANDARD
Planning, managing and evaluating public health programmes and projects	7.1. Describe how you have planned a public health intervention to improve health and wellbeing, demonstrating terms and concepts used to promote health and wellbeing.
	7.2. Demonstrate how the culture and experience of the target population may impact on their perceptions and expectations of health and wellbeing.
	7.3. Show how the target population were involved in intervention planning or delivery and have been supported to make informed decisions about improving their health and wellbeing.
	7.4. Evaluate a public health intervention, reporting on its effect and making suggestions for improvement.
	7.5. Demonstrate project management skills in planning or implementing a public health intervention.
	7.6. Demonstrate how quality assurance principles or policies are applied when planning or implementing a public health intervention.
	7.7. Demonstrate how risk management principles or policies are applied when planning or implementing a public health intervention.

AREA 8	STANDARD
Communicating with others to improve health outcomes and reduce health inequalities	8.1. Communicate public health information clearly to a variety of audiences.
	8.2. Communicate the health concerns and interests of local people to influence service provision.
	8.3 Demonstrate awareness of the effect the media can have on public perception of health and wellbeing.

Annex 2A

The standards for practitioner registration in detail for all applicants starting portfolio before 1st July 2026

The public health function' referred to in the standards is defined in the Public Health Skills and Knowledge Framework 2016 as: *'improves and protects the public's health and reduces health inequalities between individuals, groups and communities, through co-ordinated system-wide action'*.

Your portfolio concerns your own area/areas of work; it is not expected to be system wide. Some standards specifically refer to collaborating across organisations and boundaries. You are not expected to have led the work you have used, but you should always have made a clear contribution.

Knowledge, understanding and application must be demonstrated for each standard. Understanding is the bridge between knowledge and application, and is most often demonstrated in your commentaries, although it may also be shown in the evidence provided for knowledge and application. Separate evidence for understanding is not required.

There are eight area descriptions under which the standards are grouped. They are intended to guide the interpretation of the related standards i.e., where the emphasis should be placed in your evidence. They are not specifically assessed.

Confidentiality applies throughout your portfolio and a breach in confidentiality will require a resubmission of standard 2.2, if it has already been accepted, with evidence of updated training in data confidentiality and disclosure, and reflective learning on the original confidentiality breach.

1. Practising professionally, ethically and legally

1.1 Comply with statutory legislation and practice requirements in your own area of work

If mandatory legislation applies to your professional practice, this should be included in your evidence. 'Practice requirements' includes professional and organisational requirements.

If your evidence relates to older legislation, you should provide evidence of updated knowledge.

1.2 Use an ethical approach in your area of work, identifying ethical dilemmas or issues arising and how you address them

You should outline the approach you have used; if a specific ethical framework is used in your area of work, this should be referenced.

1.3 Act in ways that promote equality and diversity

You should distinguish between equality and diversity and demonstrate both. You should demonstrate knowledge of the individual characteristics that are relevant in this context, but do not need to show evidence of application for all. You should be explicit in your evidence of application regarding the characteristics that were addressed.

1.4 Act in ways that value people as individuals

The knowledge for this standard may be similar to that used for standard 1.3 and standard 1.5, but its application will be in relation to individuals, rather than a population group.

1.5 Act in ways that recognise people's expressed beliefs and preferences

The knowledge for this standard may be similar to that used for standard 1.3 and standard 1.4, but its application should involve eliciting people's expressed beliefs and preferences. You may not agree with the beliefs and preferences expressed, but you should demonstrate how they were recognised in your work.

1.6 Act within the limits of your competence, seeking advice when needed

Advice can be sought from any trusted source, whether an individual or an organisation, written or verbal. Explain why your chosen source is appropriate/legitimate.

1.7 Continually develop your own practice by reflecting on your behaviour and role, identifying where you could make improvements

We consider Continuing Professional Development (CPD) to be an essential element of registration. You should demonstrate a systematic approach to learning and development. Your evidence should include a personal development plan and evidence of self-reflection. Include material related to different approaches to learning and the way you take these into account.

1.8 Contribute to the development and improvement of others' public health practice

You should include material related to different approaches to supporting the learning of others and the way you take these into account.

2. Using public health information to influence population health and wellbeing

Where the terms 'data' and 'information' are used in the standards, the following should be noted. Data are facts or figures, which need 'cleaning' and 'processing' to be useful. When data are processed, interpreted, organised, structured or presented to make them meaningful or useful, they become information.

2.1 Identify data and information requirements to deliver the public health function demonstrating use of epidemiological terms and concepts

Epidemiological terms and concepts include incidence, prevalence, measures of risk, health status, mortality/morbidity rates. You should outline your knowledge of data sources and especially those relevant to your area of work. The knowledge underpinning this standard may be broader than your application; you are not expected to demonstrate use of all the epidemiological terms and concepts but use of more than one is expected.

2.2 Manage data and information in compliance with policy and protocol, demonstrating awareness of data confidentiality and disclosure

The work you use to demonstrate application for this standard may relate to previous policy and protocol, which was applicable at the time the work was undertaken but is now out of date. You should state that you are aware that this is the case and provide evidence that you have updated your knowledge. Knowledge evidence must include data confidentiality and disclosure.

A breach of data confidentiality anywhere in your portfolio will require a resubmission for this standard (see *UKPHR Practitioner Guidance for Applicants, Assessors and Verifiers*).

2.3 Obtain, verify and organise data and information, showing awareness of potential data anomalies

The knowledge underpinning this standard may be broader than your application and should include basic public health data sources, the significance and reliability of data and what data anomalies may be encountered i.e., the standard requires an awareness of the validity of data and its limitations.

You should explain your choice of data and its source in your evidence of application. The data and information can be from either primary or secondary sources, but you should demonstrate knowledge of how it was verified, and your own use of the data and information should be outlined.

2.4 Demonstrate how health inequalities are identified and monitored

The knowledge underpinning this standard may be broader than your application. Identification and subsequent monitoring of health inequalities in your area of work should be demonstrated in your evidence of application.

2.5 Interpret and present information using appropriate analytical methods for quantitative data

Quantitative data analysis is the process of presenting and interpreting numerical data, using statistics. You would be expected to have knowledge of basic statistical terms, including median, mean, mode, range, variance, simple tests of differences between groups or populations, calculation of population rates and confidence intervals.

You should include the context in which the information is being used; how you interpreted the information and where and to whom you presented it. The knowledge underpinning this standard may be broader than your application; you should demonstrate knowledge of more than one analytical method and the criteria for when they are used. Explain why the method(s) you used were chosen. The analysis need not be complex.

2.6 Interpret and present information using appropriate analytical methods for qualitative data

Qualitative data analysis is the process of analysing data collected in a non-numeric form. You should include the context in which the information is being used; how you interpreted the information and where and to whom you presented it. The knowledge underpinning this standard may be broader than your application; you should demonstrate knowledge of more than one analytical method and criteria for when they are used. Explain why the method(s) you used were chosen. The analysis need not be complex.

3. Assessing the evidence for public health interventions and services

3.1 Access and appraise appropriate evidence of effectiveness for public health interventions or services

Knowledge of different sources, types and levels of evidence and systematic appraisal methodology is needed for this standard. An awareness of the limitations of evidence

should be demonstrated. Explain how these have been applied in your area of work. The knowledge underpinning this standard may be broader than your application.

3.2 Apply evidence to plan the delivery of effective public health interventions or services

Knowledge of the information needed to determine whether an intervention is effective is required for this standard. The knowledge underpinning this standard may be broader than your application. In your application of this knowledge, explain how you knew the evidence was likely to achieve the desired result and how the evidence was used in the planning of the delivery of the intervention. You need to outline your involvement/role but do not need to have led the work.

4. Protecting the public from health risks while addressing differences in risk exposure and outcome

4.1 Demonstrate how risks to health and wellbeing are identified, prevented or controlled

Knowledge of all three elements (identification, prevention and control) is needed, but only one need be demonstrated in the application, unless your work required consideration of more than one element. The knowledge underpinning this standard may be broader than your application and should include the varying scale of risk and different types of risk. Your application need not be complex.

4.2 Demonstrate how individual and population health differ, and describe the possible tensions which may arise when promoting health and wellbeing

You should describe the difference between individual and population health and how these can lead to tensions. Your application should then demonstrate at least one tension, which arose in your work, and how you dealt with it.

5. Implementing public health policy and strategy

5.1 Support the implementation of policies or strategies to improve health and wellbeing and reduce health inequalities

This standard requires knowledge and understanding of at least one national, regional or local strategy linked to the causes of poor health and inequalities, which has been implemented in your area of work. You do not need to have led the implementation, but you should outline the nature of your involvement. You are not required to have developed policy or strategy in order to demonstrate this standard, but you can use evidence of such development if it is your own work. Policy or strategy documents can be referenced, but they are not evidence of your application (unless you have produced them).

