## TABLE OF CONTENTS

**PART I:**  
*Introduction* ........................................................................................................................................ 2

The STIF Intermediate Competency course team .................................................................................. 3

STIF Intermediate Competency Programme learning outcomes .......................................................... 4

Learning and Teaching Activities ....................................................................................................... 5

**PART II:** ........................................................................................................................................... 6

Registering for STIF Intermediate Competency .................................................................................... 6

**Step 1:** Setting up your training ........................................................................................................ 7

**Step 2:** Complete Learning Needs Assessment Questionnaire ....................................................... 7

**Step 3:** STIF Intermediate Competency training begins .................................................................... 7

**Step 4:** How to use a mini-CEx form .................................................................................................. 8

**Step 5:** Completion of training ......................................................................................................... 10

**PART III:** ........................................................................................................................................... 11

**THE FUTURE:** Revalidation for STIF Intermediate Competency .......................................................... 11

**Appendix A:** Abbreviations and courses .......................................................................................... 12

**Appendix B:** Guide for Mini-CEX marking ....................................................................................... 13

**Appendix C:** STIF Competency Extenuating Circumstances Form .................................................. 16

**Appendix D:** Equality and diversity .................................................................................................. 18
**Introduction**

**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.

**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- STIF training, many of which sound rather similar. The diagram below provides a summary of how these courses fit together.

**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 STIF has developed a new Competency programme, **STIF INTEGRATED**. This is a clinical based competency to develop a comprehensive knowledge in contraception. **STIF INTEGRATED** can be undertaken following completion of the STIF Intermediate training or it can be undertaken in tandem. *Comprehensive information is provided on the STIF web site* [www.STIF.org.uk/stif_integrated](http://www.STIF.org.uk/stif_integrated)

The flow chart in Diagram 1 (above) helps to indicate where the STIF Competency 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 in your training materials on line when you have finished your training.

The Core team of the STIF Competencies STIF Intermediate Working group comprises:

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Matthew Grundy-Bowers</td>
<td><a href="mailto:Matthew.GrundyBowers@nhs.net">Matthew.GrundyBowers@nhs.net</a></td>
<td>Chair, Nurse Consultant in GUM, STIF Competency clinical trainer</td>
</tr>
<tr>
<td>Emma Collins</td>
<td><a href="mailto:emma.collins73@nhs.net">emma.collins73@nhs.net</a></td>
<td>STIF Advanced Lead, Nurse Consultant in GUM</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 Integrated Lead, Consultant GUM, STIF Competency clinical trainer</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 SHA Lead, Sexual Health Advisor</td>
</tr>
<tr>
<td>Marie Fuller</td>
<td></td>
<td>STIF Fundamental Lead, senior nurse, Military Advice and Sexual Health &amp; HIV Service</td>
</tr>
<tr>
<td>Naomi Goodhand</td>
<td><a href="mailto:Naomi.Goodhand@nhs.net">Naomi.Goodhand@nhs.net</a></td>
<td>STIF Intermediate Course lead, senior sexual health nurse, STIF Competency clinical trainer</td>
</tr>
<tr>
<td>Nick Theobald</td>
<td><a href="mailto:nick@nicktheobald.uk">nick@nicktheobald.uk</a></td>
<td>STIF Executive</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>
</tbody>
</table>

**Registration fees**

**STIF Intermediate Competency**

<table>
<thead>
<tr>
<th></th>
<th>Non BASHH member</th>
<th>BASHH member</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>£300 + VAT</td>
<td>£200 + VAT</td>
</tr>
</tbody>
</table>

For external trainees the training organisation may levy additional charges to reflect reduction in clinical activity and/or the need to increase staff resources.

**There is an upper limit of 12 months from date of first assessment to completion of the training and assessment programme.** A training extension request can be made using the extenuating circumstances form provided in the appendices.
STIF Intermediate Competency Programme learning outcomes

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 male urethral discharge
7. Management of genital warts
8. Management of urinary tract infections
9. Management of genital infestations
10. Screening and prevention of sexually acquired hepatitis
11. Offering advice on safer sex
12. Effective partner notification
13. HIV testing
14. Assessment and management of need for PEPSE (Post-exposure HIV prophylaxis following potential sexual exposure).
15. Safe Guarding Children
16. Female Genital Mutilation

Additional optional competency based on workplace:

1. Management of genital herpes infection

This additional competency is mandatory for trainees who may wish to undertake STIF Advanced Competency Training later.

