

Specialty Curriculum for Advanced Clinical Practitioners (Integrated Sexual Health & HIV)

Dr Matthew Grundy-Bowers

Consultant Nurse (HIV / Sexual Health)

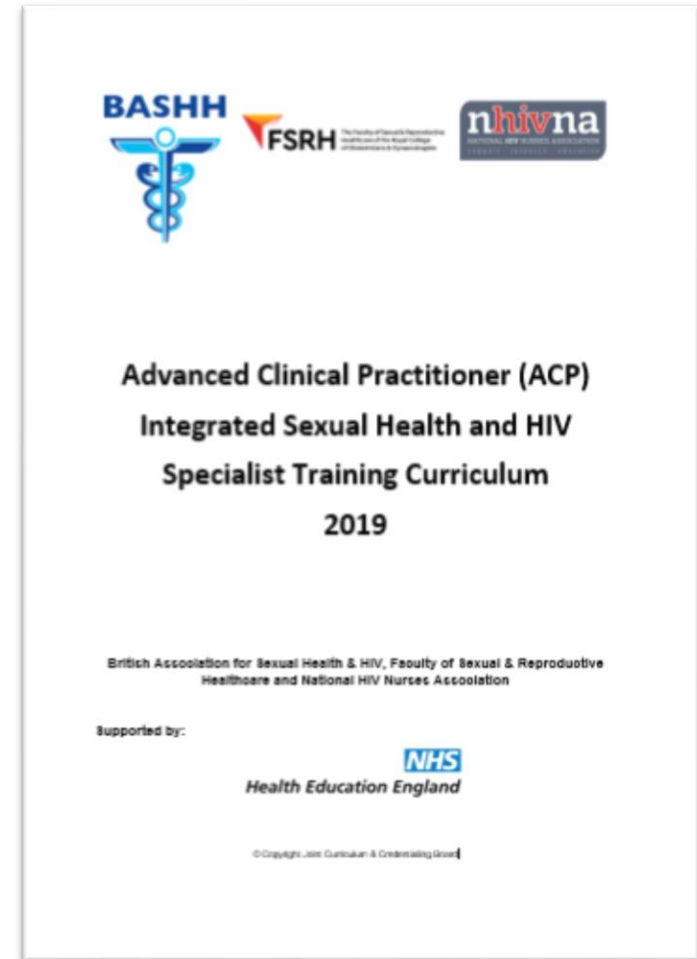
Trust Lead for Advanced and Consultant Practice

Senior Lecturer (Advanced Clinical Practice)



Aim

- The aim of this session is to provide an update on the Specialty Curriculum and Credentialing for Advanced Clinical Practitioners (Integrated Sexual Health and HIV).



Advanced Clinical Practitioner

FEATURE



Putting the experts in charge

Nurses are pioneering improvements in continuity of care for people with sexually transmitted diseases, as Daniel Allen reports

JUST OUTSIDE the door of Jefferies Wing, the centre for sexual health at St Mary's Hospital in Paddington, is a public phone box where 'turning' is just a call away. 'Bioride model', 'black beauties' 'subliminal school-girls' and 'dominant mistresses' advertise a range of sexual services designed to satisfy a host of unorthodox desires.

But a whiplash away, at Jefferies Wing's walk-in clinic, sex appears less fun and that moment of disregard for the possible risks of condom-less intercourse takes on serious implications.

It is here, though, that two nurses are changing the face of sexual health care, pushing on the walls that define usual nursing roles and developing a new approach to caring for those whose knees tremble not from sheer passion, but from the guilt and sometimes shame which accompany the acquisition of a sexually transmitted disease.