5.2 Demonstrate how your work is influenced by an understanding of the impact of the wider determinants of health

Determinants of health are the personal, social, economic and environmental factors, which determine the health status of a person or community. Your knowledge may be broader than your application.

It is important to link the wider determinants to the way they impact on health and inequalities and identify ways your work addresses them.

5.3 Critically reflect on and make suggestions for how public health policies or strategies could be improved

Your reflection and subsequent suggestions should be informed by objective analysis. Your suggestions do not need to have been implemented, but they should have been shared with other professionals. You do not need to have contributed to the development of policy or strategy to demonstrate this standard, but you can use evidence of such a contribution if appropriate

6. Collaborating across organisations and boundaries to deliver the public health function

6.1 Show how organisations, teams and individuals work in partnership to deliver the public health function

This standard requires knowledge of the principles of partnership working and how they have been applied in your work; you should outline your contribution to the partnership work you use as evidence of application. The nature of the partnership will depend on your area of work and should be clearly defined. The contribution of the partnership to the public health function should also be clear.

6.2 Demonstrate how you work collaboratively with other organisations to improve public health

The focus of this standard is on the specifics of your own collaborative approach when working across organisational boundaries. The organisations concerned should be defined.

6.3 Reflect on your personal impact on relationships with people from other teams or organisations when working collaboratively

This standard focuses on your personal impact on individual relationships when working with others from different teams or organisations. The impact can be either positive or negative or both. If your personal impact was negative, you should include reflection on why this was the case and what you would do differently in future. Your impact should be linked to the outcome of the partnership work concerned. You should include corroborative evidence of your reflection

7. Planning, implementing and evaluating public health programmes and projects

7.1 Describe how you have planned a public health intervention to improve health and wellbeing, demonstrating terms and concepts used to promote health and wellbeing

Terms and concepts used to promote health and wellbeing include behaviour change, community engagement, health improvement, empowerment, hierarchy of prevention, social capital and social marketing. If others are relevant to your area of work, you should include these. Your knowledge may be broader than your application and should include models for promoting health and wellbeing. Your evidence of application must include at least one of these models and you should explain why this model was chosen. Your evidence of application will draw from the terms and concepts which are relevant to your area of practice.

You do not have to have led the planning of an intervention; your contribution to the work should be clear. A public health intervention can include programmes, projects or services. You must define the intervention you have used as evidence of application.

7.2 Demonstrate how the culture and experience of the target population may impact on their perceptions and expectations of health and wellbeing

Your underpinning knowledge may be broader than your application i.e. you should provide evidence of your knowledge of a range of characteristics which give rise to cultural differences between groups and populations and how these impact on their perceptions and expectations. You should define your own target population and be specific about the aspects of culture and experience, which are relevant to your work.

7.3 Show how the target population were involved in intervention planning or delivery and have been supported to make informed decisions about improving their health and wellbeing

You should define the target population and demonstrate both their involvement in planning and how you supported their ability to make informed decisions. The target population should be subject to the intervention.

7.4 Evaluate a public health intervention, reporting on its effect and making suggestions for improvement

The knowledge underpinning this standard may be broader than your application, as you need to demonstrate knowledge of evaluation principles and frameworks. By evaluation we mean a process that attempts to determine systematically and objectively the relevance, effectiveness and impact of activities in the light of their objectives.

You should outline which evaluation approach or framework you have used in your own work. You do not need to have led an evaluation, but you should outline your contribution. Suggestions for improvement need not have been implemented but should have been discussed with other professionals. A public health intervention can include programmes, projects or services. You should define the intervention you have used as evidence and the scope of the evaluation itself.

7.5 Demonstrate project management skills in planning or implementing a public health intervention

Knowledge of general project management principles is required, and their application demonstrated in your area of work. A public health intervention can include programmes, projects or services. You should define the intervention you have used as evidence of application.

7.6 Demonstrate how quality assurance principles or policies are applied when planning or implementing a public health intervention

Knowledge of general quality assurance principles and any policies relevant to your area of work is required, and their application demonstrated. You do not have to demonstrate your personal influence on which principles or policies are used, and your application need not be complex. You do not need to have led the work, but you should outline your contribution. A public health intervention can include programmes, projects or services. You should define the intervention you have used as evidence of application.

7.7 Demonstrate how risk management principles or policies are applied when planning or implementing a public health intervention

Knowledge of general risk management principles and any policies relevant to your area of work is required, and their application demonstrated. You do not have to demonstrate your personal influence on which principles or policies are used, and your application need not be complex. You do not need to lead the work, but you should outline your

contribution. A public health intervention can include programmes, projects or services. You should define the intervention you have used as evidence of application.

8. Communicating with others to improve health outcomes and reduce health inequalities

8.1 Communicate public health information clearly to a variety of audiences

Your knowledge for this standard should include the needs of those with different language needs, levels of educational attainment or professional knowledge, or those with sensory or learning impairments, although your application may not address these groups. Awareness of different communication methods should also be demonstrated.

The audiences (at least three) need to be sufficiently different to require consideration of the type of the information or method of presentation or both. Your rationale for choosing the specific information or method should be given. The audiences should be defined clearly. You should also indicate how you attempted to understand how the message had been received; it is recognised that the impact of the messages may not be known.

Communication about risk can be included as evidence for this standard.

8.2 Communicate the health concerns and interests of local people to influence service provision

Service provision includes delivery of a public health programme or intervention; this includes healthcare interventions or services. You should outline the scope of the work you use as evidence of application. The term 'local people' refers to any group of people affected by the service provision and you should define the nature of the group concerned. The intention of this standard is that the people concerned should be members of the public or affected / relevant staff groups. How they have been listened communicated with and how their concerns and interests have been represented should be made clear.

8.3 Demonstrate awareness of the effect the media can have on public perception of health and wellbeing

Your knowledge should include the different effects the media can have, and your application should show consideration of at least one of these effects and how this was dealt with, whether proactively, reactively, or both.

Annex 2B

The standards for practitioner registration in detail for all applicants starting portfolio on or after 1st July 2026

Area 1: Practising professionally, ethically and legally	1.1 Comply with statutory legislation and practice requirements in your area of work.
	1.2 Use an ethical approach in your area of work, identifying ethical dilemmas or issues arising and how you address them.
	1.3 Act in ways that promote equality and diversity.
	1.4 Act in ways that recognise people's expressed beliefs and preferences and value them as individuals
	1.5 Demonstrate how you manage resources in your Public Health activities ensuring they are used exclusively for their designated purposes.
	1.6 Act within the limits of your professional competence, seeking advice when needed.
	1.7 Continually keep your professional knowledge and skills up to date, demonstrating how you systematically reflect upon these, and identify where you could make improvements to further develop your own practice
	1.8 Contribute to the development and improvement of others' public health practice.
Area 2: Using public health information to influence population health and wellbeing	2.1 Identify data and information requirements to deliver the public health function demonstrating use of epidemiological terms and concepts.
	2.2 Manage data and information in compliance with policy and protocol, demonstrating awareness of data confidentiality and disclosure.
	2.3 Obtain, verify organise and present data and information, showing awareness of potential data anomalies.
	2.4 Demonstrate how health inequalities are identified and monitored.
	2.5 Interpret and present information using appropriate analytical methods for quantitative data.
	2.6 Interpret and present information using appropriate analytical methods for qualitative data.
Area 3: Assessing the evidence for public health interventions and services	3.1 Access and appraise appropriate evidence of effectiveness for public health interventions or services.
	3.2 Apply evidence to plan the delivery of effective public health interventions or services.
Area 4: Protecting the public from health risks while addressing differences in risk exposure and outcome	4.1 Demonstrate how risks to health and wellbeing and health protection are identified, prevented or controlled.
	4.2 Demonstrate how individual and population health differ, and describe the possible tensions which may arise when promoting health and wellbeing.
Area 5: Implementing public health policy and strategy	5.1 Support the implementation of policies or strategies to improve health and wellbeing and reduce health inequalities.
	5.2 Demonstrate how your work is influenced by an understanding of the impact of the wider determinants of health.
	5.3 Critically reflect on and make suggestions for how public health policies or strategies could be improved.
Area 6: Collaborating across organisations and boundaries to deliver the public health function	6.1 : Show how you work in partnerships or with multi agency teams to deliver the public health function
	6.2 Demonstrate how you work collaboratively with other teams or organisations to improve public health reflecting on your personal impact on these relationships.
Area 7: Planning, implementing and evaluating public health programmes and projects	7.1 Describe how you have planned a public health intervention to improve health and wellbeing, demonstrating terms and concepts used to promote health and wellbeing.
	7.2 Demonstrate how the culture, beliefs and experience of the target population may impact on their perceptions and expectations of health and wellbeing.
	7.3 Show how the target population were involved in intervention planning , delivery or co production and how they were supported to make informed decisions about improving their health and wellbeing.
	7.4 Evaluate a public health intervention, reporting on its effect and making suggestions for improvement.
	7.5 Demonstrate project management skills in planning or implementing a public health intervention.
	7.6 Demonstrate how quality assurance principles or policies are applied when planning or implementing a public health intervention.
	7.7 Demonstrate how risk management principles or policies are applied when planning or implementing a public health intervention.
Area 8: Communicating with others to improve health outcomes and reduce health inequalities	8.1 Communicate public health information clearly to a variety of audiences.
	8.2 Communicate the health concerns and interests of your target population to influence service provision.
	8.3 Demonstrate awareness of the effect the media can have on public perception of health and wellbeing.

