British Association for Sexual Health and HIV (BASHH)

STIF Intermediate Competency

Competency-based training and assessment for providing sexual health care
Including academic accreditation at level 7 from University of Greenwich

Trainee Guide

For trainees registered on and after 7 September 2015

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**Introduction, background and history**

**In a nutshell:**

The STIF Intermediate Competency Programme is a nationally recognised training and assessment qualification in sexual health for doctors, nurses and midwives working in primary and secondary care. It was developed and is now administered by the ‘British Association of Sexual health and HIV’ (BASHH) through its educational arm, the ‘Sexually Transmitted Infections Foundation’ (STIF) and is just one component of a wider education portfolio. The STIF Intermediate Competency Programme involves clinical attachments during which time a trainee is observed working with patients, receives training and is assessed in practice. With the addition of a written assessment, this course has been accredited to provide university credits that are transferable to Master’s or Bachelor’s degrees.

**The purpose of this document**

This document aims to give a comprehensive overview of the STIF Intermediate Competency Programme, including education and assessment methods, providing guidance for participants.

**Potential areas of confusion**

There are two main potential areas of confusion. The first is the relationship of the STIF Intermediate Competency Programme to the wider collection of BASHH training, many of which sound rather similar. The diagram below provides a summary of how these courses fit together.

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**Diagram 1:** eHIV-STI is a web-based resource that underpins all BASHH training programmes. It was developed by BASHH in partnership with ‘e-learning for Healthcare’.
The second potential area of confusion is that there are two choices within the STIF/Intermediate Competency programme which include:

**Choice one: STIF/Intermediate Competency EXCLUDING university credits**
Participants can use STIF Intermediate Competency simply as a work-based assessment. These participants will follow the process as described on the STIF website including arranging a clinical placement during which they are trained and assessed. They will receive a certificate through BASHH following successful completion.

**Choice two: STIF/Intermediate Competency INCLUDING academic credits at Level 7**
Participants may register for university credits, accredited through the University of Greenwich, and transferrable to other courses. “Level 7” relates to a Master’s standard degree. In addition to the workplace assessment and training, participants will be required to complete a reflective essay (2,500 words). More details are included in the assessment section of this Guide.

**Background and history**

The English National Sexual Health Strategy (Department of Health (DH), 2001) highlighted the importance of increasing the access to Sexual Health care services and shifting more routine care into the community setting, defining different levels of service provision:

- Level 1: Basic Level that might be delivered in General Practice, some community pharmacies and elsewhere
- Level 2: More advanced sexual health investigations and interventions, e.g. specialised general practices, family planning clinics
- Level 3: Specialist sexual health care, providing clinical governance and support

Within the context of an increasing emphasis on competency based curricula and workplace based assessment within medical education, the DH developed an “assessment toolkit” (Department of Health UK, 2006) for providing more specialised sexually transmitted infection services within primary care. This toolkit was based around a portfolio of workplace-based assessments, utilising a tool modified from the validated and widely utilised Mini-CEX (Mini-Clinical Exercise) assessment instrument (Norcini, Blank, Arnold, & Kimball, 1995; Norcini, Blank, Duffy, & Fortna, 2003).

The toolkit was adapted and built into a formal reproducible workplace-based clinical training programme that underwent in-depth evaluation. A description of this evaluation has been published in a fully indexed peer reviewed journal (Hutchinson, Evans, Sutcliffe, et al, 2012). This provided the framework for the STIF/Intermediate Competency Programme.

The STIF/Intermediate Competency Programme builds on the highly successful two day STIF Foundation Theory Course which has been delivered by BASHH since 2002. Since 2010 the Course has consisted of e-Learning sessions followed by a STIF Core and a STIF Plus day. This uses a hub and spoke model with central administration including provision of course materials and quality assurance, with delivery of the course around the country, facilitated by local experts. The STIF Core and Plus Courses act as an introduction to the theoretical knowledge and attitudes required for day to day sexual health care, and provides a very basic introduction to some of the skills required,
taught in interactive workshops. It does not provide an individual assessment of competence which was the purpose of developing the STIF Intermediate Competency Programme. The flow chart in Diagram 1 (above) helps to indicate where the Programme fits into the BASHH-STIF education portfolio.

Appendix A defines all the abbreviations and terminology specific to this document.
The STIF Intermediate Competency course team

The STIF Intermediate Competency team is very approachable and welcomes feedback about your training experience. Please ensure to complete and submit the Evaluation Form when you have finished your training.

The Core team of the STIF Competencies Working group comprises:

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashini Fox</td>
<td><a href="mailto:Ashini.fox@nuh.nhs.uk">Ashini.fox@nuh.nhs.uk</a></td>
<td>Chair, STIF Competency Group, STIF Intermediate Core Course team member, Consultant GUM, educationalist, a named STIF Competency clinical trainer</td>
</tr>
<tr>
<td>Sue Bird</td>
<td><a href="mailto:stif@suebird.biz">stif@suebird.biz</a></td>
<td>STIF Foundation and Competency Programme administrator</td>
</tr>
<tr>
<td>Matthew Grundy-Bowers</td>
<td><a href="mailto:Matthew.GrundyBowers@imperial.nhs.uk">Matthew.GrundyBowers@imperial.nhs.uk</a></td>
<td>STIF Intermediate Core Course team member, Nurse Consultant in GUM, STIF Competency clinical trainer</td>
</tr>
<tr>
<td>Miranda King</td>
<td><a href="mailto:Miranda.King@dchft.nhs.uk">Miranda.King@dchft.nhs.uk</a></td>
<td>STIF Intermediate Core Course team member, Nurse Consultant in GUM, STIF Competency clinical trainer</td>
</tr>
<tr>
<td>Rona MacDonald</td>
<td><a href="mailto:Rona.Macdonald@glos-care.nhs.uk">Rona.Macdonald@glos-care.nhs.uk</a></td>
<td>STIF Intermediate Core Course team member, Consultant GUM, STIF Competency clinical trainer</td>
</tr>
<tr>
<td>Colin Roberts</td>
<td><a href="mailto:colin.roberts@nhs.net">colin.roberts@nhs.net</a></td>
<td>STIF Intermediate Core Course team member, BASHH Board Nurse Representative, Advanced Nurse Practitioner – Sexual &amp; Reproductive Health</td>
</tr>
<tr>
<td>Jonathan Roberts</td>
<td><a href="mailto:Jonathan.Roberts5@wales.nhs.uk">Jonathan.Roberts5@wales.nhs.uk</a></td>
<td>STIF Intermediate Core Course team member, Sexual Health Advisor</td>
</tr>
<tr>
<td>Nick Theobald</td>
<td><a href="mailto:nick@nicktheobald.uk">nick@nicktheobald.uk</a></td>
<td>STIF Intermediate Core Course team member, STIF Executive</td>
</tr>
</tbody>
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Registration Costs

