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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 their 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

The STIF Intermediate Competency Programme combines workplace-based education and assessment with a written assignment to achieve university credits. This document aims to give a comprehensive overview of the Programme, including its 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.

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 three 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 without applying for university credits. These participants will follow the process as described on the BASHH website including registering with BASHH, 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 6**
Some participants may feel that, although they would like to gain university credits through the University of Greenwich which are transferrable to other courses for their work, they may not be ready for Master’s level study. For these participants there is the opportunity to apply for “Level 6”, which is graduate level, by completing the standard clinical attachment and completing an essay (2,000 words) and set at degree level.

**Choice three: STIF Intermediate Competency INCLUDING academic credits at Level 7**
Participants may choose to additionally 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 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 (DoH), 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 DoH 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\textit{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\textit{Intermediate} Competency Programme. The flow chart in Diagram 1 (above) helps to indicate where this Course fits into the portfolio of courses available from BASHH and Appendix A defines all the abbreviations and terminology specific to this document.
The course team

The STIF\textit{Intermediate} Competency course team has a reputation for being approachable and friendly.

The Core team of the STIF Competencies group comprises:

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Role and Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashini Fox</td>
<td><a href="mailto:ashinifox@hotmail.co.uk">ashinifox@hotmail.co.uk</a></td>
<td>Chair, STIF Competency Group, STIF\textit{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>Cordelia Chapman</td>
<td><a href="mailto:cordelia.chapman@rbch.nhs.uk">cordelia.chapman@rbch.nhs.uk</a></td>
<td>STIF\textit{Intermediate} Core Course team member, Consultant GUM, STIF Competency clinical trainer</td>
</tr>
<tr>
<td>Jane Hutchinson</td>
<td><a href="mailto:j.hutchinson@bartshealth.co.uk">j.hutchinson@bartshealth.co.uk</a></td>
<td>STIF\textit{Intermediate} Core Course team member, lead in STIF\textit{Intermediate} and STIF\textit{Advanced} Competencies, sexual health clinician</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\textit{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\textit{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\textit{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.Roberts@bsuh.nhs.uk">Jonathan.Roberts@bsuh.nhs.uk</a></td>
<td>STIF\textit{Intermediate} Core Course team member, Sexual Health Advisor</td>
</tr>
<tr>
<td>Nick Theobald</td>
<td><a href="mailto:theobaldn@gmail.com">theobaldn@gmail.com</a></td>
<td>STIF\textit{Intermediate} Core Course team member, STIF Executive</td>
</tr>
</tbody>
</table>

The course Costs

STIF\textit{Intermediate} Competency EXCLUDING academic credits

- Non BASHH member: £200 + VAT (£240)
- BASHH member: £150 + VAT (£180)

Academic credit application only, following certification of competency: £210 (VAT n/a)

STIF\textit{Intermediate} Competency INCLUDING academic credits

- Non BASHH member: £450
- BASHH member: £390
STIF Intermediate Competency Programme specification

Outcomes

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

Level 6

- Assess and appraise a patient through history, examination and special investigations, to compile a working diagnosis.
- 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. Reflect on these perspectives and their relevance to practice.
- Demonstrate the consolidation and development of their knowledge and clinical competence to meet the needs of a diverse range of patients/clients.
- Demonstrate a commitment to ongoing learning and development.

Level 7

- 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.

Indicative content

Core competencies:

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

Additional optional competencies based on workplace:
1. Management of male urethral discharge
2. Bimanual pelvic examination
3. Management of genital herpes infection
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
- **Assessment** - the trainee carries out a consultation while being assessed by the clinical trainer using mini-Clinical Examination Exercise [mini-CEX] forms

The course 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](http://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.

### Assessment (with university credits)

Participants will be expected to complete a portfolio of Mini-CEX assessments during their workplace attachment, with a minimum requirement score for each competence, and a 2,000 (Level 6) or 2,500 (Level 7) word essay. Both components must be passed separately and there is no cross compensation.

More details of assessment are given in the learning and assessment section. This 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. If registering to complete the
academic element following certification, the academic work must be completed within 6 months of date of enrolment. Standard University extenuating circumstances criteria apply.

**Organisation and practicalities**

**Registering for STIF Intermediate Competency alone (EXCLUDING academic credits)**

You can register to undertake the STIF *Intermediate* Competency Programme alone, excluding academic accreditation.