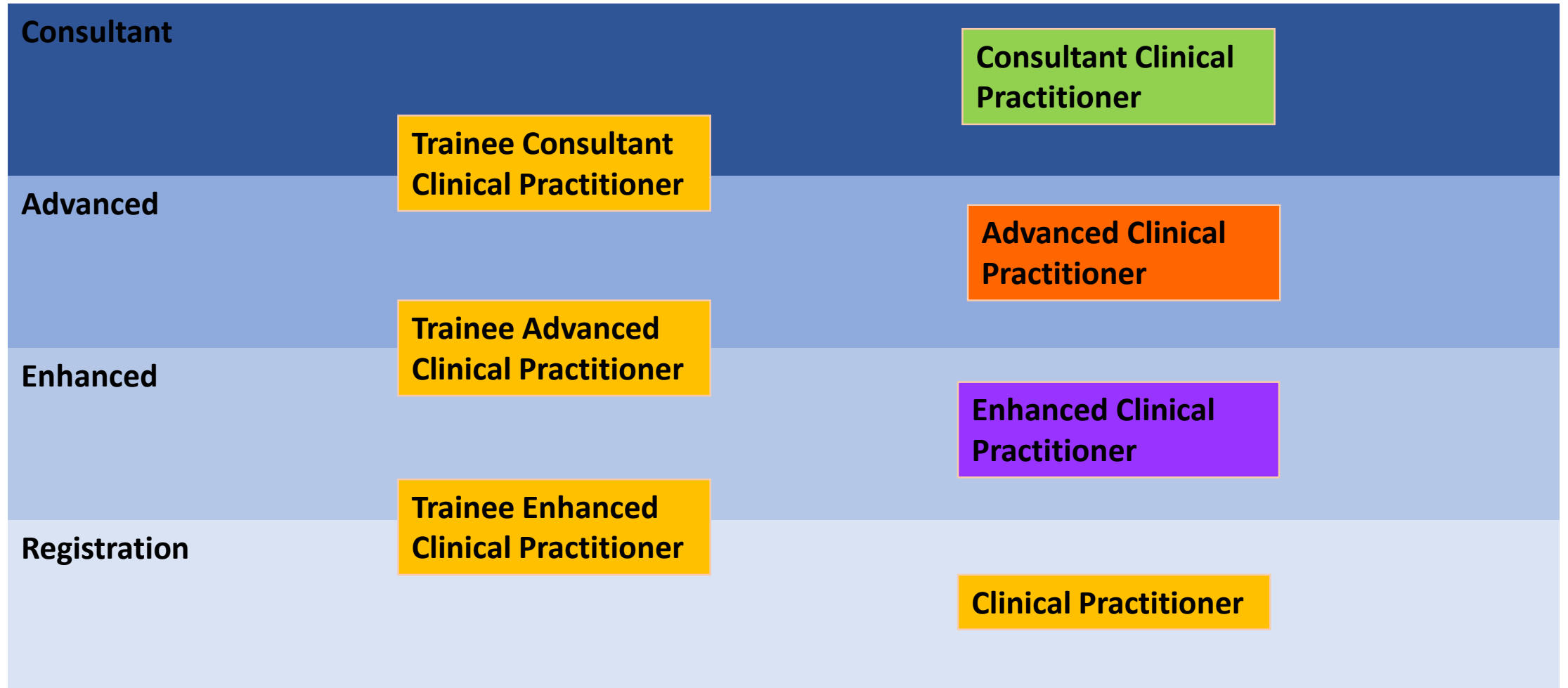
Felicity Young and Mandy Hyland are among the first nurse practitioners in this area of health care in the country and almost certainly have a wider remit than colleagues who work in the same field. They take full histories, undertake clinical examinations, diagnose and issue drugs under protocols. Many of the 60,000 people who pass through the clinic each year will see no other health professional than one of the two nurses.

Several factors led to the development of the nurse practitioner role, says Heidi May, clinical nurse manager for Jefferies Wing. Among them was the Calman report which proposed a reduction in junior doctors' hours. Although it was seen by some as a way of dumping work, others saw it as an opportunity to redefine areas of nursing practice. Another factor, says Heidi, was a recognition that continuity of care was often lacking in sexual health clinics as they were often staffed by people in training. Mandy felt standards could be improved by using more staff expert in and committed to genitourinary medicine.