**STIF Intermediate Competency EXCLUDING academic credits**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Non BASHH member</td>
<td>£220 + VAT</td>
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<tr>
<td>BASHH member</td>
<td>£170 + VAT</td>
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**STIF Intermediate Competency INCLUDING academic credits**

<table>
<thead>
<tr>
<th>Type</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non BASHH member</td>
<td>£550 plus VAT</td>
</tr>
<tr>
<td>BASHH member</td>
<td>£450 plus VAT</td>
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For external trainees the training organisation may levy additional charges to reflect reduction in clinical activity and/or the need to increase staff resources.
**STIF Intermediate Competency Programme specification**

### Outcomes

On successful completion of the training the student will be able to:

- Assess and appraise a patient through history, examination and special investigations, to compile a working diagnosis.
- Compare, evaluate and apply local and national guidelines to appropriately manage a patient within a level 2 or 3 sexual health service (England), including onward referral where appropriate.
- Demonstrate the consolidation and development of their knowledge and clinical competence to meet the needs of a diverse range of patients/clients.
- Critically reflect on their experience and demonstrate a commitment to ongoing learning and development (only applies to students following the academic accreditation pathway).

### Indicative content

Core competencies/knowledge:

1. Taking a sexual history
2. Offering screening for STIs including Chlamydia
3. Male and female examination
4. Diagnostic testing & interpretation
5. Management of female genital discharge
6. Management of genital warts
7. Offering advice on safer sex
8. Effective partner notification
9. HIV testing
10. Assessment and management of need for PEPSE (Post-exposure HIV prophylaxis following potential sexual exposure).
11. Safe Guarding Children
12. Female Genital Mutilation

Additional optional competencies based on workplace:

1. Management of male urethral discharge
2. Management of genital herpes infection

*The above additional competencies are mandatory for trainees following the academic accreditation pathway and wishing to undertake STIF Advanced Competency Training.*

Within each of the core competencies, a matrix of generic competencies are also assessed, examples include:

- Respect patient choice
- Respect patient confidentiality
- Take into account ethnic and sexuality issues
- Be aware of patient dignity and need for a chaperone
- Awareness, evaluation and application of national and local guidelines and policies.
Learning and Teaching Activities

STIF Intermediate Competency involves intensive and tailored one-to-one clinical training and assessment by GUM specialists and other suitably qualified clinicians within a GUM clinic setting. This is usually delivered on a part-time basis, depending on trainer and trainee preferences. It is not 'sitting in' with a trainer or 'doing clinics unsupervised' (i.e. the trainee should not be doing any unsupervised 'service' work during the sessions.)

Essentially each clinical encounter during the designated clinical sessions is used for either

- **Training** - in the early stages a trainee may observe the clinical trainer carrying out a consultation or be closely supervised carrying out a consultation
  or
- **Assessment** - the trainee carries out a consultation while being assessed by the clinical trainer using mini-Clinical Examination Exercise [mini-CEx] forms

The training allows trainees to take graded responsibility within a situated learning and legitimate peripheral participation model of learning (after Lave & Wenger, 1991). Scenario based Mini-CEx instruments are used to provide both assessment of competence and detailed structured formative feedback to the learners.

Learners will be required to prepare for the clinical sessions. Their prior experience will be assessed via a formal learning needs assessment. They will be expected to review national clinical guidelines (e.g. see www.bashh.org) and contrast these with local guidelines where appropriate, either before a session or in response to a learning gap identified within a session. Learners will be expected to reflect on cases, identify learning needs and develop action plans for ongoing development.

Participants are expected to complete a portfolio of Mini-CEX assessments during their workplace attachment, with a minimum requirement score for each competence.

Assessment (with university credits)

For those participants wishing to attain academic accreditation, the submission of a **2,500** word (Level 7) essay is also required. Both components must be passed separately and there is no cross compensation. An academic tutor will be provided to assist with the academic element of the STIF Intermediate programme.

The package of clinical and academic work must be completed within one calendar year of date of first assessment if you are undertaking the assessment and academic element in parallel.

University Academic credits award: Please note. You cannot undertake the academic element as a separate bolt on package having already attained a Certificate of STIF Intermediate Competency; you must register for the entire workplace-based assessment and the academic credit at the outset.

More detailed information about STIF Intermediate Competency with Academic Accreditation is in Part III of this Guide.
PART II:
Registering for STIF Intermediate Competency alone (EXCLUDING academic credits)

You can register to undertake the STIF Intermediate Competency Programme alone, excluding academic accreditation. You can download a registration form from the STIF Intermediate pages of the STIF website www.stif.org.uk. To register you will need to identify a Registered STIF Competency Clinical Trainer and approach to see if they are able to provide your STIF Intermediate Competency training. A list of trainers can be found on the STIF Web site: www.stif.org.uk.

Pre-requisites

It is strongly recommended that you will have completed the 1 day STIF Foundation Core course with e-learning (running from 2010 onwards), STIF Plus is also recommended. Other theory based STI courses may be considered by the individual clinical trainer for suitable equivalence to the STIF courses e.g. some University based courses and/or “course of five”.

STIF Intermediate Competency training: Notes for Trainees

Registration is effected when your registration fees are paid at which point you will be emailed a web link together with username and password. You can then access all the educational material and forms you need (listed below) on the STIF Intermediate Competency Trainee Log In section of the STIF website.

- Learning Needs Assessment Questionnaire
- STIF Intermediate Competency Trainee Guide
- E-learning for health (eLfH) registration information and sessions to be completed
- Mini CEx forms and sign-off forms for each of the Tasks to be assessed
- Confirmation of Competence Proforma
- Link to the Trainee on-line evaluation questionnaire
- Guidance on revalidation

Please note: accessing training material prior to your registration is prohibited.