**Pre-requisites**

You **must** have completed the 1 day STIF Foundation Core course with e-learning (running from 2010 onwards), STIF Plus is recommended but not essential. Other theory based STI courses may be considered by the individual clinical trainer for suitable equivalence to the STIF courses eg. University based courses. Please visit the STIF *Intermediate* Competency pages on the BASHH website for more detail;

http://www.bashh.org/BASHH/STIF/STIF_Competencies/STIF_Intermediate_Competency

- For more information about knowledge and skills required for STIF *Intermediate* Competency training [Click here](#)
- For information about finding and arranging your placement [GUM Staff / NON-GUM Staff](#)
- To find a registered STIF *Intermediate* Clinical Trainer [Click here](#)
- To download a STIF *Intermediate* Competency registration form [Click here](#)
- To download STIF *Intermediate* Competency process flow chart [GUM Staff / NON-GUM Staff](#)

**Registering for STIF Intermediate INCLUDING university credits**

It is now possible to undertake STIF *Intermediate* Competency Assessment INCLUDING academic accreditation from the University of Greenwich for 15 credits at Level 6 or 7. There is a supplementary charge for this.

**Pre-requisites**

The pre-requisites for applying for this include those listed above (under ‘Registering for STIF *Intermediate* Competency alone’) in addition to having undertaken some academic study at Level 5 (to apply for credits at Level 6) or Level 6 (to apply for credits at Level 7). It is possible to undertake the STIF *Intermediate* Competency training and the academic element at the same time.

- To download a STIF *Intermediate* Competency registration form INCLUDING academic accreditation [Click here](#)
- To download STIF *Intermediate* Competency Academic Accreditation process flow chart [Click here](#)
- For healthcare professionals already certified in STIF *Intermediate* Competency, you can now go on to register for academic accreditation, to download a registration form [Click here](#).
For academic accreditation only process flow chart click here.

There is a timeframe of 3 years following successful completion and certification of STIF Intermediate Competency within which you will be able to retrospectively apply for academic credits. You will be expected to complete a ‘challenge assignment’ in the form of an essay and show evidence of appropriate continued professional development (CPD) and clinical experience in sexual health.

**Evidence of previous academic study**

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

**Examples for Level 6 might include:**

- Any formal education at Bachelor’s (eg BSc) level
- A review of the literature, perhaps in the development of Guidelines or Patient Group Directions (PGDs)
- Evidence of reflection on action and subsequent improvement in performance (perhaps as part of a professional development portfolio/appraisal process)
- Note that many aspects of day to day work for a nurse in sexual/reproductive health may be at level 5

**Examples for Level 7 might include:**

- Any formal 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.

**Essay submission and deadlines**

There are two deadlines depending on the scheme you are following:

1. Completion of training and assessment and academic element in parallel: 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. Standard University extenuating circumstances criteria apply.
2. Completion of academic element having attained Certificate of STIF Intermediate Competency certification: If registering to complete the academic element following certification, the academic work must be completed within 6 months of date of enrolment.

Process:
The essay needs to be accompanied by the following documentation in the final submission to your Clinical Tutor

- Mini CEX forms
- Signed off task sheets
- E learning sessions certificate
- STIF Intermediate Certificate of Competence

When finalised, the essay is to be marked should be submitted to the STIF Central Secretariat, as a WORD document by email, to STIF@suebird.biz, under a covering email confirming

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

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 submission will be acknowledged by email and forwarded to the Assigned Marker who will mark the essay.

Following marking, the essay is sent to the University of Greenwich Moderator to ensure that the marking awarded is just and fair and in accordance with the marking criteria. More information about essay topics and marking follows later in the Guide.

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**Guide to assessment**

**The MiniCEX portfolio**

**Overview**

The Mini-CEX (pronounced Mini-C-E-X) is an assessment tool that is widely used in health professionals’ education, and has become ubiquitous in the assessment of doctors in training. It is an assessment tool for use in the work place, to be completed by an assessor in real time, whilst they are observing you perform a genuine clinical task with a real patient.

Each form has a number of items on it (eg. ‘Consideration for patient; professionalism throughout consultation’) and each item has a range of possible scores associated: 1-3 (unsatisfactory); 4-6 (satisfactory); and 7-9 (above expected). In order to pass the clinical competency assessments overall the trainee must have scored 4 or above on each item within each of the competencies.
It is important to recognise that the Mini-CEX form has two principle purposes. Firstly to ensure adequate performance (graded at >3) on each item, as defined by the Department of Health. If this was the only purpose of the assessment, a much more simplistic assessment tool and scoring system could be used. The second and most important purpose of Mini-CEX is as a tool to stimulate discussion, feedback and learning.