The GU clinic was an ideal environment for the two nurses to carve out their roles because there was a finite number of dis-

22 NURSING STANDARD JANUARY 14/VOLUME 12/NUMBER 17/1998

Career pathway and levels of practice

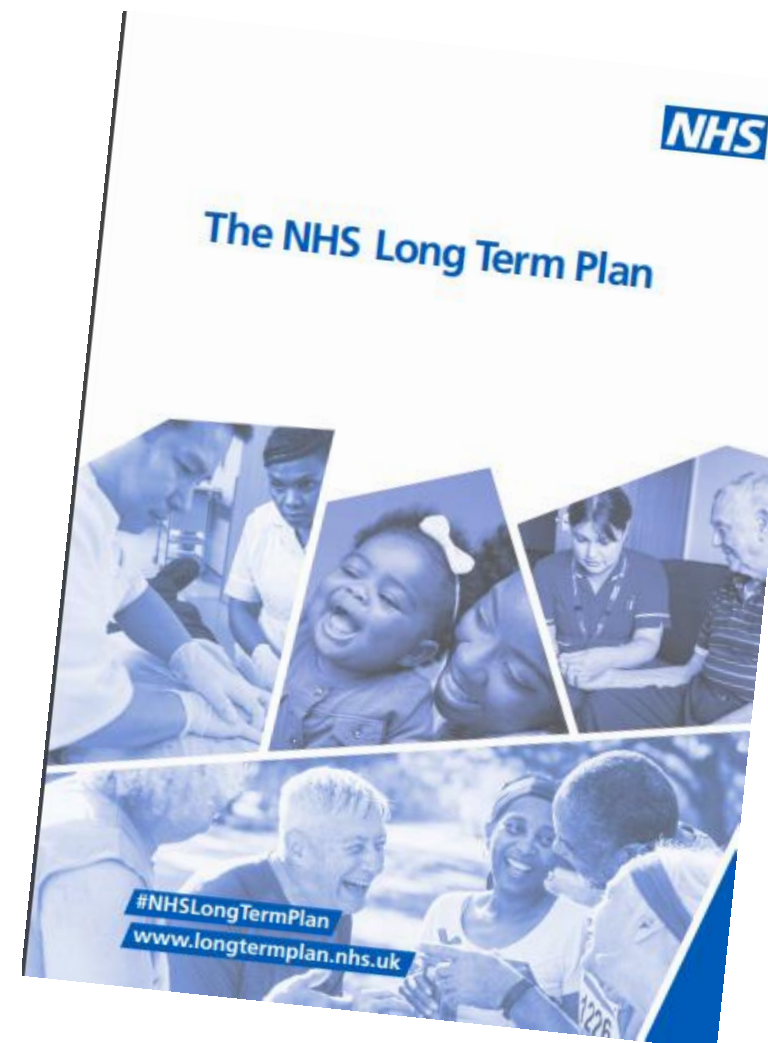


Advanced Clinical Practice

*'Advanced clinical practice is delivered by experienced, registered health and care practitioners. It is a level of practice characterised by a **high degree of autonomy and complex decision making**. This is underpinned by a **master's level award** or equivalent, that encompasses **the four pillars** of clinical practice, leadership and management, education and research, with demonstration of core capabilities and **area specific clinical competence**.*

(HEE, 2017: p8)

Workforce




Sexual Health

NHS
Health Education England

Improving the delivery of sexual health services:

Sexual health, reproductive health and HIV workforce scoping project report



September 2018


Developing people
for health and
healthcare
www.hee.nhs.uk

THE N
CONSTITU
FOR NHS

Royal College of Nursing **NHS**
Health Education England

Sexual and Reproductive Health - Education, Training and Career Progression in Nursing and Midwifery