E-learning

As well as the eLfH sessions recommended for the STIF Foundation theory course there are a number of additional sessions which are required. It is a good idea to have completed many of these before starting the training and it is required that they all sessions completed before you can be signed off as competent. There are also sessions hosted elsewhere within eLfH (safeguarding for example) and the FGM training and assessment is hosted by the Home Office. You will be required to show ALL your e-learning activity reports to your clinical trainer as proof that you have completed the sessions. It is strongly recommended that you print out your activity reports (or save as electronic pdf documents) as you finish each session and retain safely.
**Step 1: Setting up your training**

You will need to discuss with your line manager and your Registered STIF Competency Clinical Trainer precisely how your training will be organised. This may vary depending on your grade and experience. For example, if you are already experienced in GUM it may be possible to proceed straight to the assessment stage and complete this fairly quickly (4-5 clinical sessions). If you are new to GUM, STIFIntermediate Competency can be used to both train and assess you, although we suggest that nursing staff should have been in post for a minimum of 6 months before commencing.

**There is an upper limit of 18 months from date of first assessment to completion of the training and assessment programme.** If it is predicted that you will need more than this to complete the training and assessment, then it is probably too early for you to commence this training.

**Doctors:** you should plan and arrange times with your registered Clinical Trainer when she or he can assess you carrying out the tasks which need to be completed, using the mini-CEX forms. These can be added onto sessions when you are already being assessed for your core curriculum e.g. FY1 – ST2.

**External trainees:** Your trainer should arrange an honorary contract, Disclosure and Barring Service (previously Criminal Records Bureau) check and Occupational Health clearance for you as per their own Trust’s procedures.

**Step 2: Complete Learning Needs Assessment Questionnaire**

The questionnaire should be completed as accurately as possible and sent directly to your Registered Named Clinical Trainer. We suggest that you re-read the STIF Foundation Course manual (if you have done a STIF course) and familiarise yourself with the STIFIntermediate Competency training material. You are now ready to begin your training.

**Step 3: STIFIntermediate Competency training begins**

You can use each clinical encounter during the designated sessions for training (in the early stages you either observe your clinical trainer carrying out a consultation or are closely supervised carrying out a consultation yourself) or assessment (you carry out a consultation which your clinical trainer assesses using the mini-CEX forms; see Step 5 below on how to use these).

**External trainees:** It can take on average 10-12 four hour clinical sessions to complete the training. However because it is a competency-based training and assessment package it is dependent on your individual experience and skill so it may take fewer or up to 15 sessions to complete. If you are unable to be assessed as competent within 15 sessions it will not be possible to register you on the STIFIntermediate Competency database.

All the paperwork you need is available to download from the STIF web site using your user name and password provided on registration. There are seven sections covering the following areas:

- Female Sexual Health
- Heterosexual Male Sexual Health
- Men who have sex with men (MSM) Sexual Health
In each section there are a variable number of tasks to be assessed. For each task you need to complete a mini-CEx with your Registered STIF Competency Clinical Trainer or one of their designated colleagues. It will often be appropriate to do more than one mini-CEx per task, depending on the specific competency.

**Most of these assessments should be based on direct observation of your clinical practice. Case-based discussions should only be used to fill in the gaps, mainly to cover those areas which are knowledge-based and/or when a suitable patient is not available.**

**Step 4: How to use a mini-CEx form**

1. **Direct observation of clinical practice (Observed)**

   This is an observation of your encounter with a patient in a normal clinical environment. Each mini-CEx form is labelled as a ‘Task’ with a number and title (eg: Task 1.1: To raise or respond to sexual health issues in all women and/or offer Chlamydia screening to women under 25). Each task is made up of several items which should be scored individually. If it is not possible to assess all the items on the form by direct observation in a particular patient encounter, those omitted can be observed on another occasion or discussed after the patient has left.

   At the beginning your clinical trainer needs to ensure the patient knows that the assessment is happening. Your clinical trainer will then observe you carrying out the task in question and may also explore your knowledge by further questioning where appropriate.

   Using the nine-point scale for each item your clinical trainer will score your competency. The scale ranges from one (extremely poor) to 9 (extremely good). A score of 1-3 would be unsatisfactory, 4-6 satisfactory and 7-9 above expected for a trainee at your particular stage of training and level of experience.

   If you require more detailed guidance on what you need to do to achieve a particular score, please refer to ‘Marking Criteria for Mini Clinical Exercises’ (Appendix B) which define what is expected for each score.

   At the end of the assessment, your clinical trainer should ensure they have circled the scores on the form for each item they have assessed and then indicate how they rate your competency overall by circling either ‘UNSATISFACTORY’, ‘SATISFACTORY’ or ‘ABOVE EXPECTED’ which is found towards the bottom of the form. It is possible for your trainer to score you as ‘SATISFACTORY’ OR ‘ABOVE EXPECTED’ overall if it has not been possible to assess you on one or two of the items on a particular mini-CEx at that time. However, if your trainer scores you as ‘UNSATISFACTORY’ on any of the items you cannot be scored as ‘SATISFACTORY’ OR ‘ABOVE EXPECTED’ overall.
The column on the far right needs to be completed to indicate how the item was assessed - direct observation of clinical practice (Observed), case-based discussion (CBD; see below) or not observed (n/o) if appropriate.

**N.B. STIF Intermediate Competency CEx forms (Tasks 5.1, 5.2 and 5.4)**

Audits of the CEx paperwork submitted by trainees undertaking STIF Intermediate Competency have revealed consistent errors with the following:

- **5.1 Vaginal Discharge**
- **5.2 Warts/Molluscum**
- **5.4 Male urethral discharge**

*Each* of the infections potentially responsible (listed in the tick boxes) should be assessed so each trainee should be completing five forms for 5.1, two forms for 5.2 and four for 5.4. The CEx forms for these areas of competence have been redesigned to make this clearer.

Your Registered STIF Competency Clinical Trainer should then give feedback to you and both of you should sign and date the form. Your clinical trainer may write any additional comments in the box on the back of the form, particularly where they have concerns about your competency.

You have only completed a task when all the items for that task have been completed to the level of ‘SATISFACTORY’ OR ‘ABOVE EXPECTED’. For most tasks, it is likely that the task will need to be performed several times, necessitating the completion or partial completion of more than one mini-CEx form for each task.

It is difficult to specify exactly how many mini-CEx forms need to be completed for each task but your Clinical Trainer needs to be happy that you are competent to do this task where you normally work or will be working in the future and you should feel confident that this is the case too.

2. **Case-based discussion (CBD)**

Some of the areas covered are knowledge-based and are not amenable to being assessed by direct observation of your clinical practice. In addition, suitable patients may not be available to assess all the other clinical tasks. *In these cases the items may be assessed using CBDs and this should be clearly indicated in the far right column on the mini-CEx form.*

Your clinical trainer should describe relevant scenarios for discussion and ask questions to ascertain your level of knowledge. They will then score you and complete the forms as described in the above section.