Assessors have to be trained in the use of these tools, and should perform reliably around the pass-fail cut-off for each item. We expect that assessors will probably not perform reliably around the higher scores - for example one assessor might give a certain performance a 7, another assessor might give the same performance an 8. The actual score doesn’t really matter. It is not added up and averaged, nor is there any form of compensation between items; a score of 3 or less is a fail on that item, regardless of whether a candidate scores 7 or 8 on the next item.

The strength of the numerical scale is that it makes feedback more focused - the assessor should tell the trainee WHY they scored a 7, rather than a 6 (what things were good) or an 8 (what things could be better). The actual score given is not important; it is the discussion that stems from this score that is the real strength of the Mini-CEX tool. If the assessor is reluctant to give feedback, the trainee can easily trigger a feedback episode by asking "what do you think I could do to score more highly on that item next time?"

In summary, so long as the score is a pass, the numerical actual score is not important; the discussion, reflection and learning that results is the principal aim of having a scale from 1-9. Each form includes space for documenting strengths, areas for development and agreed learning action which should be populated by this discussion.

**Marking Guidance**

See Appendix B for more detailed guidance on marking. Note that the actual numerical score given for each item is not really important, they don’t get added up. What is important is the discussion that results from why the assessor assigned a score (see above).
The essay

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

Level 6

- Apply local and national guidelines to appropriately manage a patient within a level 2 or 3 sexual health service, including onward referral where appropriate. Reflect on these perspectives and their relevance to practice
- Demonstrate a commitment to ongoing learning and development

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

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 Clinical 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 BASSH guidelines and a proposal for a change in local practice</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Poor title</th>
<th>A randomised controlled trial of three different treatments for warts</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Would require ethics approval etc</td>
</tr>
</tbody>
</table>
**Supervision**

You will be given a named Clinical 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 Clinical 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 Clinical Tutor and alert the Tutor if further support is required. The Clinical Tutor role is to offer advice and support, not to critically review the essay before submission.

**Marking**

The essays will be marked by a small team of senior nurses and doctors with the appropriate academic backgrounds, clinical experience in sexual health and relevant training or mentorship qualifications. They will be 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 marking criteria.
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 Clinical Tutor if you encounter problems which may cause you to request deadline extension. You need to discuss your circumstances with your Clinical Tutor to ensure that they comply with the criteria for a deadline extension and if so you will be provided with a form to make a formal application to the STIF Competency Working Group. 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 MiniCEX assessments**

MiniCEX is both an assessment and a training tool. Every trainee will fail some items on some of the MiniCEX forms; use these 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 24 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 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.

**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 Clinical 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 Programme secretariat, Sue Bird by email: stif@suebird.biz.

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

The STIF Competency Group is committed to inclusive education. The STIF Intermediate Competency Programme allows for individualisation of training within the workplace. It follows the University of Greenwich framework for the responsibilities for equality:

All students have the following responsibilities to:

- Treat all members of the university 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 university community
- Apply equality and diversity principles through everyday work activities
- Keep knowledge of university equality and diversity policy up to date

Line managers have the above responsibilities and the following additional responsibilities to:

- Disseminate information to ensure staff are aware of their responsibilities
- Identify and respond to equality and diversity staff development needs
- Support individual needs of staff so they can participate and perform effectively

http://www2.gre.ac.uk/about/policy/equality/statement/responsibilities
### 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 Level1 Competency</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 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, 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>DoH</td>
<td>Department of Health</td>
</tr>
</tbody>
</table>
# Appendix B: Guide for Mini-CEX marking