CLINICAL PROFESSIONAL RESOURCE




House of Commons
Health and Social Care
Committee

Sexual health

Fourteenth Report of Session 2017-19


Report, together with formal minutes relating to the report

Ordered by the House of Commons to be printed 21 May 2019

HC 1419
Published on 2 June 2019
by authority of the House of Commons

Advanced Clinical Practitioners



 Institute for Apprenticeships & Technical Education

ADVANCED CLINICAL PRACTITIONER (DEGREE)

Reference Number: ST0564

Details of standard

Occupational profile:

Advanced Clinical Practitioners are experienced clinicians who demonstrate expertise in their scope of practice. Advanced Clinical Practitioners manage defined episodes of clinical care independently, from beginning to end, providing care and treatment from the time an individual(s) first presents through to the end of the episode, which may include admission, referral or discharge or care at home. They carry out their full range of duties in relation to individuals' physical and mental healthcare and in acute, primary, urgent and emergency settings (including hospitals, general practice, individuals' homes, schools and prisons, and in the public, independent, private and charity sectors). They combine expert clinical skills with research, education and clinical leadership within their scope of practice. Advanced Clinical Practitioners work innovatively on a one to one basis with individuals as well as part of a wider team. They work



PROFESSIONAL REGULATION

NMC considers advanced nurse regulation as part of review

12 JUNE, 2019

BY GEMMA MITCHELL
Senior Reporter
Follow 1,236 followers



1 COMMENT



MOST POPULAR

MOST COMMON



NMC suspends three nurse Whornton Hall abuse probe



Urinalysis: how to interpret

Advanced Clinical Practice



NHS

Multi-professional framework for advanced clinical practice in England

“New solutions are required to deliver healthcare to meet the changing needs of the population. This will need new ways of working, new roles and new behaviours.”

Canterbury Christ Church University

England Centre for Practice Development

Health Education England

England Centre for Practice Development
Canterbury Christ Church University
North Holmes Road
Canterbury
Kent
CT1 3QJ
5th June 2019

Dear colleague,

MULTI-PROFESSIONAL CONSULTANT PRACTICE CAPABILITY & IMPACT FRAMEWORK: PRE-PUBLICATION CONSULTATION

We are very appreciative of the feedback we have received from many colleagues and professional groups in relation to the development and refinement of the attached framework.

We invite you to provide final feedback and comments on this pre-publication report by 4pm Friday 5th July to cpd@canterbury.ac.uk with the intention that publication will result in July after it has been reviewed by the Plan English Campaign. The forward is yet to be written and we also plan to include three concise stories illustrating the impact of the role which we are currently sourcing.

Once publication is completed then we will be focusing on developing a **MULTI-PROFESSIONAL CONSULTANT PRACTICE CAPABILITY & IMPACT FRAMEWORK** – all in tandem with the developments in multi-professional advanced practice and the Academy for Advancing Practice.

If you can contact me on either of my email addresses or my mobile below if there is anything that is unclear or you would like to discuss.

is

Manley

CBE

Senior Development, research and innovation & Co-director England Centre for Practice (ECPD), Canterbury Christ Church University manley@canterbury.ac.uk

Lead/Associate Director Transformational Research and Practice Development
Canterbury Christ Church University NHS Foundation Trust (501427)
manley@canterbury.ac.uk Mob: 07985 791626

Location: Anglia South angliasouth@canterbury.ac.uk DD 01227 866451 Ext 7226451 or DD 7226426