**Failing Mini CEx assessments**

Mini CEx is both an assessment and a training tool. Every trainee will fail some items on some of the forms; use this as a learning opportunity and be assessed again on the same topic. You will need to be signed off as competent on all the skills listed but you are very unlikely to be competent at each skill the first time that you perform it.
There is a maximum length of time that you can spend on undertaking the work-based clinical assessments. This has been set at 18 months. If you have not completed the required assessments within this timeframe without evidence of extenuating circumstances then you will have to reapply to undertake the qualification with a covering letter of support from a Registered STIF Competency Clinical Trainer. If the reason you have not been able to complete within the specified timeframe is out of your control because of difficulties accessing sessions with your clinical trainer, you will be required to provide a letter from your clinical trainer to substantiate your claim.

**Step 5: Completion of training**

Once you have completed all the tasks, please arrange a final meeting with your Registered STIF Competency Clinical Trainer to confirm this. This can be incorporated into the final training and assessment session.

At this meeting you will both need to fill in the seven sign-off sheets plus the section relating to the relevant e-Learning for Healthcare sessions. You need to provide your Registered STIF Competency Clinical Trainer with evidence of completion of the required e-learning. You can produce a single document listing the sessions completed on eHIV-STI – please refer to the E-learning for Healthcare guidance notes for more detailed information.

Now your Registered STIF Competency Clinical Trainer can complete the ‘Confirmation of Competence Proforma’ and return it to the STIF Administrator who will send you a Certificate of Competence and log you on the STIFIntermediate Competency database.

**Evaluation**

Please complete the Evaluation Questionnaire for Trainees (online). Your feedback is very important to us and is used to inform the updating of this module.

**Sign off documentation monitoring**

Please keep all your documentation safely for at least five years. We select trainees’ documentation at random for audit and quality assurance purposes. If selected you will be required to submit all your documentation (CEx forms, task sign off sheets and E-learning certificates/activity reports) in addition to the Confirmation of Competence form signed by your Registered STIF Competency Clinical Trainer.

**THE FUTURE: Revalidation for STIFIntermediate Competency**

Recertification for STIFIntermediate Competency follows a 5 yearly cycle and the evidence required and recommended continuing professional development (CPD) is outlined below. Holders of STIFIntermediate Competency certificates will be sent a reminder that revalidation renewal is due. This will be issued 12 months in advance of the deadline.

STIFIntermediate Competency Revalidation Applicants are asked to keep evidence required for revalidation in paper format until a process for storing and submitting electronic evidence of appropriate CPD has been established.
Application for Revalidation

The application form should be submitted to the STIF Competency Secretariat no more than 2 months prior to the revalidation date. Applications received more than 4 months after the revalidation date will not be considered.

Cost: Revalidation is free for BASHH members but costs £36 for non-BASHH members.

To download a revalidation application form and for more specific details about revalidation requirements please visit the STIF web site. www.stif.org.uk. Select STIFIntermediate for Trainees.
PART III: GUIDE TO ACADEMIC ACCREDITATION
Registration

It is now possible to undertake STIF Intermediate Competency Assessment INCLUDING academic accreditation from the University of Greenwich for 15 credits at Level 7.

Pre-requisites

The pre-requisites for applying for this module include those listed above in Part II and in addition you are required to have undertaken some academic study at Level 6 (to apply for credits at Level 7). You will undertake the STIF Intermediate Competency training and the academic element at the same time.

In terms of the practical elements of the training and assessment, the notes apply for trainees in the previous section (Part II) and outline the process and steps to follow.

Registering for STIF Intermediate Competency INCLUDING university credits

- You will need to identify a Registered STIF Competency Clinical Trainer to provide the training and assessment element. Trainers are listed on the STIF web site www.stif.org.uk. You can download a STIF Intermediate Competency registration form INCLUDING academic accreditation from www.stif.org.uk.

Evidence of previous academic study

You will need to indicate evidence of prior academic study on your registration form. For more detailed information about definitions of Levels of academic study please visit http://www.seec.org.uk/ and read the document ‘SEEC Credit Level Descriptors for Higher Education’.

Examples might include:

- Any formal Bachelor’s or Master’s Level learning (including modules)
- Significant involvement in the development of Guidelines/PGDs
- Authorship or significant contribution (co-authorship) to a paper or other peer reviewed publication

Note that many aspects of day to day work for a nurse in sexual/reproductive health who sees patients independently, monitors their own performance and learning needs and is committed to evidence based practice and CPD could be seen as consistent with level 6.
### Timescale for essay submission

The package of clinical and academic work must be completed within **one calendar year of date of first assessment if you are undertaking the workplace-based assessment and academic element.**

### Supervision

You will be assigned an Academic Tutor to act as a mentor during the development of your essay. We anticipate that you will have three principal points of contact with your Academic Tutor.

1. agreeing a title and rough brief
2. discussing an initial draft
3. final submission

These points of contact may take place in person, via telephone or via email, whichever is most convenient. As an adult learner it is the responsibility of the student to sustain contact with their named Academic Tutor and alert the Tutor if further support is required. The Academic Tutor role is to offer advice and support, not to critically review the essay before submission.

### Marking

The essay will be marked by your Academic Tutor and moderated by the academic team at the University of Greenwich who have the appropriate academic backgrounds and clinical experience in sexual health. Academic Tutors are led and managed by the STIF Competency Working Group. There are strict grading criteria for marking which is provided to both the trainees and essay markers. To ensure quality assurance the essay markers will be given detailed briefs around the grading criteria and scoring process and the essays will be monitored for plagiarism.

Please refer to **Appendix C** for essay marking criteria.
The essay

The purpose of the essay is to allow participants to demonstrate competence on the following learning outcomes:

**Level 7**

- Compare, evaluate and apply local and national guidelines to manage a patient appropriately within a level 2 or 3 sexual health service, including onward referral where appropriate
- Critically reflect on their experience and demonstrate a commitment to ongoing learning and development

**Essay Topic Guidance**

We envisage that the essay is likely to be linked in with an audit or service improvement activity in your place of work or, where that is not possible, perhaps in the location of your clinical placement. We are happy for you to propose your own essay title but please look at the learning objectives and the marking scheme to ensure that your essay title is suitable. You should discuss your proposed title with your Academic Tutor.