The public health function' referred to in the standards is defined in the Public Health Skills and Knowledge Framework 2016 as: *'improves and protects the public's health and reduces health inequalities between individuals, groups and communities, through co-ordinated system-wide action'*.

Your portfolio concerns your own area/areas of work; it is not expected to be system wide. Some standards specifically refer to collaborating across organisations and boundaries. You are not expected to have led the work you have used, but you should always have made a clear contribution.

Knowledge, understanding and application must be demonstrated for each standard. Understanding is the bridge between knowledge and application, and is most often demonstrated in your commentaries, although it may also be shown in the evidence provided for knowledge and application. Separate evidence for understanding is not required.

There are eight area descriptions under which the standards are grouped. They are intended to guide the interpretation of the related standards i.e., where the emphasis should be placed in your evidence. They are not specifically assessed.

Confidentiality applies throughout your portfolio and a breach in confidentiality will require a resubmission of standard 2.2, if it has already been accepted, with evidence of updated training in data confidentiality and disclosure, and reflective learning on the original confidentiality breach.

1. Practising professionally, ethically and legally

1.1 Comply with statutory legislation and practice requirements in your own area of work

It is likely that mandatory legislation applies to your professional practice, for example safeguarding, health and safety and environmental sustainability and these must be reflected in your evidence. 'Practice requirements' includes awareness of professional standards (FPH Good Practice) and any organisational requirements. Knowledge is likely to be broader than application. Your application must include at least one area of your organisational requirements.

1.2 Use an ethical approach in your area of work, identifying ethical dilemmas or issues arising and how you address them

You must outline the approach you have used; if a specific ethical framework is used in your area of work, this needs to be referenced.

1.3 Act in ways that promote equality and diversity

You need to distinguish between equality and diversity and demonstrate both. You must demonstrate knowledge of the individual characteristics that are relevant in this context, but do not need to show evidence of application for all. You need to be explicit in your evidence of application regarding the characteristics that were addressed.

1.4 Act in ways that recognise people's expressed beliefs and preferences and value them as individuals

The knowledge for this standard may be similar to that used for standard 1.3 but its application must involve recognising that individuals have diverse need and expressed beliefs and preferences. You may not agree with the beliefs and preferences expressed,

but you need to demonstrate how the individuals are valued and how this was recognised in your work.

1.5 Demonstrate how you manage resources in your Public Health activities ensuring they are used exclusively for their designated purposes.

Knowledge and understanding of how to effectively manage resources to achieve public health outcomes must be demonstrated. Application evidence must include at least one of the following resources (finance, staffing, materials, volunteers / partners' time) and how these were utilised in order to deliver a public health programme.

1.6 Act within the limits of your professional competence, seeking advice when needed.

You must demonstrate how you recognise and work within the limits of your competence, seeking further advice from appropriate bodies. Advice can be sought from any trusted source, whether an individual or an organisation, written or verbal. You must explain why your chosen source is appropriate/legitimate.

1.7 Continually keep your professional knowledge and skills up to date, demonstrating how you systematically reflect upon these, and identify where you could make improvements to further develop your own practice

Continuing Professional Development (CPD) is an essential element of registration. You must demonstrate a systematic approach to learning and development. Your application evidence needs to include a personal development plan which includes the development of leadership skills, for example contributing professional expertise, leading pieces of work or advocating for public health principles. Evidence of self-reflection and how you take account of your different approaches to learning must be demonstrated. Leadership does not require formal management responsibility and should be demonstrated in a way that is proportionate to the practitioner's role and level of experience.

1.8 Contribute to the development and improvement of others' public health practice

Your application must include material related to at least two different ways in which you have supported the public health learning of others (which may include work colleagues, wider partners, or members of the public) and the way you take these into account.

2. Using public health information to influence population health and wellbeing

Where the terms 'data' and 'information' are used in the standards, the following should be noted. Data are facts or figures, which need 'cleaning' and 'processing' to be useful. When data are processed, interpreted, organised, structured or presented to make them meaningful or useful, they become information.

2.1 Identify data and information requirements to deliver the public health function demonstrating use of epidemiological terms and concepts

Epidemiological terms and concepts include incidence, prevalence, measures of risk, health status, mortality/morbidity rates. You must outline your knowledge of data sources and especially those relevant to your area of work. The knowledge underpinning this standard may be broader than your application; you are not expected to demonstrate use of all the epidemiological terms and concepts but use of more than one is expected.

2.2 Manage data and information in compliance with policy and protocol, demonstrating awareness of data confidentiality and disclosure

You must demonstrate knowledge and understanding of data confidentiality, disclosure and principles of information governance. The work you use to demonstrate application for this standard may relate to previous policy and protocol, which was applicable at the time the work was undertaken but is now out of date. You must state that you are aware that this is the case and provide evidence that you have updated your knowledge. A breach of data confidentiality anywhere in your portfolio will require a resubmission for this standard.

2.3 Obtain, verify, organise and present data and information, showing awareness of potential data anomalies.

The knowledge underpinning this standard may be broader than your application and must include basic public health data sources, the significance and reliability of data and what data anomalies may be encountered, demonstrating an awareness of the validity of data and its limitations. You must explain your choice of data and its source in your evidence of application. The data and information can be from either primary or secondary sources, but you must demonstrate knowledge of how it was verified, and your own use of the data and information needs to be outlined. Evidence of presenting data includes, for example, written reports, or charts/ visuals, or briefing notes, or formal presentations.

2.4 Demonstrate how health inequalities are identified and monitored

The knowledge underpinning this standard may be broader than your application. Identification and subsequent monitoring of health inequalities in your area of work must be demonstrated in your evidence of application.

2.5 Interpret and present information using appropriate analytical methods for quantitative data

Quantitative data analysis is the process of presenting and interpreting numerical data, using statistics. Knowledge of basic statistical terms, including median, mean, mode, range, variance, simple tests of differences between groups or populations, calculation of population rates and confidence intervals is required. You must include the context in which the information is being used; how you interpreted the information and where and to whom you presented it. The knowledge underpinning this standard may be broader than your application; you must demonstrate application of more than one analytical method and the criteria for when they are used. Explain why the method(s) you used were chosen. The analysis need not be complex.

2.6 Interpret and present information using appropriate analytical methods for qualitative data

Qualitative data analysis is the process of analysing data collected in a non-numeric form. You must include the context in which the information is being used; how you interpreted the information and where and to whom you presented it. The knowledge underpinning this standard may be broader than your application; you must demonstrate knowledge of more than one analytical method and criteria for when they are used. Explain why the method(s) you used were chosen. The analysis need not be complex.

3. Assessing the evidence for public health interventions and services

3.1 Access and appraise appropriate evidence of effectiveness for public health interventions or services

Knowledge of different sources, types and levels of evidence and systematic critical appraisal methodology is needed for this standard. An awareness of the limitations of

evidence must be demonstrated alongside a description of how these have been used in the planning of the delivery of your area of work. The knowledge underpinning this standard may be broader than your application. You need to outline your involvement/role but do not need to have led the work.

3.2 Apply evidence to plan the delivery of effective public health interventions or services

Knowledge of the information needed to determine whether an intervention is effective must be demonstrated. The knowledge underpinning this standard may be broader than your application. In your application of this knowledge, you must explain how you knew the evidence was likely to achieve the desired result and how the evidence was used in the planning of the intervention. You need to outline your involvement/role but do not need to have led the work.

4. Protecting the public from health risks while addressing differences in risk exposure and outcome

4.1 Demonstrate how risks to health and wellbeing and health protection are identified, prevented or controlled.

Knowledge of all three elements (identification, prevention and control) is needed, but only one need be demonstrated in the application. Knowledge of the varying scale of risk, different types of risk and health protection principles need to be demonstrated. Your application need not be complex and does not need to demonstrate delivery of health protection activity unless this forms part of your role.