MOST COMMON

ends three nurse
fall abuse probe

analysis: how to interpre

Multi Professional Framework for Advanced Clinical Practice

Pillar	Leadership & Management	Education	Research	Clinical Practice
Capabilities	<p>2.1 Pro-actively initiate and develop effective relationships, fostering clarity of roles within teams, to encourage productive working.</p> <p>2.2 Role model the values of their organisation/place of work, demonstrating a person-centred approach to service delivery and development.</p> <p>2.3 Evaluate own practice, and participate in multi-disciplinary service and team evaluation, demonstrating the impact of advanced clinical practice on service function and effectiveness, and quality (i.e. outcomes of care, experience and safety).</p> <p>2.4 Actively engage in peer review to inform own and other's practice, formulating and implementing strategies to act on learning and make improvements.</p> <p>2.5 Lead new practice and service redesign solutions in response to feedback, evaluation as it need, working across boundaries and broadening sphere of influence.</p> <p>2.6 Actively seek feedback and involvement from individuals, families, carers, communities and colleagues in the co-production of service improvements.</p> <p>2.7 Critically apply advice and clinical expertise in appropriate facilitatory ways to provide consistency across professional and service boundaries, influencing clinical practice to enhance quality, reduce unwarranted variation and promote the sharing and adoption of best practice.</p> <p>2.8 Demonstrate team leadership, resilience and determination, managing situations that are unfamiliar, complex or unpredictable and seeking to build confidence in others.</p> <p>2.9 Continually develop practice in response to changing population health need, engaging in horizon scanning for future developments (e.g. impacts of genomics, new treatments and changing social challenges). Multi-professional framework for advanced clinical practice in England</p> <p>2.10 Demonstrate receptiveness to challenge and preparedness to constructively challenge others, evaluating concerns that affect individuals', families', carers', communities' and colleagues' safety and well-being when necessary.</p> <p>2.11 Negotiate an individual scope of practice with legal, ethical, professional and organisational policies, governance and procedures, with a focus on managing risk and upholding safety.</p>	<p>3.1 Critically assess and address own learning needs, negotiating a personal development plan that reflects the breadth of ongoing professional development across the four pillars of advanced clinical practice.</p> <p>3.2 Engage in self-directed learning, critically reflecting to maximise clinical skills and knowledge, as well as own potential to lead and develop both care and services.</p> <p>3.3 Engage with, appraise and respond to individuals' motivation, development stage and capacity, working collaboratively to support health literacy and empower individuals to participate in decisions about their care and to maximise their health and well-being.</p> <p>3.4 Advocate for and contribute to a culture of organisational learning to inspire future and existing staff.</p> <p>3.5 Facilitate collaboration of the wider team and support peer review processes to identify individual and team learning.</p> <p>3.6 Identify further developmental needs for the individual and the wider team and supporting them to address these.</p> <p>3.7 Supporting the wider team to build capacity and capability through work-based and interprofessional learning, and the application of learning to practice</p> <p>3.8 Act as a role model, educator, supervisor, coach and mentor, seeking to instil and develop the confidence of others</p>	<p>4.1 Critically engage in research activity, adhering to good research practice guidance, so that evidence-based strategies are developed and applied to enhance quality, safety, productivity and value for money.</p> <p>4.2 Evaluate and audit own and others' clinical practice, selecting and applying valid, reliable methods, then acting on the findings.