Please choose an essay that does not require ethical approval, and that follows local and national policies around information governance and patient confidentiality. We encourage participants to write an essay that will be useful to their practice or their place of work; it is perfectly acceptable to write an essay which might be submitted for publication, for example as an audit report. Your essay could form part of a larger piece of work, for example a literature review.

<table>
<thead>
<tr>
<th>Good titles</th>
<th>Wart management in South East Thames sexual health clinics, a review of the literature and a survey of current practice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Adverse events from wart treatments – changing policy to improve patient outcomes</td>
</tr>
<tr>
<td></td>
<td>An audit of partner notification for Gonorrhoea against BASH guidelines and a proposal for a change in local practice</td>
</tr>
</tbody>
</table>

| Poor title | A randomised controlled trial of three different treatments for warts | Would require ethics approval etc |


The essay structure

Required (i.e. you must do) format for the analytical essay (please use / adapt these headings)

Introduction to the topic / subject and the specific focus

Note: please choose only one main focus, not a whole theme. For example, “teenage pregnancy” is too broad for an assignment of this length. So you might wish to focus it down to “The school nurse’s role in helping prevent unplanned teenage conceptions in a rural high school”.

Rationale Give your reason(s) for choosing this particular topic and focus, and its relevance to you / your work. You might want to do this as a few bullet points giving about 4-5 reasons why you have chosen this subject and the particular, narrowed-down focus. Then expand each bullet point in some greater depth.

Setting the scene (main body of essay – part 1)

This section incorporates a literature review of directly relevant texts, studies or authors which clearly demonstrate your abilities to develop new knowledge of the chosen issue or subject, e.g. supplementing your own reflection or learning with the professional and academic works of others.

Implications for (your) practice development (main body of essay – part 2)

After setting the scene, i.e. contextualising your topic within important key works on the subject, draw out the implications this may have on or for (your) practice, e.g. identifying gaps in service provision; highlighting improvements or developments to practice; demonstrating models of good practice, etc.

Conclusion

This section should not introduce new themes, ideas or references. It should

(1) briefly sum up your findings above, by giving a concise overview of your chosen subject and how the literature you have used connects with it

(2) show how all of this relates to (your) practice development

References and presentation (not counted in the overall word count of the assignment)

References must follow the Harvard system. Presentation of the essay should follow the guidelines below.

(Short appendix / appendices if absolutely essential) (not counted in the overall word count of the assignment)

The essay presentation

Presentation of your written work is important. It is therefore essential that you adhere to the following requirements unless specifically issued with other instructions in the Course Handbook.

1. Your work must include a title page, containing the following information:
   - Your name
   - Title of the module: STIF Intermediate Competency academic
   - Year and month of submission
   - Assignment deadline date, name of your clinical tutor/marker
   - Your assignment length / word count (This includes all written text apart from figures and tables; bibliography; reference list; appendices & title page)
   - Page numbering should start on the title page in the format ‘Page 1 of 1’
   - Set up a header for each page with your full name followed by: STIF Intermediate Competency Academic
2. Your work **must** be:-
   - Word processed / typed
   - Size 12 font e.g. Times New Roman or Arial
   - Double line spaced
   - Page numbered from the title page in the format ‘Page 1 of 1’
   - Presented with your name on every page
   - Reference list – single line spacing
   - Appendices – single line spacing

“A brief guide to the Harvard system”, giving you plenty of examples on how to reference correctly, is found below.


---

**Essay submission process**

When finalised, the essay to be marked and supporting documentation listed below, should be submitted to the STIF Secretariat - STIF@suebird.biz, according to the presentation guidance above, under a covering email confirming

- Full name and correspondence postal address
- Daytime telephone number
- Email address to receive notifications

Supporting documentation to accompany essay submission:

- Your final signed off Mini CEx forms
- Signed off task sheets
- E learning sessions completion activity report downloaded from the elfh web site
- **STIFIntermediate Certificate of Competence**

The essay should have a covering page testifying that the work submitted is original. This page should be signed and dated by the trainee/student.

The essay is marked by the STIF Intermediate Academic Marker. The marked essay and documentation is then sent to the University of Greenwich Moderator to ensure that the marking awarded is just and fair and in accordance with the marking criteria.

The Moderator will then notify STIF Secretariat of the mark awarded. The candidate is notified of outcome and provided marking feedback, and Certificate, if successful.
When things go wrong: Academic misconduct

Academic misconduct is unacceptable. All essays will be monitored for plagiarism. Academic or professional misconduct will result in a fail and, if deemed a professionalism concern, will be reported to the relevant professional bodies.

Extenuating circumstances for essay submission deadline extension

The course team is keen to support those who have problems with health or other external circumstances. Please alert your Academic Tutor if you encounter problems which may cause you to request deadline extension. You need to discuss your circumstances with your Academic Tutor to ensure that they comply with the criteria for a deadline extension and if so you will be requested to make a formal written application to the STIF Competency Working Group setting out your case using the Extenuating Circumstances Form at Appendix D and providing a letter of support from your Academic Tutor and/or your Registered STIF Intermediate Competency Clinical Trainer. If approved, the deadline for submission can be extended up to a maximum of 6 weeks.

Please note that the STIF Competency Group will not consider any extenuating circumstances submitted after results are available.

Failing the essay

If you fail the essay you will be given one further attempt to re-submit the same piece of work following revisions based on the comments you received from your marker and the University moderator. Every reasonable effort will be made to help you to submit a piece of work that will pass. If you fail a second time and you still wish to apply for academic credits you will have to re-register and pay the academic study supplement again and submit an entirely new piece of academic work with the support of a different Academic Tutor.