4.2 Demonstrate how individual and population health differ, and describe the possible tensions which may arise when promoting health and wellbeing

Knowledge and understanding of the difference between individual and population health and how these can lead to tensions must be demonstrated. Your application must then demonstrate at least one tension, which arose in your work, and how you dealt with it..

5. Implementing public health policy and strategy

5.1 Support the implementation of policies or strategies to improve health and wellbeing and reduce health inequalities

This standard requires knowledge and understanding of at least one national, regional or local strategy linked to the causes of poor health and inequalities, which has been implemented in your area of work. You do not need to have led the implementation, but you must outline the nature of your involvement. You are not required to have developed policy or strategy in order to demonstrate this standard, but you can use evidence of such development if it is your own work. Policy or strategy documents can be referenced, but they are not evidence of your application (unless you have produced them).

5.2 Demonstrate how your work is influenced by an understanding of the impact of the wider determinants of health

Wider determinants of health are the personal, social, economic, commercial and environmental factors, which determine the health status of a person or community. Your knowledge may be broader than your application. You must link the wider determinants to the way they impact on health and inequalities and identify ways your work addresses them.

5.3 Critically reflect on and make suggestions for how public health policies or strategies could be improved

Your reflection and subsequent suggestions must be informed by evidence and informed analysis. Your suggestions do not need to have been implemented, but they need to have been shared with other professionals. You do not need to have contributed to the development of policy or strategy to demonstrate this standard, but you can use evidence of such a contribution if appropriate.

6. Collaborating across organisations and boundaries to deliver the public health function

6.1 Show how you work in partnerships or with multi agency teams to deliver the public health function

This standard requires knowledge of the principles of partnership and multi agency working and how they have been applied in your work; you must outline your contribution to the partnership work you use as evidence of application. The nature of the partnership or multi agency teams will depend on your area of work and must be clearly defined. The contribution of these groups and partnerships to public health outcomes must also be clear.

6.2 Demonstrate how you work collaboratively with other teams or organisations to improve public health reflecting on your personal impact on these relationships.

In this standard you must demonstrate the specifics of your own collaborative approach. The organisations concerned must be defined. This standard focuses on your personal impact on individual relationships when working with others. The impact can be either positive or negative or both and should be linked to the outcome of the partnership work concerned. You should include corroborative evidence (for example notes of your reflective practice with others or written feedback from those who you have worked with collaboratively).

7. Planning, implementing and evaluating public health programmes and projects

7.1 Describe how you have planned a public health intervention to improve health and wellbeing, demonstrating terms and concepts used to promote health and wellbeing

Terms and concepts used to promote health and wellbeing include behaviour change, health improvement, empowerment, hierarchy of prevention, behavioural insights and social marketing. If others are relevant to your area of work, you must include these. Your knowledge must include the terms and concepts described above and may be broader than your application. Your evidence of application must include at least one of these terms with an explanation of why this was chosen and will draw from the terms and concepts which are relevant to your area of practice.

7.2 Demonstrate how the culture and experience of the target population may impact on their perceptions and expectations of health and wellbeing

Your underpinning knowledge may be broader than your application i.e. you must provide evidence of your knowledge of a range of characteristics which give rise to cultural differences between groups and populations and how these impact on their perceptions and expectations. You must define your own target population and be specific about their aspects of culture, beliefs and experience, which are relevant to your work.

7.3 Show how the target population were involved in intervention planning , delivery or co production and how they were supported to make informed decisions about improving their health and wellbeing.

You must define the target population and demonstrate your knowledge of appropriate, evidence-based methods to effectively engage and meaningfully involve communities. This can be direct or working with community facing teams. Your application must demonstrate how such methods were used in the design and development of public health programmes. You must demonstrate how you supported your target population to make informed decisions.

7.4 Evaluate a public health intervention, reporting on its effect and making suggestions for improvement

The knowledge underpinning this standard may be broader than your application, as you need to demonstrate knowledge of evaluation principles and frameworks. By evaluation we mean a process that attempts to determine systematically and objectively the relevance, effectiveness and impact of activities in the light of their objectives.

You must outline which evaluation approach or framework you have used in your own work. You do not need to have led an evaluation, but you must outline your contribution. Suggestions for improvement need not have been implemented but must have been discussed with other professionals. A public health intervention can include programmes, projects or services that you have either been involved in the planning, delivery, or procurement of the service. You must define the intervention you have used as evidence and the scope of the evaluation itself.

7.5 Demonstrate project management skills in planning or implementing a public health intervention

You must outline a knowledge of general project management principles and skills, and demonstrate how they were applied in your area of work. A public health intervention can include programmes, projects or services that you have either been involved in the planning, delivery, or procurement of the service. You must define the intervention you have used as evidence of application.

7.6 Demonstrate how quality assurance principles or policies are applied when planning or implementing a public health intervention

Knowledge of general quality assurance principles and policies relevant to your area of work is required, and their application demonstrated. You do not have to demonstrate your personal influence on which principles or policies are used, and your application need not be complex. You do not need to have led the work, but you must outline your contribution. A public health intervention can include programmes, projects or services where you have been involved in the planning, delivery, or procurement of the service. You must define the intervention you have used as evidence of application.

7.7 Demonstrate how risk management principles or policies are applied when planning or implementing a public health intervention

Knowledge of general risk management principles and any policies relevant to your area of work is required, and their application demonstrated. You do not have to demonstrate your personal influence on which principles or policies are used, and your application need not be complex. You do not need to lead the work, but you must outline your contribution. A public health intervention can include programmes, projects or services that you have either been involved in the in the planning, delivery, or procurement of the service. You must define the intervention you have used as evidence of application.

8. Communicating with others to improve health outcomes and reduce health inequalities

8.1 Communicate public health information clearly to a variety of audiences

Your knowledge for this standard must include the needs of those with different language needs or levels of health literacy or professional knowledge, or those with sensory or learning impairments, although your application may not address these groups.

Awareness of different communication methods also needs to be demonstrated. The audiences (at least three) need to be sufficiently different to require consideration of the type of the information or method of presentation or both. Your rationale for choosing the specific information or method must be given. The audiences should be defined clearly. You must also indicate how you attempted to understand how the message had been received; it is recognised that the impact of the messages may not be known.

8.2 Communicate the health concerns and interests of your target population to influence service provision.

Service provision includes delivery of a public health programme or intervention; this includes healthcare interventions or services. You must outline the scope of the work you use as evidence of application. The term target population refers to any group of people affected by the service provision and you must define the nature of the group concerned. The intention of this standard is that the target population must be members of the public or affected / relevant staff groups. Your evidence needs to demonstrate how they have been listened to and communicated with, and how their concerns and interests have been represented.

8.3 Demonstrate awareness of the effect the media can have on public perception of health and wellbeing

Your knowledge must include the different effects that a range of media practices and opportunities including social media can have, and your application must give consideration of at least one of these effects and how this was dealt with, whether proactively, reactively, or both.

Annex 3:

Definition of level of autonomous practice for UKPHR Registration

Differences between levels of practice concern: **autonomy, responsibility and decision-making** required in a post. The following are words and phrases adapted from two Skills for Health documents, which illustrate these differences:

1. Summary of Attributes and Definitions for Career Framework Levels (August 2010)
2. Comparison of attributes of the Career Framework Levels 2 to 8 (2010) – adapted to describe supervised, autonomous, and advanced autonomous practice.

Supervised practice (level that is not adequate for UKPHR practitioner registration)

- Requires specific factual and theoretical knowledge within a field of work, enabling them to undertake tasks that may otherwise have been undertaken by an autonomous practitioner
- Work is guided by standard operating procedures, protocols or systems within which the worker makes judgements, plans activities and demonstrates self-development; exercises a degree of autonomy and undertakes well-defined tasks requiring limited judgement
- Plans and manages their role under guidance in a work context that is usually predictable
- May have responsibility for supervision of some staff

Autonomous practice (Minimum level expected for UKPHR practitioner registration)

- Requires comprehensive, specialised, factual and theoretical knowledge within a field of work which enables them to work with a considerable degree of autonomy.
- Works independently: work is managed rather than supervised and requires problem solving which may include handling unpredictable change.
- Plans, organises, and prioritises own work including more complex tasks.
- Makes judgements which require analysis and interpretation.
- Actively contributes to service and self-development.
- Uses evidence to enhance and underpin their practice.
- May have responsibility for supervision of staff or training: may have line management responsibilities but will not be responsible for service delivery.

Advanced autonomous practice (level above the minimum, so more than adequate for UKPHR practitioner registration)

- Critical understanding of detailed theoretical and practical knowledge.