</p> <p>4.3 Critically appraise and synthesise the outcome of relevant research, evaluation and audit, using the results to underpin own practice and to inform that of others.</p> <p>4.4 Take a critical approach to identify gaps in the evidence base and its application to practice, alerting appropriate individuals and organisations to these and how they might be addressed in a safe and pragmatic way.</p> <p>4.5 Actively identify potential need for further research to strengthen evidence for best practice. This may involve acting as an educator, leader, innovator and contributor to research activity and/or seeking out and applying for research funding.</p> <p>4.6 Develop and implement robust governance systems and systematic documentation processes, keeping the need for modifications under critical review.</p> <p>4.7 Disseminate best practice research findings and quality improvement projects through appropriate media and fora (e.g. presentations and peer review research publications).</p> <p>4.8 Facilitate collaborative links between clinical practice and research through practice engagement, networking with academic, clinical and other active researchers.</p>	<p>1.1 Practice in compliance with their respective code of professional conduct and within their scope of practice, being responsible and accountable for their decisions, actions and outcomes at this level of practice.</p> <p>1.2 Demonstrate a critical understanding of their broadened level of responsibility and autonomy and the limits of own competence and professional scope of practice, including when working with complexity, risk, uncertainty and incomplete information.</p> <p>1.3 Act on professional judgement about when to seek help, demonstrating critical reflection on own practice, self-awareness, emotional intelligence, and openness to change.</p> <p>1.4 Work in partnership with individuals, families and carers, using a range of assessment methods as appropriate (e.g. of history-taking, holistic assessment, identifying risk factors, mental health). The capabilities have been mapped to the Framework for Higher Education Qualifications: FHQ (2028) Qualifications Assurance Agency for Higher Education (QAA) level 7 descriptors relevant for master's level education (see http://www.qaa.ac.uk/en/Publications/Documents/qualifications-framework.pdf). Multi-professional framework for advanced clinical practice in England assesses, requests, and writes and/or interprets diagnostic tests; and conducting health needs assessments).</p> <p>1.5 Demonstrate effective communication skills, supporting people in making decisions, planning care or seeking to make positive change, using Health Education England's framework to promote person-centred approaches in health and care.</p> <p>1.6 Use expertise and decision-making skills to inform clinical reasoning approaches when dealing with differentiated and undifferentiated individual presentations and complex situations, synthesising information from multiple sources to make appropriate, evidence-based judgements and/or diagnoses.</p> <p>1.7 Initiate, evaluate and modify a range of interventions which may include prescribing medicines, therapies, life style advice and care.</p> <p>1.8 Exercise professional judgement to manage risk appropriately, especially when these may be complex and unpredictable events and supporting teams to do likewise to ensure safety of individuals, families and carers.</p> <p>1.9 Work collaboratively with an appropriate range of multi-agency and inter-professional resources, developing, maintaining and evaluating links to manage risk and issues across organisations and settings.</p> <p>1.10 Act as a clinical role model/advocate for developing and delivering care that is responsive to changing requirements, informed by an understanding of local population health needs, agencies and networks.</p> <p>1.11 Evidence the underpinning subject-specific competencies (i.e. knowledge, skills and behaviours relevant to the role setting and scope, as it demonstrate application of the capabilities to these, in an approach that is appropriate to the individual role, setting and scope.</p>