Complaints and appeals

The STIF Competency Group is highly approachable and aims to support you. It must also, of course, ensure the rigour of the assessment and academic element. The Group will convene to hear formal complaints and appeals. If you wish to make a formal appeal, please in the first instance contact the STIF Competency secretariat, Sue Bird by email: stif@suebird.biz.
## Appendix A: Abbreviations and courses

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASHH</td>
<td>British Association for Sexual Health and HIV</td>
</tr>
<tr>
<td>STIF Foundation Theory Course</td>
<td>The Sexually Transmitted Infection Foundation Theory course – a longstanding course comprising two days of lectures, workshops and completion of e-learning sessions</td>
</tr>
<tr>
<td>STIF Core</td>
<td>Day 1 of the STIF Foundation Theory course, a prerequisite for undertaking the STIF Intermediate Competency programme</td>
</tr>
<tr>
<td>STIF Plus</td>
<td>An optional second day of the STIF course</td>
</tr>
<tr>
<td>STIF Fundamental</td>
<td>An entry level competency assessment for those providing a level 1 service (eg community pharmacists engaged in providing Chlamydia screening to asymptomatic patients)</td>
</tr>
<tr>
<td>STIF Intermediate Competency</td>
<td>The training and assessment programme as described in this Student Guide.</td>
</tr>
<tr>
<td>STIF Advanced Competency</td>
<td>A high level training and assessment programme for those who intend to lead a level 2 service</td>
</tr>
<tr>
<td>eHIV-STI</td>
<td>An extensive e-learning package covering theory around STIs and HIV care. A prerequisite of both the STIF Foundation course and the STIF Intermediate Competency programme.</td>
</tr>
<tr>
<td>Level 1:</td>
<td>Basic Level that might be delivered in General Practice, some community pharmacies and elsewhere</td>
</tr>
<tr>
<td>Level 2:</td>
<td>More advanced sexual health investigations and interventions, eg specialised general practices, family planning clinics</td>
</tr>
<tr>
<td>Level 3:</td>
<td>Specialist sexual health care, clinical governance etc</td>
</tr>
<tr>
<td>Mini-CEX</td>
<td>The mini-Clinical Evaluation eXercise, a widely used and evaluated competency assessment instrument in postgraduate medical education.</td>
</tr>
<tr>
<td>DH or DoH</td>
<td>Department of Health</td>
</tr>
</tbody>
</table>
**Appendix B: Guide for Mini-CEX marking**

**Grading Criteria (Level 7)**  
Marking Criteria for STIF Intermediate Mini Clinical Exercises

<table>
<thead>
<tr>
<th>Items within the domain of...</th>
<th>Extremely unsatisfactory performance 1</th>
<th>Very unsatisfactory performance 2</th>
<th>Unsatisfactory performance 3</th>
</tr>
</thead>
</table>
| **Knowledge and Reasoning**   | Poor / inaccurate knowledge or awareness of current debates & contemporary issues  
No awareness of reasons for action  
Unable to recognise limitations or to devise a plan for development | Very limited knowledge or awareness of current debates & contemporary issues  
Unable to discuss decisions or justify reasons for actions based on current evidence  
Unable to recognise limitations or to devise a plan for development | Limited knowledge or awareness of current debates & contemporary issues  
Limited ability to discuss decisions or justify reasons for actions based on current evidence  
Limited ability to recognise limitations & to devise a plan to develop practice |
| **Performance and Skills**    | Unsafe practice  
Unable to perform basic or complex skills without constant guidance.  
No awareness of priorities; unable to recognise need for referral | Unsafe practice  
Very limited acquisition of basic or complex skills; substantial guidance needed  
Very limited awareness of priorities in routine or complex situations; does not recognise need for referral | Unsafe practice  
Limited confidence & effectiveness in performance of basic skills; substantial support needed with complex skills.  
Limited awareness of priorities in routine & unexpected situations; unable able to initiate appropriate referrals |
| **Professional approach / behaviour** | Unable to interact appropriately with others.  
Approach & behaviour not appropriate for or adapted to the client &/or situation  
No awareness of impact of own actions &/or behaviour | Very limited ability to interact appropriately with others in routine or complex situations.  
Approach & behaviour not adapted to meet the needs of the client &/or situation.  
Minimal understanding of the impact of own actions &/or behaviour | Limited ability to interact appropriately with others in routine & complex situations.  
Approach & behaviour not adapted to meet the needs of the client &/or situation.  
Some understanding of the impact of own actions &/or behaviours |
<table>
<thead>
<tr>
<th><strong>Items within the domain of...</strong></th>
<th><strong>Satisfactory performance 4</strong></th>
<th><strong>Satisfactory/good performance 5</strong></th>
<th><strong>Good performance 6</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Reasoning</strong></td>
<td>Satisfactory knowledge &amp; critical awareness of current debates &amp; contemporary issues. Justifies decisions &amp; reasons for actions based on critical evaluation of a range of current evidence Recognises limitations; able to devise a realistic plan to enhance and develop practice</td>
<td>Satisfactory and sometimes good knowledge &amp; critical awareness of current debates &amp; contemporary issues. Justifies decisions &amp; reasons for actions based on critical evaluation of a range of current evidence Recognises limitations; able to devise a realistic plan to enhance and develop practice</td>
<td>Good knowledge &amp; critical awareness of current debates &amp; contemporary issues. Justifies decisions &amp; reasons for actions based on critical evaluation of a range of current evidence. Recognises limitations; able to devise &amp; begin to implement a realistic plan to enhance and develop practice.</td>
</tr>
<tr>
<td><strong>Performance and Skills</strong></td>
<td>Safe practice. Confident, effective autonomous performance of basic skills; accurate performance of complex skills with minimal assistance. Satisfactory awareness of priorities in routine &amp; complex situations; able to initiate appropriate referrals.</td>
<td>Safe practice. Confident, effective autonomous performance of basic skills; accurate performance of complex skills with minimal assistance. Good awareness of priorities in routine &amp; complex situations; able to initiate appropriate referrals.</td>
<td>Safe practice. Confident, effective autonomous performance of basic skills; accurate performance of complex skills. Good awareness of priorities in routine &amp; complex situations; able to undertake appropriate referrals.</td>
</tr>
<tr>
<td><strong>Professional approach / behaviour</strong></td>
<td>Interacts appropriately with others in routine &amp; complex situations. Approach &amp; behaviour adapted to meet the needs of the client &amp;/or situation. Appropriate insight &amp; awareness of the impact of own actions &amp;/or behaviours.</td>
<td>Interacts appropriately with others, sometimes very effectively, in routine &amp; complex situations. Approach &amp; behaviour adapted to meet the needs of the client &amp;/or situation. Good insight &amp; awareness of the impact of own actions &amp;/or behaviours.</td>
<td>Interacts effectively with others in routine &amp; complex situations. Approach &amp; behaviour adapted to meet the needs of the client &amp;/or situation. Good insight &amp; awareness of the impact of own actions &amp;/or behaviours.</td>
</tr>
<tr>
<td>Items within the domain of...</td>
<td>Very good Performance 7</td>
<td>Excellent Performance 8</td>
<td>Outstanding Performance 9</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>Knowledge and Reasoning</td>
<td>Very good knowledge &amp; critical awareness of current debates &amp; contemporary issues.</td>
<td>Excellent knowledge &amp; critical awareness of current debates &amp; contemporary issues.</td>
<td>Outstanding level of knowledge &amp; awareness of evidence base, current debates &amp; contemporary issues.</td>
</tr>
<tr>
<td></td>
<td>Recognises limitations; able to devise &amp; implement a realistic plan to enhance and develop practice.</td>
<td>Recognises limitations; able to devise &amp; implement a realistic plan to enhance and develop practice.</td>
<td>Recognises limitations; able to devise &amp; implement a comprehensive plan to enhance and develop practice.</td>
</tr>
<tr>
<td>Performance and Skills</td>
<td>Safe practice. Confident, effective autonomous performance of basic &amp; complex skills. Very good awareness of priorities in routine &amp; complex situations; able to undertake appropriate referrals.</td>
<td>Safe practice. Confident, effective autonomous performance of basic &amp; complex skills. Excellent awareness of priorities in routine &amp; complex situations; able to undertake appropriate referrals.</td>
<td>Safe practice. Confident, effective autonomous performance of basic &amp; complex skills. Outstanding awareness of priorities in routine &amp; very complex situations; able to undertake appropriate referrals.</td>
</tr>
<tr>
<td>Professional approach / behaviour</td>
<td>Interacts effectively with others in routine &amp; complex situations. Approach &amp; behaviour modified to actively meet the needs of the client &amp;/or situation. Very good insight &amp; awareness of the impact of own actions &amp;/or behaviours.</td>
<td>Interacts effectively with others in routine &amp; complex situations. Approach &amp; behaviour modified to actively meet the needs of the client &amp;/or situation. Excellent insight &amp; awareness of the impact of own actions &amp;/or behaviours.</td>
<td>Interacts highly effectively with others in routine &amp; very complex situations. Approach &amp; behaviour modified to actively meet the needs of the client &amp;/or situation. Outstanding insight &amp; awareness of the impact of own actions &amp;/or behaviours.</td>
</tr>
</tbody>
</table>
## Appendix C: Essay Marking schemes