- Works independently, is specialist and/or has management and leadership responsibilities.
- Demonstrates initiative and is creative in finding solutions to problems.
- Deals with complex, unpredictable environments.
- Uses and develops evidence to inform their practice.
- Has some responsibility for team performance and service development.
- Consistently undertakes self-development.

The level of autonomous practice is the minimum level required for UKPHR practitioner registration.

Annex 4:

The role and requirements of assessors

Assessors are appointed by local schemes following confirmation of satisfactory completion of initial training by UKPHR. It is an unpaid role.

Assessors are appointed for an initial term of three years, with an option for a further term or terms. Assessors should complete a minimum of one whole assessment per year or be currently assessing a portfolio (consideration of clarifications and resubmissions is not enough).

UKPHR will deliver development sessions for assessors each year and assessors are expected to attend at least one such event every two years. Assessors are also required to participate in assessor teleconferences as organised by their local schemes.

Role

- To assess applications by practitioners and make recommendations to the appropriate verification panel.
- To provide clear assessment comment on their assessment decisions in the assessment log, to provide feedback to applicants and assurance to the verifier, moderator and verification panel.

Requirements

- To be skilled in assessing evidence submitted to demonstrate competence – successful completion of training is mandatory.
- To be thoroughly conversant with the public health standards.
- To be able to maintain impartiality in the role whilst providing support to applicants.
- To be willing and able to devote the necessary time and to give the role appropriate priority.
- To be able to provide appropriate references.
- To be able to provide evidence of current continuing professional development.

Removal from role of assessor

Assessors may be removed from their role for any of the following reasons:

- Professional misconduct.
- Unauthorised disclosure of confidential information.
- Inability or refusal to perform the duties of an assessor and to meet the quality assurance requirements.
- Inappropriate behaviour or continued poor performance.

Annex 5:

Comparison of assessor and mentor roles (with thanks to Public Health Wales)

Assessors

The role of the Assessor is to:

- Agree, with the practitioner(s) assigned to them, the dates for submission of 'chunks' of work and the turnaround time for assessment feedback. This will be done through the development of an 'Assessment Contract' (previously referred to as the Learning Contract)
- Impartially* assess evidence submitted by practitioners to demonstrate competence against the practitioner standards
- Feedback the outcome (pass, clarification or resubmission) of the assessment and give brief advice to applicants following assessment through the completion of the Assessment Log. An Example Assessment Log has been produced and will provide types of brief feedback the Assessor will be expected to give.
- Present and discuss assessments at a meeting of the Welsh Verification Panel, where necessary

** The Assessor should not provide guidance and input to draft commentaries – this is the role of the mentor.*

Mentors

The role of the Mentor is to:

- Facilitate the process of self-directed learning of the practitioner throughout the portfolio development process (this may include the points below)
- Facilitate / give advice on self-assessment against the practitioner standards (how standards may be demonstrated, identifying relevant development opportunities for filling competency gaps)
- Informally review evidence and draft commentaries providing advice and guidance through a dialogue with the mentee. This may include advising on competences / standards not claimed that could be claimed and strengthening those being claimed.

Annex 6:

The role and requirements of verifiers

Verifiers are appointed by local schemes following confirmation of satisfactory completion of initial training by UKPHR. It is an unpaid role.

Verifiers are appointed for an initial term of three years, with an option for a further term or terms. Verifiers must attend a minimum of one verification panel per year. If this requirement cannot be met for any reason verifiers will need to retrain.

UKPHR will deliver development sessions for verifiers each year and verifiers are expected to attend at least one such event every two years.

Role

- To verify applications that have been previously assessed.
- To be available to discuss assessments at a meeting of the verification panel.
- To provide feedback and advice to assessors.

Requirements

A verifier must be:

- A registered public health specialist with the GMC, the GDC or UKPHR, of good standing and to be in or have held a consultant or senior specialist post or a post of equivalent responsibility.
- StRs who are in the last 6 months of ST4, or in ST5. They may be able to use the verifier role to contribute towards some of their competencies.
- Those practitioners who are applying for Specialty Registration by Portfolio and have demonstrated they are working at or above this level, or those accepted onto a local scheme for support to develop SRbP.
- Existing verifiers can continue to work as verifiers even after their registration ends (e.g., if they retire) provided:
 - there are no fitness to practice issues and
 - CPD in relation to verification is maintained (i.e., attend at least one verification panel a year and a UKPHR verifier development session every two years).
- To be skilled in providing independent scrutiny of the portfolio of evidence submitted to demonstrate competence – attendance at training is mandatory.
- To be thoroughly conversant with the public health standards.
- To be able to maintain impartiality in the role.
- To be willing and able to devote the necessary time and to give the role appropriate priority.
- To be able to provide appropriate references.
- To be able to provide evidence of current continuing professional development.

Removal from role of verifier

- Professional misconduct.
- Unauthorised disclosure of confidential information.
- Inability or refusal to perform the duties of a verifier and to meet the quality assurance requirements.
- Inappropriate behaviour or continued poor performance.

Please note that the UKPHR Board has agreed in principle that Senior Public Health Practitioners have the potential to become verifiers. However, in practice, there is currently no mechanism in place to verify individuals are working at this level. Eligibility will be kept under review as national work on Advanced Practitioner Public Health develops.

Annex 7:

Role of the Moderator

July 2022

Model Role Description and Person Specification for UKPHR MODERATOR

Overview

Moderators are appointed by the Board of UK Public Health Register (UKPHR).

Moderation is integral to UKPHR's system of Quality Assurance and Quality Management for all registration services, including the assessment of portfolios and the devolved process of practitioner registration.

The Registrar is responsible for registration services, aided by UKPHR's office team and under the auspices of the Board. Moderators are accountable to the Registrar and, through the Registrar, responsible to the Board, to which they may have direct access if required.

UKPHR engages Moderators as sessional contractors and UKPHR pays for moderation services at an hourly and/or day rate plus expenses. The rates of pay and reimbursement of expenses are published by UKPHR and regularly reviewed.

Some of the role description below covers the work of the Moderation team as a whole – specific tasks are shared as appropriate.

Role purpose

Moderators support specialist and practitioner registration by:

- Operating and upholding UKPHR's Quality Assurance and Quality Management for all registration services.
- Assisting the Registrar and the Board in the setting, drafting, reviewing, and interpreting standards for registration and assessment of competencies.
- Updating guidance and supporting information, and other support materials.
- Helping to ensure that assessment processes are robust, valid, appropriate, objective, consistent and fair, and that the standards for registration are met.
- Providing support for assessors, verifiers, and scheme coordinators.
- Supporting UKPHR's governance arrangements, working in accordance with the principles of public life and, as a team of Moderators, producing an annual report of the Moderators' work.

Role description

General – all routes to the Register

In operating UKPHR's Quality Assurance and Quality Management arrangements, Moderators' roles in relation to all their work and all routes to registration are:

- To work in partnership with the Registrar and UKPHR's Board in the development of registration services, and communication of developments
- To work in a team of Moderators, providing mutual support, encouragement, and communication, ensuring maximum effectiveness and resilience of the Moderation team and consistency of assessment practice
- To assist the Registrar and UKPHR's Board in the production of guidance, Supporting Information, practice notes, tips, and training materials to maintain, promote and enhance standards for registration
- To sample assessments of portfolios and highlight issues concerning the standard of assessment, and to provide feedback to:
 - (a) individual assessors and to assessors as a group
 - (b) Registration Approvals Committee and Registration Panel,
 - (c) local practitioner registration schemes and their verification panels
 - (d) The Registrar and UKPHR's Board
- To undertake occasional audits of the quality of completion of assessment proforma/logs and provide feedback to assessors
- To provide moderation reports and recommendations upon request of the Registration Panel, Registration Approvals Committee, the Registrar, and exceptionally the Board, and local practitioner registration schemes
- To provide advice and support to assessors and verifiers on request, whilst they are undertaking assessments
- To develop and deliver training and development sessions for specialist registration assessors and practitioner registration assessors and verifiers
- To propose changes to assessment practice if necessary
- To draw the attention of the Board, the Registrar, the Registration Approvals Committee, the Registration Panel, assessors, and verifiers and scheme coordinators to principles and policy issues about the maintenance of assessment standards and matters of interpretation
- To attend Registration Approvals Committee, Registration Panel and Verification Panel meetings as appropriate
- To be involved in reviews and other developments affecting the strategic direction of registration, to help to ensure the quality of assessment is maintained or improved.

Roles specific to practitioner assessment

- To provide the training of practitioner assessors and verifiers
- To provide input to other events for local schemes, for example launch days, practitioner introductory days
- To provide quality assurance support to local scheme coordinators as required, ranging from informal advice to moderation reports
- To provide support to Verification Panels and attend Panel meetings

- To develop, maintain and improve the UKPHR guidance and Supporting Information for practitioner registration as required.