## Grading Criteria Level 6

*Marking criteria for 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>
<tbody>
<tr>
<td>Knowledge and Reasoning</td>
<td>Extremely poor / inaccurate knowledge base; unable to apply knowledge to practice. No awareness of reasons for action. Unable to recognise limitations or to devise a plan for development.</td>
<td>Very limited knowledge or ability to apply knowledge to practice. Unable to discuss or justify reasons for actions. Unable to recognise limitations or to devise a plan for development.</td>
<td>Inadequate knowledge and ability to apply knowledge to practice. Unable to discuss &amp; justify reasons for actions based on limited knowledge of current evidence. Recognises some, but not all limitations &amp; inconsistent ability to devise a basic plan for development.</td>
</tr>
<tr>
<td>Performance and skills</td>
<td>Unsafe practice. Unable to perform basic or complex skills without constant guidance. No awareness of priorities; unable to recognise need for referral.</td>
<td>Unsafe practice. Minimal acquisition of skills; substantial guidance needed. Little awareness of priorities in routine or unexpected situations; does not recognise need for referral.</td>
<td>Unsafe practice. Inconsistent ability to perform basic skills; significant support needed with complex skills. Inconsistent awareness of priorities in routine &amp; unexpected situations &amp; need for referral.</td>
</tr>
<tr>
<td>Professional approach / behaviour</td>
<td>Unable to interact appropriately with others. Approach &amp; behaviour extremely inappropriate for client &amp;/or situation. No awareness of impact of own actions &amp;/or behaviour.</td>
<td>Little ability to interact appropriately with others in routine or unexpected situations. Approach &amp; behaviour not adapted to meet the needs of the client &amp;/or situation. Little understanding of the impact of own actions &amp;/or behaviour.</td>
<td>Some inappropriate interaction with others. Approach &amp; behaviour occasionally inappropriate for the client &amp;/or situation. Inconsistent in understanding the impact of own actions &amp;/or behaviours.</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>Knowledge and Reasoning</td>
<td>Adequate knowledge and ability to apply to practice. Able to discuss &amp; justify reasons for actions based on limited current evidence. Recognises limitations &amp; able to devise a basic plan for development.</td>
<td>Reasonable knowledge and ability to apply to practice. Able to discuss &amp; justify reasons for actions based on a range of current evidence. Recognises limitations; able to devise a realistic plan for development.</td>
<td>Good knowledge &amp; ability to apply to practice. Able to discuss &amp; justify reasons for actions based on a range of current evidence. Recognises limitations; able to devise a realistic plan for development.</td>
</tr>
<tr>
<td>Performance and Skills</td>
<td>Safe practice. Confident &amp; effective performance of basic skills; moderate support needed with complex skills. Adequate awareness of priorities in routine &amp; unexpected situations; able to initiate appropriate referrals.</td>
<td>Safe practice. Confident &amp; effective performance of basic skills; some support needed with complex skills. Reasonable awareness of priorities in routine &amp; unexpected situations; able to initiate appropriate referrals.</td>
<td>Safe practice. Confident &amp; effective performance of basic skills; accurate performance of complex skills with minimal assistance. Good awareness of priorities in routine &amp; unexpected situations; able to initiate appropriate referrals.</td>
</tr>
<tr>
<td>Professional approach / behaviour</td>
<td>Interacts appropriately with others in routine &amp; unexpected situations. Approach &amp; behaviour appropriate to the client &amp;/or situation. Appropriate understanding of the impact of own actions &amp;/or behaviours.</td>
<td>Adequate and occasionally good interaction with others in routine &amp; unexpected situations. Appropriate approach &amp; behaviour to the client &amp;/or situation. Appropriate and occasionally good understanding of the impact of own actions &amp;/or behaviours.</td>
<td>Good interaction with others in routine practice &amp; unexpected situations. Good approach &amp; behaviour towards the client &amp;/or situation. Good understanding of the impact of own actions &amp;/or behaviours. Good awareness of time management.</td>
</tr>
<tr>
<td>Items within the domain of...</td>
<td>Very Good Performance</td>
<td>Excellent Performance</td>
<td>Outstanding Performance</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------</td>
<td>-----------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Knowledge and Reasoning</td>
<td>7</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>Safe practice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivated to participate in care provision with no encouragement</td>
<td>Clear motivation to participate in care provision</td>
<td>Proactive in participating in care provision</td>
<td></td>
</tr>
<tr>
<td>Actions / interventions / behaviours are appropriate for the client &amp; / or situation</td>
<td>Actions / interventions / behaviours appropriate for the client &amp;/or situation</td>
<td>Actions / interventions / behaviours always appropriate for the client &amp; / or situation</td>
<td></td>
</tr>
<tr>
<td>Very good awareness of time management</td>
<td>Excellent awareness of time management</td>
<td>Outstanding awareness of time management</td>
<td></td>
</tr>
</tbody>
</table>
## 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  
                             | 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.  
<pre><code>                         | Some understanding of the impact of own actions &amp;/or behaviours |
</code></pre>
<table>
<thead>
<tr>
<th>Items within the domain of...</th>
<th><strong>Satisfactory performance</strong></th>
<th><strong>Satisfactory/good performance</strong></th>
<th><strong>Good performance</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>5</td>
<td>6</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. 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. 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>
### Appendix C: Essay Marking schemes