### Grading Criteria (Level 7)

#### Essay Marking schemes

<table>
<thead>
<tr>
<th>Grade Banding</th>
<th>Coverage of Learning Outcomes</th>
<th>Knowledge and Scholarship</th>
<th>Integration of Evidence</th>
<th>Critical understanding and critical judgement</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>80-100</strong></td>
<td>Comprehensive coverage of the assessment specification. Appropriate allocation of word allowance to all outcomes</td>
<td>Outstanding knowledge and expertise which is exemplary within sexual health demonstrating conceptual understanding and critical insight in the interpretation of current knowledge of sexual health.</td>
<td>The content is informed by a comprehensive evaluation of evidence from which meanings can be deconstructed to synthesise abstract principles and inform current and future practice within sexual health.</td>
<td>A systematic approach to critical judgement based on exemplary understanding and awareness of current debates and contemporary issues within sexual health. Evidence of self-direction and originality in tackling and solving problems demonstrated through critical reflective thinking.</td>
<td>Eloquent communication and exceptional capacity to structure work systematically and demonstrates an outstanding level of literacy, clarity of expression within expected conventions. The work would merit potential publication in a refereed sexual health/public health journal.</td>
</tr>
<tr>
<td><strong>70-79</strong></td>
<td>Extensive coverage of assessment specification.</td>
<td>Excellent knowledge and expertise which is exceptional within sexual health demonstrating conceptual understanding and critical insight in the interpretation of knowledge.</td>
<td>The content is informed by an extensive evaluation of evidence from which meanings can be deconstructed to synthesise abstract principles to inform current and future practice.</td>
<td>A systematic approach to critical judgement based on an exceptional understanding and awareness of current debates and contemporary issues within sexual health. Evidence of self-direction and originality in tackling and solving problems demonstrated through critical reflective thinking.</td>
<td>Eloquent communication and excellent capacity to structure work systematically and demonstrates a high level of literacy, clarity of expression within expected conventions. The work would merit potential publication in a refereed journal related to sexual health.</td>
</tr>
<tr>
<td>Score</td>
<td>Substantial coverage of assessment specification</td>
<td>Detailed coverage of assessment specification</td>
<td>Insufficient coverage of assessment specification</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>60-69</td>
<td>Very good knowledge and expertise which is applied to sexual health demonstrating conceptual understanding and critical insight in the interpretation of knowledge.</td>
<td>The content is informed by substantial evaluation of evidence from which meanings can be deconstructed to synthesise abstract principles to inform current and future practice within sexual health.</td>
<td>A descriptive approach with elements of critical judgement but little understanding and awareness of current debates and contemporary issues within sexual health. Evidence of some self-direction in tackling and solving problems with some evidence of reflection.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A systematic approach to critical judgement based on a sound understanding and awareness of current debates and contemporary issues within sexual health. Evidence of self-direction and innovation in tackling and solving problems demonstrated through critical reflective thinking.</td>
<td>Fluent communication and capacity to structure work systematically and demonstrates a very good level of literacy, clarity of expression within expected conventions. The work could be developed in order to merit potential publication in a refereed journal related to sexual health.</td>
<td>Reasonable communication and capacity to structure work with some fluency and coherence within expected conventions. The work requires substantial development in order to merit potential publication in a refereed journal related to sexual health.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>50-59</td>
<td>Good knowledge and expertise which is applied to sexual health demonstrating understanding and insight in the interpretation of knowledge.</td>
<td>The content is informed by detailed evaluation of evidence from which meanings are underpinned by critical analysis and synthesis to inform current and future practice within sexual health.</td>
<td>A descriptive approach with elements of critical judgement but little understanding and awareness of current debates and contemporary issues within sexual health. Evidence of some self-direction in tackling and solving problems with some evidence of reflection.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A systematic approach to critical judgement based on understanding and awareness of current debates and contemporary issues within sexual health. Evidence of self-direction and some innovation in tackling and solving problems demonstrated through reflective thinking.</td>
<td>Fluent communication and capacity to structure work and demonstrates a good level of literacy, clarity of expression within expected conventions. The work requires further development in order to merit potential publication in a refereed journal related to sexual health.</td>
<td>Reasonable communication and capacity to structure work with some fluency and coherence within expected conventions. The work requires substantial development in order to merit potential publication in a refereed journal related to sexual health.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40-49</td>
<td>Some knowledge which is applied to sexual health and demonstrates some understanding in the interpretation of knowledge.</td>
<td>The content is informed by insufficient evaluation of evidence from which meanings are not underpinned by critical analysis to inform current and future practice within sexual health.</td>
<td>A descriptive approach with elements of critical judgement but little understanding and awareness of current debates and contemporary issues within sexual health. Evidence of some self-direction in tackling and solving problems with some evidence of reflection.</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>A descriptive approach with elements of critical judgement but little understanding and awareness of current debates and contemporary issues within sexual health. Evidence of some self-direction in tackling and solving problems with some evidence of reflection.</td>
<td>Reasonable communication and capacity to structure work with some fluency and coherence within expected conventions. The work requires substantial development in order to merit potential publication in a refereed journal related to sexual health.</td>
<td>Reasonable communication and capacity to structure work with some fluency and coherence within expected conventions. The work requires substantial development in order to merit potential publication in a refereed journal related to sexual health.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Range</td>
<td>Description</td>
<td>Objective Assessment</td>
<td>Critical Analysis</td>
<td>Reflection</td>
<td>Structure</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>----------------------</td>
<td>-------------------</td>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td>30-39</td>
<td>Limited coverage of assessment specification.</td>
<td>Limited knowledge which is applied to sexual health but demonstrates little understanding in the interpretation of knowledge.</td>
<td>The content is not informed by evaluation of evidence with little analysis to inform current and future practice within sexual health.</td>
<td>A descriptive approach with lack of critical judgement and little understanding and awareness of current debates and contemporary issues within sexual health. Limited evidence of self-direction in tackling and solving problems with little evidence of reflection.</td>
<td>Little capacity to structure work which requires proof reading with errors apparent within expected conventions. The work requires rewriting in order to reach a standard that would merit potential publication in a refereed journal related to sexual health.</td>
</tr>
<tr>
<td>0-29</td>
<td>Very limited coverage of assessment specification or Complete failure to meet the agreed assessment specification.</td>
<td>Very limited knowledge which demonstrates lack of understanding in application with regard to sexual health.</td>
<td>The content is not informed by evaluation of evidence with no analysis to inform current and future practice within sexual health.</td>
<td>A descriptive approach with no critical judgement and little understanding and awareness of current debates and contemporary issues within sexual health. Limited ability in tackling and solving problems with very limited reflection.</td>
<td>Unstructured work with arguments unsupported and communicated; little fluency; does not follow expected conventions; requires proof reading. The work is currently not of a standard that would merit potential publication in a refereed journal.</td>
</tr>
</tbody>
</table>