Additional role requirements

- To participate in induction for self and for other Moderators
- To support other Moderators in moderation work
- To cooperate with UKPHR's office team in maintaining records and assisting in accounting for UKPHR's use of its finances and other resources
- To participate, with other Moderators, in the development of Moderators' work priorities for the year ahead
- To note that Moderators cannot overturn assessors' decisions – only the Registration Approvals Committee, the Registration Panel and Verification Panels can do so. Moderators can insist that their views are considered and that UKPHR requirements, as set out in Guidance, are met.

Person specification

Essential Skills and knowledge:

- To hold registration with an appropriate body/organisation (UKPHR-registered Practitioners and Specialists, along with Public Health speciality registrants from the GMC and GDC).
- To have a senior, strategic level of relevant experience in multi-disciplinary public health, over at least five years.
- To be of good standing with a suitable professional body and/or able to provide appropriate references.
- To have current Continuing Professional Development registration with a suitable professional body or provide other evidence of being up to date.
- To be experienced in the education, training, and assessment of others, normally within the field of multi-disciplinary public health, and skilled in assessing evidence submitted to demonstrate competence in knowledge and its application in practice.
- To commit to undertake appropriate induction and ongoing training.
- To be able to demonstrate having undertaken appropriate training in confidentiality, data protection, equality and diversity, and safeguarding or be willing to undertake such training before commencing duties.
- To be thoroughly conversant with the public health competences required for registration (following induction).
- To be able to maintain independence and impartiality in the role, whilst being supportive of assessors' work.
- Effective management of self and staff and able to devote enough time and to give the role appropriate priority.
- To be able to demonstrate working effectively within a team.
- To understand the principles of quality assurance and be able to demonstrate application of these in practice.

Desirable Skills and Knowledge

- Experience in strategic planning
- Involvement in design or operation of schemes of CPD and revalidation.

Removal from post

Moderators may be removed from their role for any of the following reasons:

- Professional misconduct
- Unauthorised disclosure of confidential information
- Inability or refusal to perform the duties of a Moderator
- Inappropriate behaviour or continued poor performance.

July 2022 Model Practitioner Moderator Role Description and Person Specification

Annex 8:

Purpose of moderation

Moderation is undertaken to ensure consistency of standards and outcomes across the devolved UK schemes, and to support the process by providing advice, feedback, and suggestions. This is an important part of the quality assurance process for the UKPHR Practitioner Registration Scheme.⁴

The UKPHR requires that all schemes will participate in moderation activities, and it is a key responsibility of the moderators to ensure that each local scheme is involved. The moderators will discuss how this will be done within a context of constructive discussion with local schemes.

When and how is moderation brought in:

- Moderation can occur at any point in the process and be initiated by the assessor, verifier, verification panel or moderator.
- Moderation of the first commentary of the newly trained assessors is not part of the assessor training. Due to capacity issues moderators are not able to undertake this exercise for all first commentaries of new assessors, however moderators and coordinators can agree if a moderation is needed as a result of:
 1. Feedback from a moderator following training
 2. Issues/concerns highlighted by the scheme coordinator following receipt of the assessment of the first commentary.
 3. Local agreement with the scheme coordinator
- It can be random or in response to a particular issue or issues.
- It can cover a specific standard, one or more commentaries or a whole portfolio.
- It is anticipated that each scheme will have at least 2 moderations per year. It is usual that the moderator for the scheme is best placed to decide what is needed, in discussion with the local co-ordinator/s, using a clear rationale for reasons for moderation in any particular instance.

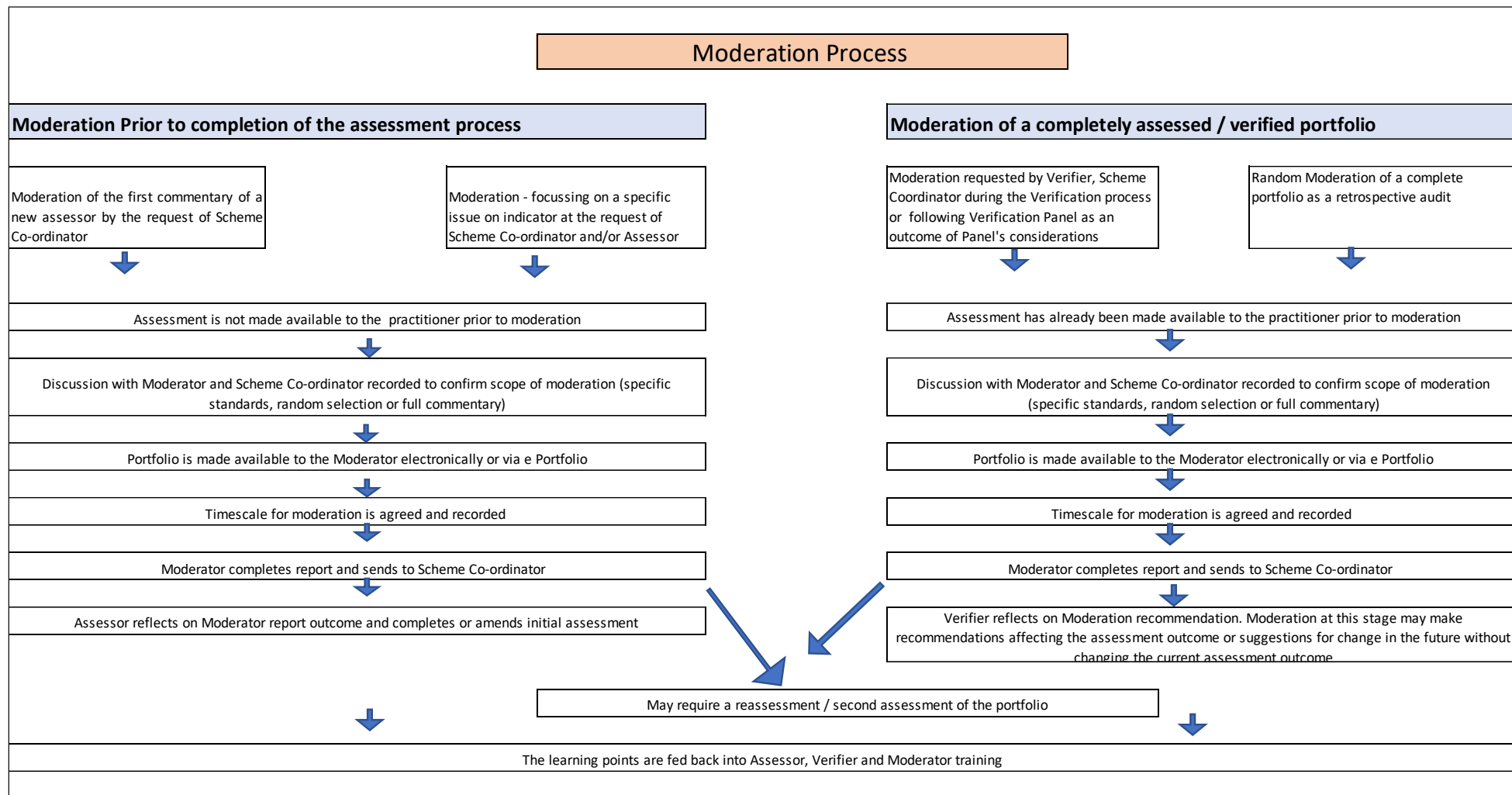
In general, there are a number of ways in which moderation can arise, including:

- Bringing in moderation at a point of the submission of a first commentary once it has been assessed if the assessor is newly trained or identified through feedback from a moderator during training. This allows for consistency as assessors develop their skills and can help identify gaps and developments for assessor training. Although this moderation is not part of the assessor training, moderators and coordinators will agree if a moderation is needed. This can be a moderation of all standards or a random check on just a few.
- Moderation focussing on a specific issue or standard: this would ideally happen after assessment but before the assessment decisions go back to the practitioner. Moderations may take place after verification but before a panel, at the request of the verifier and coordinator.
- Moderations may happen at the request of the panel following discussions which will typically have been led by the verifier.
- Sometimes issues are raised after assessment decisions have gone back to the practitioner. Moderation at this point might result in suggestions for improvements to the process, but not necessarily changes in the current assessment outcome.
- Random moderation of a complete portfolio as a retrospective audit of the process.

Moderators will not override the assessment and verification process, their advice is an invitation for schemes to consider experience from elsewhere in making decisions, or in some cases to reconsider decisions.