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.

Please note:

*The trainee is responsible for downloading the appropriate training forms and making sure that they have the correct forms with them at training sessions.*

*The trainee is responsible for maintaining a record of all training sessions and final sign off documentation.*
**PART II:**

**Registering for STIF Intermediate Competency**

You can download a registration form from the STIF Intermediate pages of the STIF web site [www.stif.org.uk/stif_intermediate](http://www.stif.org.uk/stif_intermediate). 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/comp_trainers](http://www.stif.org.uk/comp_trainers).

**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 registration**

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 Form
- Link to the Trainee on-line evaluation questionnaire
- Guidance on revalidation
- Request for training time extension

**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 which 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, STIF Intermediate 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 12 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. A training extension request can be made using the extension request form provided in the trainee materials.

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. You are now ready to begin your training.

Step 3: STIF Intermediate 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 STIF Intermediate Competency database.

On registration you will be provided with a web link and password to download all your training paperwork and assessment forms. The sections covering the following areas:

- Female Sexual Health
- Heterosexual Male Sexual Health
- Men who have sex with men (MSM) Sexual Health
- Young People Sexual Health
- Managing specific Sexually Transmitted Infections
- Sexually acquired hepatitis
- Male and female Urinary Tract Infection management
- Genital Infestations
- Other tasks
- Knowledge Based Skills

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, 5.3, 5.4 and 5.5)**

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
5.3 Genital herpes
5.4 Male urethral discharge
5.5 Chlamydia trachomatis, gonorrhoea and trichomonas vaginalis.

*EACH of the infections potentially responsible (listed in the tick boxes) should be assessed so each trainee should be completing two forms for 5.1 and 5.2, one form for 5.3 and 5.4 and three forms for 5.5. 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 **12 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. This can be incorporated into the final training and assessment session.

At this meeting you will **both** need to fill in the 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 activity report 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 Form’ and return it to the STIF Administrator as shown on the bottom of the form. You will be sent a link to complete the on line evaluation survey. You will then be sent a Certificate of Competence and log you on the STIF Intermediate Competency database.

### Sign-off documentation monitoring

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 trainee is responsible for maintaining a record of all training sessions and final sign off documentation.

*Please keep all your documentation and certificate safely for at least five years.*
PART III: THE FUTURE: Revalidation for STIF Intermediate Competency

Recertification for STIF Intermediate Competency follows a 5 yearly cycle and the evidence required and recommended continuing professional development (CPD) is outlined on the STIF web site www.stif.org.uk

Holders of STIF Intermediate Competency certificates will be sent a reminder that revalidation renewal is due. This will be issued approximately 12 months in advance of the deadline.

Your certificate of competency will also state your revalidation deadline date. Please make a note of this deadline.

STIF Intermediate 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.

Revalidation Application Form

To download a revalidation application form and for more specific details about revalidation requirements please visit the STIF web site. http://www.stif.org.uk/stif_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 6 months after the revalidation date will not be considered.