The national agenda

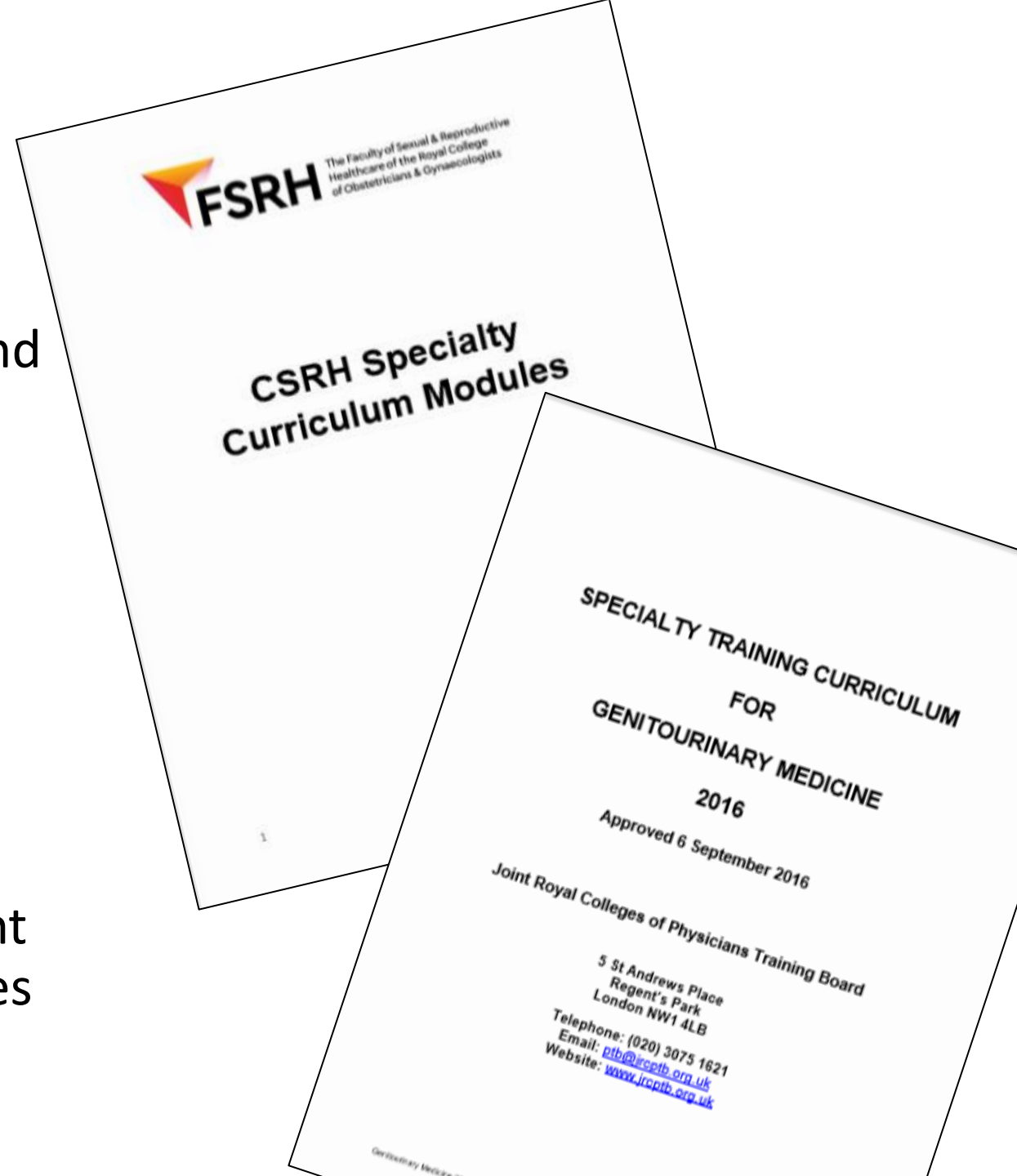
- HEE are in the process of developing a national academy of advancing practice
 - To accredit University ACP programmes
 - To create and administer a voluntary multi-professional open access directory of advanced and consultant practitioners who are able to demonstrate that they meet the requirements of the multi-professional frameworks for advanced and consultant level practice
 - There will be two routes to being admitted to the directory:
 - By successfully completing a HEE accredited ACP programme
 - Through the equivalence route

Why is this work needed?

- The nursing workforce make a significant contribution to GUM/HIV/SRH service provision through independent/autonomous practice
- There is an inconsistent approach to advanced level practice in integrated sexual health and HIV, with practice locally and/or personality driven
- There is no national standard or expectation for practice scope or level nor approach to training and education within the speciality
- This has the potential to affect the quality and safety of patient management
- No 'passport' for Advanced Practitioners to move between services in relation to clinical skills, knowledge and competencies
- There are medical staffing issues within GUM and SRH (BMJ, 2017; BMA, 2017)

What is the curriculum

- Joint project between BASHH, FSRH and NHIVNA
- Supported by HEE
- Based on the GUM/HIV and SRH curricula
- Mapped to the four pillars of the MPFACP
- It is a programme to support clinical learning and is designed to supplement formal University master's programmes



Aim of the curriculum

The aim of the curriculum is to provide a clear and comprehensive guide to the expected level and breadth of practice (knowledge, skills and behaviours) for Advanced Clinical Practitioners working in integrated sexual health and HIV and has been designed to support practitioners, trainers, managers, Higher Education Institutions and commissioners.