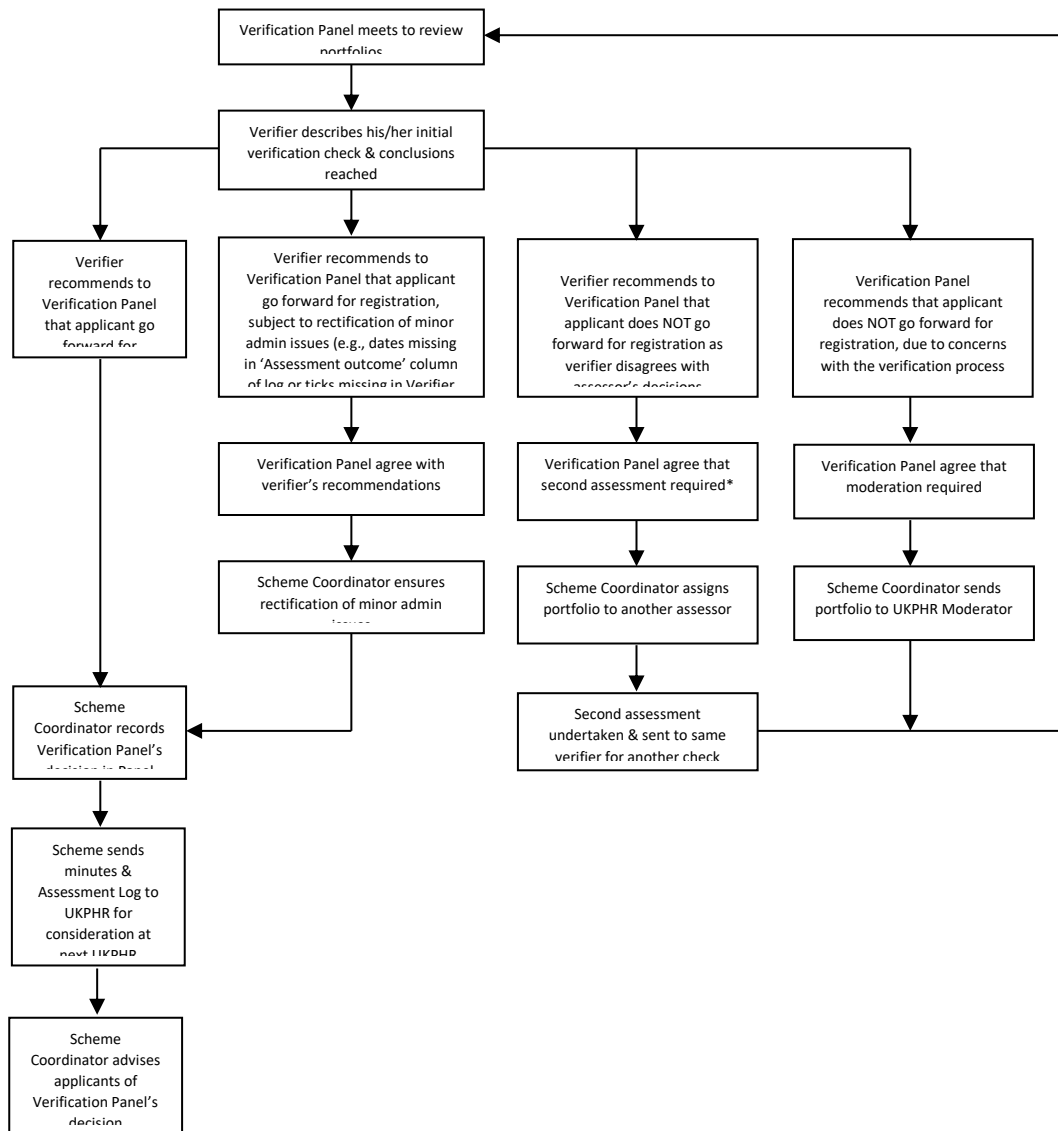
Process for moderation reports (please see below a process map):

1. Moderation report is requested by scheme, verification panel or initiated by moderator. At this point the moderator and scheme coordinator discuss and agree what the scope of the moderation should be i.e., specific standards, an audit of randomly selected standards or full moderation of one or more commentary.
2. Scheme coordinator highlights any concerns and provides access to the practitioner's full set of evidence and assessment log in paper or electronic form, or via the e-portfolio. The moderator signals timescale for the compilation of a draft report. **It is strongly recommended that the assessment is not made available to the practitioner prior to moderation.**
3. The moderator completes the report and sends to the scheme coordinator, who shares the report with the assessor. This sometimes needs sensitive handling by the scheme coordinator, but the emphasis is on stressing to the assessor this is a QA activity to enhance learning and improve and standardise assessment practice.
4. Assessor reflects on initial assessment outcome and completes or amends initial assessment.
5. The learning points are fed into assessor development/refresh sessions, verification panels and the schemes usual communication channels.



Annex 9:

Verification panel decision tree



The Moderator is able to ask the UKPHR Registrar to consider objections to an application for registration before the application is considered by the Registration Approvals Committee, in the case that UKPHR guidance has not been followed or the Moderator otherwise has a concern.

**See Annex 9*

Annex 10:

Guidance on second assessment, following decision by Verification Panel

The second assessor should undertake their assessment independently, i.e., “blind” without sight of the first assessment. They should then discuss their views with the first assessor, with the objective of reaching a single, shared assessment written up within a single assessment log.

Double assessment has been used successfully by the UKPHR for specialist assessment for many years and contributes to assessor learning and development as well as to the rigour and consistency of the assessment process.

An updated reference or testimonial will be required if further evidence and/ or an additional commentaries are submitted following a Verification Panel recommendation.

Guidance on the subsequent steps to be followed:

- If the second assessor cannot reach agreement with the first assessor (this could include an inability to meet), point moderation will take place (the scheme coordinator should contact a UKPHR Moderator).
- If the second, joint assessment concludes that further evidence is required on a standard, the applicant will then be given the opportunity to clarify or resubmit evidence as necessary; the feedback to the applicant should be given by the first assessor in normal circumstances. The first assessor should consider clarified or resubmitted evidence, with the second assessor being available for discussion of this new evidence.
- The first assessor should complete the assessment log for final sign-off. If the first assessor is not available to do this, the second assessor should complete this.
- The same verifier should consider the second assessment. If this is not possible it can be considered by another verifier, and then considered at the next Verification Panel meeting.
- If having considered the second assessment, the verifier remains concerned, point moderation should take place before the portfolio is considered again at a Verification Panel meeting. The scheme coordinator should contact a UKPHR Moderator to arrange this.

The UKPHR policy Practitioner registration scheme request for review of verification panel decision policy June 2023 can be accessed at [Practitioner-registration-scheme-request-for-review-of-verification-panel-decision-policy-June-2023.pdf \(ukphr.org\)](https://www.ukphr.org/policy-june-2023.pdf)

Annex 11:

12 Essentials of Practitioner Registration

1. Knowledge, understanding and application: For every standard, knowledge, understanding and application must be demonstrated.
2. Evidence of knowledge: The level of knowledge required is broadly equivalent to first degree, but need not be acquired through formal study.
3. Level of practice: The evidence should demonstrate that the practitioner works autonomously and makes judgements in a managed context; their role must be clear. The evidence need not be complex and the practitioner need not lead service delivery.
4. Commentaries: The commentary should make clear what and how evidence relates to each standard, describe the practitioner's own role, and demonstrate reflective practice. .
5. Three or more commentaries: The completed portfolio must include at least 3 discrete pieces of work, each described by a commentary..
6. Completion of assessment log: List evidence, with titles and dates, in the assessment log column "applicant evidence" ; only evidence entered against standard on the log is assessed.
7. Currency of evidence: At least half numerically of the items of evidence submitted should be from within 5 years of the date of application for registration to the UKPHR; the 50% rule.
8. Amount/relevance of evidence: The minimum amount of relevant evidence for each standard should be used ; signpost clearly.
9. Clarification: The assessor believes the practitioner has or could provide evidence to meet the standard, but requires more detail e.g. course content or role of practitioner; use same work i.e. same commentary.
10. Resubmission: The assessor considers the evidence is inadequate to meet the standard and new evidence is required; use different work i.e. different commentary..
11. Assessor comments: The reasons for decisions must be clear; avoid coaching, state the problem, not the solution.
12. Communication: this should be via the assessment log ; a submission timeline should be agreed and delays notified by email or messaging on e-portfolio The page numbers refer to the applicant section of the UKPHR Guidance for Applicants, Assessors and Verifiers, which contains information on all aspects of the registration process.

Applicants are strongly encouraged to familiarise themselves with the Faculty of Public Health Good Public Health Practice (2024) and the UKPHR's Guide to Good Public Health Practice (2024).