Cost: Revalidation is free for BASHH members but costs £50 plus VAT (£60) for non-BASHH members.
### 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>STIFFundamental</td>
<td>An entry level competency assessment for those providing a level 1 service (e.g., 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 Trainee Guide.</td>
</tr>
<tr>
<td>STIFIntegrated Competency</td>
<td>A comprehensive training and assessment programme for those who wish to provide contraception.</td>
</tr>
<tr>
<td>STIFAdvanced 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, e.g., 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</th>
<th>Very unsatisfactory performance</th>
<th>Unsatisfactory performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge and Reasoning</strong></td>
<td>Poor / inaccurate knowledge or awareness of current debates &amp; contemporary issues</td>
<td>Very limited knowledge or awareness of current debates &amp; contemporary issues</td>
<td>Limited knowledge or awareness of current debates &amp; contemporary issues</td>
</tr>
<tr>
<td></td>
<td>No awareness of reasons for action</td>
<td>Unable to discuss decisions or justify reasons for actions based on current evidence</td>
<td>Limited ability to discuss decisions or justify reasons for actions based on current evidence</td>
</tr>
<tr>
<td></td>
<td>Unable to recognise limitations or to devise a plan for development</td>
<td>Unable to recognise limitations or to devise a plan for development</td>
<td>Limited ability to recognise limitations &amp; to devise a plan to develop practice</td>
</tr>
<tr>
<td><strong>Performance and Skills</strong></td>
<td>Unsafe practice</td>
<td>Unsafe practice</td>
<td>Unsafe practice</td>
</tr>
<tr>
<td></td>
<td>Unable to perform basic or complex skills without constant guidance.</td>
<td>Very limited acquisition of basic or complex skills; substantial guidance needed</td>
<td>Limited confidence &amp; effectiveness in performance of basic skills; substantial support needed with complex skills.</td>
</tr>
<tr>
<td></td>
<td>No awareness of priorities; unable to recognise need for referral</td>
<td>Very limited awareness of priorities in routine or complex situations; does not recognise need for referral</td>
<td>Limited awareness of priorities in routine &amp; unexpected situations; unable able to initiate appropriate referrals</td>
</tr>
<tr>
<td><strong>Professional approach / behaviour</strong></td>
<td>Unable to interact appropriately with others.</td>
<td>Very limited ability to interact appropriately with others in routine or complex situations. Approach &amp; behaviour not adapted to meet the needs of the client &amp;/or situation. Minimal understanding of the impact of own actions &amp;/or behaviour</td>
<td>Limited ability to interact appropriately with others in routine &amp; complex situations. Approach &amp; behaviour not adapted to meet the needs of the client &amp;/or situation. Some understanding of the impact of own actions &amp;/or behaviours</td>
</tr>
<tr>
<td></td>
<td>Approach &amp; behaviour not appropriate for or adapted to the client &amp;/or situation</td>
<td>Approach &amp; behaviour not adapted to meet the needs of the client &amp;/or situation</td>
<td>Approach &amp; behaviour not adapted to meet the needs of the client &amp;/or situation</td>
</tr>
<tr>
<td></td>
<td>No awareness of impact of own actions &amp;/or behaviour</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Items within the domain of...</td>
<td>Satisfactory performance 4</td>
<td>Satisfactory/good performance 5</td>
<td>Good performance 6</td>
</tr>
<tr>
<td>--------------------------------</td>
<td>---------------------------</td>
<td>-------------------------------</td>
<td>-------------------</td>
</tr>
<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. 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. Justifies decisions &amp; reasons for actions based on critical evaluation of a wide range of current evidence. Recognises limitations; able to devise &amp; implement a realistic plan to enhance and develop practice.</td>
<td>Excellent knowledge &amp; critical awareness of current debates &amp; contemporary issues. Justifies decisions &amp; reasons for actions based on critical evaluation of a wide range of current evidence. Recognises limitations; able to devise &amp; implement a realistic plan to enhance and develop practice.</td>
<td>Outstanding level of knowledge &amp; awareness of evidence base, current debates &amp; contemporary issues. Comprehensively justifies decisions &amp; reasons for actions based on critical evaluation of a wide range of current evidence. 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>
STIF COMPETENCY EXTENUATING CIRCUMSTANCES FORM
REQUEST FOR TRAINING EXTENSION

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

<table>
<thead>
<tr>
<th>DATE</th>
<th>Name of Competency Programme</th>
<th>STIF Intermediate/ STIF Integrated/ STIF Advanced</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full Name</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contact Address</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Day time Telephone number</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Email Address</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Name of Trainer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Trainer Email Address</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Date of registration</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Date of first assessment</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Due Completion date</td>
<td></td>
</tr>
<tr>
<td></td>
<td>New deadline date requested</td>
<td></td>
</tr>
</tbody>
</table>

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>Other <em>(please specify)</em></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 D: 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 trainees 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