**Students will receive a zero mark when:**
- they do not submit on the required date and time
- they do not submit work in the required format
- they do not follow correct procedures
- there is evidence of unsafe practice

For work that is submitted late but submitted within 10 days of the submission date the student may submit extenuating circumstances. If extenuating circumstances are subsequently upheld the student will receive a mark. Students are encouraged to discuss extenuating circumstances as soon as issues present.

**Additionally, the following penalties will apply:**
- work that is in excess of 10% of the word limit will receive a maximum mark of 50%
- marks will be deducted for breaches of confidentiality or anonymity
- a significant breach may result in a fail grade
STIF COMPETENCY EXTENUATING CIRCUMSTANCES FORM
REQUEST FOR TRAINING OR ESSAY COMPLETION EXTENSION

1. Your details. Please ensure all sections are completed in full. Please print clearly

<table>
<thead>
<tr>
<th>DATE</th>
</tr>
</thead>
</table>
| Name of Competency Programme | STIF Intermediate/ STIF Integrated/ STIF Advanced
STIF Health Advising (delete as appropriate) |
| Full Name | 
| Contact Address | 
| Day time Telephone number | 
| Email Address | 
| Name of Trainer | 
| Trainer Email Address | 
| Date of registration | 
| Date of first assessment | 
| Due Completion date | 
| New deadline date requested | 

2. Summary of details of the extenuating circumstances
Please tick the box(es) that most accurately summarise your circumstances

<table>
<thead>
<tr>
<th>Accident</th>
<th>Medical</th>
<th>Change in working circumstances/ new post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Injury</td>
<td>Jury Service</td>
<td>Trainer left service</td>
</tr>
<tr>
<td>Bereavement</td>
<td></td>
<td>Other (specify)</td>
</tr>
</tbody>
</table>

3. Details of the extenuating circumstances
Please describe briefly the circumstances which have adversely affected your ability to complete your training and assessments within the prescribed time period:

Continue on a new page if required
4. **Documentary evidence:** Please tick the box(es) to show what form of evidence you have submitted with this form.

<table>
<thead>
<tr>
<th>Doctor’s certificate</th>
<th>Hospital Letter</th>
<th>Police Report</th>
<th>Trainer Letter</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other (please specify)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. **Other information:** Please give any other information that you think may be relevant continue on new page if required.

6. **Declaration to be signed by Trainee and countersigned by Registered STIF Competency Trainer**

   I declare that I have discussed my request for training extension deadline with my STIF Competency Clinical Trainer.

   I declare that the information given in this Extenuating Circumstances Form is that I would be willing, if required, to answer further questions related to it.

   **Name of Trainee:**

   Signed: ___________________________ DATE: __________

   **Name of Registered STIF Competency Clinical Trainer:**

   Signed: ___________________________ DATE: __________

   **PLEASE SEND TO:**
   STIF SECRETARIAT, PO BOX 77, EAST HORSLEY, KT24 5SN
   or
   PLEASE SCAN and EMAIL TO: STIF@suebird.biz
Appendix E: Equality and diversity

Inclusive education is an approach which recognises and values diversity so that the diverse learning needs and preferences of individual learners are identified and met. Inclusive education is an anticipatory approach which takes proactive steps to identifying and meeting the needs of learners, and anticipates those needs where possible. It also involves providing appropriate learning support so that all learners have the opportunity to maximise their learning outcomes. An inclusive approach to education means that each individual learner is valued and that they are treated with dignity and respect.

Taken from NHS Scotland [http://www.nes.scot.nhs.uk](http://www.nes.scot.nhs.uk)

The STIF Competency Group is committed to inclusive education. The STIF Intermediate Competency Programme allows for individualisation of training within the workplace.

All students have the following responsibilities to:

- Treat all members of the learning community with dignity and respect their rights and beliefs (including within the virtual learning environment)
- Challenge or report incidents of discrimination, harassment and bullying
- Respond positively and inclusively to individual differences

All staff have the above responsibilities and the following additional responsibilities to:

- Anticipate and respond positively to different needs and circumstances of members of the learning community
- Apply equality and diversity principles through everyday work activities
- Keep knowledge of equality and diversity policy up to date