[UKPHR-User-guide-to-GPHP-FINAL.pdf](#)



Annex 12A: Observation template

Can be used by a colleague when observing a specific event and used as supporting evidence relating to a specific standard.

Applicant name	
Assessor	
Date of Assessment	
Standard Claimed	

To be completed by the applicant	
Event being observed and date	
Applicant Evaluation	
What were the aims and objectives of the session /workshop / meeting / presentation?	
What went well?	
What would I have done differently?	
Summary of key learning points	

Actions/ future development needs planned as a result of this learning	
Applicant signature	
To be completed by the Observer	
	Observer comments
Planning and structure of the session	
Gives appropriate and accurate public health information and advice	
Range of communication techniques used appropriately for the audience	
Acts professionally and ethically	
Other comments	
Recommendation	
Assessor's signature and date	

Annex 12B - Testimonial template to be used as supporting evidence relating to a specific standard.

Section 1 – Practitioner details

Title:	
Forename(s):	
Surname:	

Section 2 – Details and credentials of person providing testimonial

Title:	
Forename(s):	
Surname:	
Professional registration and number (if appropriate):	
Your current position, place of work and contact details:	
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 – The standard and the evidence provided by the practitioner

Standard:	<i>[Specific standard, using reference number and description]</i>
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Commentary:	<i>[Number and Title of Commentary in which standard is being claimed]</i>
Evidence:	<i>[Number and Title of Evidence, that you are authenticating, for standard being claimed – if applicable]</i>
Your statement about the accuracy of the evidence that the practitioner has provided and their role:	<i>[Provide a description of, and authenticate (by signing and dating), the accuracy of the practitioner's claim for this standard, and on what they base this claim e.g., by observation, discussion, receipt of a product from the work, appraisal or anything else they think is relevant]</i>
Signature to confirm information provided in this testimonial is accurate:	I, the undersigned, have seen the commentary and supporting evidence which has been submitted by the Practitioner relating to the standard. The information provided in this testimonial is accurate regarding the practitioners' role and I can confirm this is their work.
	<i>[Signature]</i>
	<i>[Date]</i>

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Updated September 2019



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Annex 12C - Testimonial template to be used for verification AND for application to register with UKPHR stages.

A general testimonial should be from someone who can comment on the quality of the evidence submitted for assessment and can confirm the demonstration of the standards, it is the practitioners own work, and they are practising autonomously.

Section 1 – Practitioner details

Title:	
Forename(s):	
Surname:	

Section 2 – Details and credentials of person providing testimonial

Title:	
Forename(s):	
Surname:	
Professional registration and number (if appropriate):	
Your current position, place of work and contact details:	
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 – Quality of evidence provided by the practitioner and declaration

Your statement about the accuracy of the evidence that the practitioner has provided and their role:	<i>[Comment on the quality of the evidence submitted for assessment; authenticating their role and that they are practising autonomously].</i>
Signature to confirm information provided in this testimonial is accurate:	I, the undersigned, have seen the commentaries (in person or an electronic copy) and the relevant documents which the practitioner has prepared and submitted by the Practitioner. The information provided in this testimonial is accurate regarding the practitioners' role and I can confirm this is their work. <i>[Signature]</i> <i>[If you are unable to provide a handwritten signature please also send an email to the Practitioner to confirm you are the author of this Testimonial, so that they can send this with their application to register with UKPHR]</i> <i>[Date]</i>



Annex 12D - Reference template - to be used for verification AND for application to register with UKPHR stages.

A reference should be from someone who knows you professionally, who can confirm that there is no professional, or fitness to practise, reason why you should not be included on the Register. The referee should be able to provide general comments about your ability as a public health practitioner.

Section 1 – Practitioner details

Title:	
Forename(s):	
Surname:	

Section 2 – Details and credentials of person providing reference

Title:	
Forename(s):	
Surname:	
Professional registration and number (if appropriate):	
Your current position, place of work and contact details:	
Your position and place of work when working with applicant relevant to information covered in this reference:	

Relationship to the applicant when working with them:	
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Section 3 – Reference

Please provide general comments about the practitioner's ability as a public health practitioner. [] [SEP]	
Please confirm that you have certified the applicants' certificates and/or evidence of name change (in person/virtually):	
Signature to confirm information provided in this reference is accurate:	I, the undersigned, can confirm that there is no professional, or fitness to practise, reason why this practitioner should not be included on the Register. The information provided in this reference is accurate. [Signature] <i>[If you are unable to provide a handwritten signature please also send an email to the Practitioner to confirm you are the author of this Reference, so that they can send this with their application to register with UKPHR]</i> [Date]

UKPHR FINAL
March 2022

Annex 13: UKPHR Reasonable Adjustments for Neurodiverse Applicants and Applicants with Executive Functioning Differences.

Structured Support Strategies for Registration

Introduction

The UK Public Health Register (UKPHR) acknowledges that some prospective applicants may be neurodivergent and/or experience executive functioning differences. In recognition of this, the UKPHR seeks to provide supportive adjustments to facilitate a more inclusive process to assist applicants in progressing towards Practitioner registration.

The main conditions which come under the neurodivergent umbrella are ADHD, Autism, Dyscalculia, Dysgraphia, Dyslexia and Dyspraxia.

Developing a more neuro-inclusive approach within the UKPHR process is essential. This means allowing flexible timelines, providing guidance for structuring submissions, supporting external validation, and guaranteeing transparent, constructive feedback. The UKPHR views this not only as a legal responsibility but also as an opportunity to create the most inclusive experience possible. Similarly, UKPHR respects confidentiality and participants' rights not to share personal details such as diagnoses throughout its processes.

This appendix is designed to offer guidance and support to Scheme Coordinators, Employers who are supporting applicants as they consider registration, Applicants themselves, and Assessors involved in the process.

Scheme Coordinators

Time Extensions

Applicants should contact UKPHR at register@ukphr.org if they wish to request an extension. Requests will be considered by the Registrar on a case-by-case basis, taking into account the circumstances presented. Extensions may apply to the overall registration process as well as to clarification or resubmission stages, where appropriate.

Mentor Support

Mentor support should be made available to applicants by either the Scheme Coordinator or the Employer. This support can be provided in the following ways:

- Assisting applicants in the initial stages, including identifying key pieces of work, mapping their work against relevant standards, and managing the sequence of submissions.

- Establishing regular check-in points to ensure that applicants maintain the currency of their evidence (in line with the 50% rule) and continue making progress towards their long-term registration goals.
- Supporting applicants in the consistent use of the e-portfolio system, ensuring correct labelling, and providing access to available templates for commentaries (in Scotland the Scottish Team channel system)
- Ensuring that applicants submit commentaries in sequence, enabling them to receive timely feedback. This supports the refinement of both structure and narrative flow and encourages applicants to reflect on and respond to feedback received.

Scheme Coordinators should also facilitate applicants' access to scheme-specific development sessions. This includes support and guidance to participate in:

- Peer support sessions and structured peer support networks,
- Professional development sessions organised by the Scheme Coordinator.

Assessors

- Assessors, following the relevant guidance, should provide feedback that is clearly structured. Feedback should address the applicant's Knowledge, Understanding, and Application, as well as highlight any areas requiring clarification. This targeted feedback allows applicants to make precise edits and address any issues effectively.
- Assessors should remind applicants to clearly identify changes made during clarification stages, for example, by using a different text colour or strike-through. This practice provides an external audit trail and ensures transparency.
- If the Assessor has concerns about the organisation of the commentary / portfolio and believes the applicant might benefit from additional support they should discuss with the scheme coordinator in the first instance.
- Assessor should remember that the goal is assessing public health competency regardless of neurodivergent traits.

Applicants

- Applicants are encouraged to use grammar and spell check tools, speech to text and transcription tools etc, in line with the guidance on permitted AI tools.
- Applicants who find it challenging to accurately self-assess their own work may, in addition to submitting evidence in the required format, provide a testimonial for external corroboration if necessary.
- Applicants should make use of templates provided by their Schemes.
- Applicants are encouraged to engage in structured support or peer support sessions offered by Schemes.
- Participation in learning and training sessions provided by Schemes is also encouraged.
- Applicants may benefit from external neurodiversity-focused one-to-one coaching, which is available through programmes such as Access to Work.

Other relevant policies which may also be read in consideration with this Guidance note include

- UKPHR Reasonable Adjustments Policy June 2022 : [Reasonable-Adjustments-Policy-final.pdf](#)
- UKPHR Extenuating Circumstances 2024 [Extenuating-Circumstances-Policy-and-Procedure-updated-2024.pdf](#)

Thanks are due to Laura McBurnie NHS Greater Glasgow and Clyde who has provided substantial support in preparing this Annex . Her paper, which explains the rationale behind these recommendations, is available on request.