#### Grading Criteria Level 6

<table>
<thead>
<tr>
<th>Grade Bandings</th>
<th>Coverage</th>
<th>Knowledge</th>
<th>Evidence</th>
<th>Analysis</th>
<th>Judgement</th>
<th>Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Mark</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80-100</td>
<td>Comprehensive coverage of assessment specification.</td>
<td>Accurate knowledge and comprehensive understanding of sexual health practice.</td>
<td>The content is informed by a comprehensive range of evidence which is interpreted and evaluated with insight in its application to sexual health practice.</td>
<td>A coherent balanced approach demonstrating critical analysis, critical thinking and synthesis.</td>
<td>Evidence of cogent, perceptive judgement in accordance with evidence from theories, research, practice and concepts of sexual health practice which inform conclusions.</td>
<td>Outstanding academic style and skills at an exceptionally high level. The work is fluent, appropriately structured, systematic and logical; is presented according to accepted academic presentation standards; and there is evidence of proof reading. The work is referenced correctly using the recommended University Harvard format.</td>
</tr>
<tr>
<td>70-79</td>
<td>Extensive coverage of assessment specification.</td>
<td>Accurate knowledge and extensive understanding of sexual health practice.</td>
<td>The content is informed by an extensive range of evidence which is interpreted and evaluated in its application to sexual health practice.</td>
<td>A coherent balanced approach demonstrating critical analysis, and synthesis showing the beginnings of critical thinking.</td>
<td>Evidence of perceptive judgement in accordance with evidence from theories, research, practice and concepts of sexual health practice which inform conclusions.</td>
<td>Excellent academic style and skills at a high level. The work is fluent, appropriately structured, systematic&amp; logical; is presented according to accepted academic presentation standards. There is evidence of proof reading. The work is referenced correctly using the recommended University Harvard format.</td>
</tr>
<tr>
<td>Grade</td>
<td>Coverage of Assessment Specification</td>
<td>Knowledge and Understanding of Sexual Health Practice</td>
<td>Holistic Approach</td>
<td>Evidence of Critical Judgement</td>
<td>Academic Style and Skills</td>
<td></td>
</tr>
<tr>
<td>-------</td>
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<td>-----------------------------------------------</td>
<td>------------------</td>
<td>-------------------------------</td>
<td>--------------------------</td>
<td></td>
</tr>
<tr>
<td>60-69</td>
<td>Substantial</td>
<td>Accurate knowledge and substantial understanding of sexual health practice.</td>
<td>The content is informed by a substantial range of evidence which is interpreted and applied to the context of current sexual health nursing practice.</td>
<td>A coherent balanced approach demonstrating sound critical analysis and synthesis.</td>
<td>Very good academic style and skills at a consistent level. The work is appropriately structured, fluent and logical; is presented according to accepted academic presentation standards; and there is evidence of proof reading. The work is referenced correctly using the University Harvard format.</td>
<td></td>
</tr>
<tr>
<td>50-59</td>
<td>Detailed</td>
<td>Accurate knowledge and a detailed understanding of sexual health practice.</td>
<td>The content is informed by a detailed range of evidence which is used within the context of current sexual health nursing practice.</td>
<td>A coherent and balanced approach demonstrating critical analysis and some synthesis.</td>
<td>Good academic style and skills but may contain errors. The work is fluent and consistent; is presented according to accepted academic presentation standards; and there is evidence of proof reading. The work is correctly referenced using the recommended University Harvard format.</td>
<td></td>
</tr>
<tr>
<td>40-49</td>
<td>Sufficient</td>
<td>Mainly accurate knowledge and sufficient understanding of current sexual health practice.</td>
<td>The content is informed by a sufficient range of evidence which is used within the context of current sexual health nursing practice.</td>
<td>A coherent and balanced approach demonstrating some critical analysis.</td>
<td>Satisfactory academic style and skills but may contain errors. The work is appropriately structured; is presented according to accepted academic presentation standards; and there is evidence of proof reading. The work is correctly referenced using the recommended University Harvard format.</td>
<td></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 40%
- marks will be deducted for breaches of confidentiality or anonymity and a significant breach may result in a fail grade
- coursework submitted without a Reference List will receive a maximum mark of 40%
<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>% Mark</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80-100</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>70-79</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>Coverage of Assessment Specification</td>
<td>Knowledge and Expertise</td>
<td>Approach to Critical Judgement</td>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------</td>
<td>--------------------------</td>
<td>--------------------------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>60-69</td>
<td>Substantial</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 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>Eloquent communication and well-developed 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>
</tr>
<tr>
<td>50 - 59</td>
<td>Detailed</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 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>
</tr>
<tr>
<td>40-49</td>
<td>Insufficient</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>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>
</tr>
<tr>
<td>Score</td>
<td>Description</td>
<td>Content Analysis</td>
<td>Critical Thinking and Evidence Analysis</td>
<td>Structure and Communication</td>
<td></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