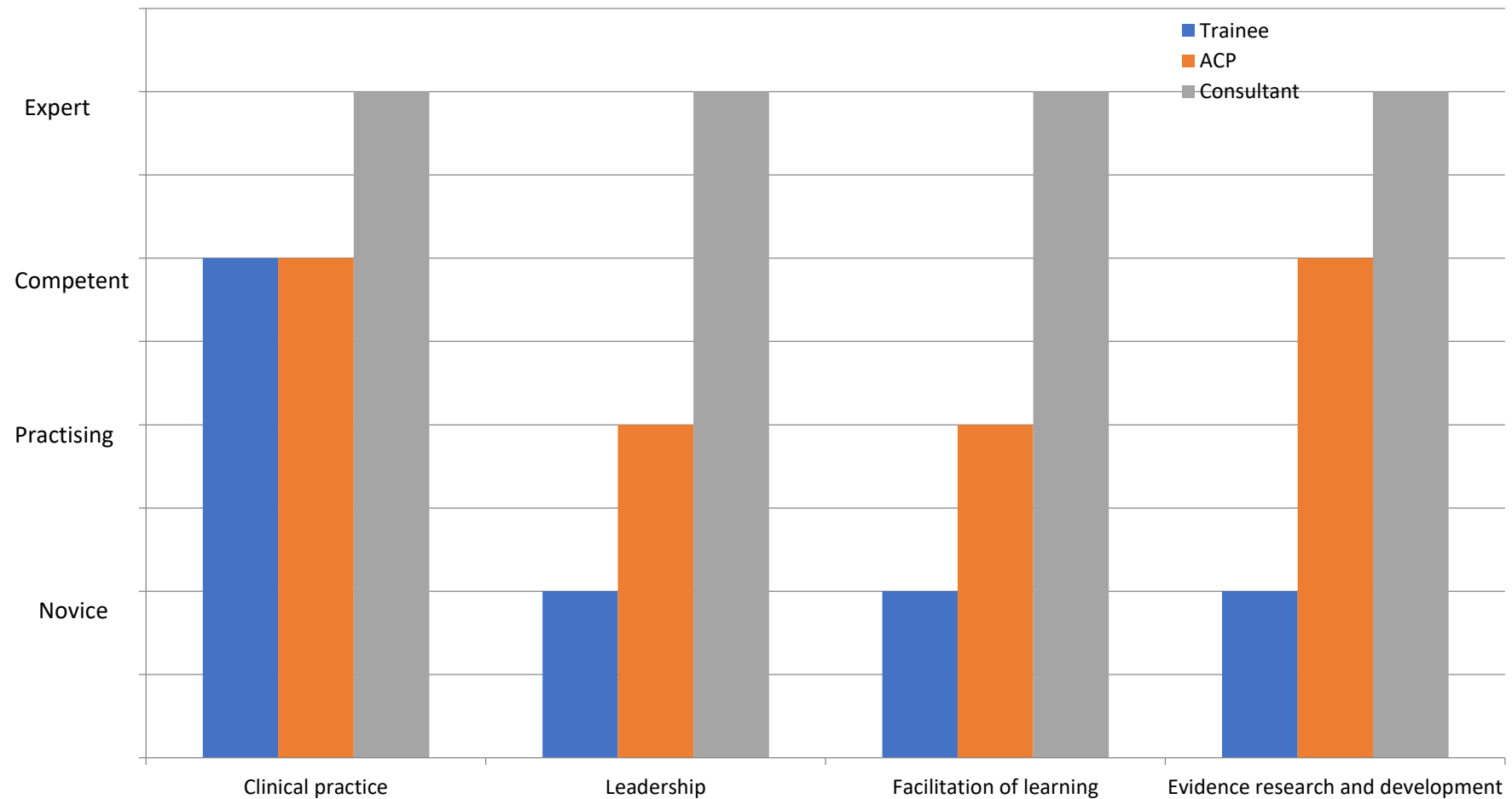
- To ensure safe and effective practice
- To standardise the level and scope of practice for advanced clinical practitioners in integrated sexual health and HIV
- To provide explicit guidance in relation to the knowledge, skills and behaviours expected of clinicians working at an advanced clinical level
- To provide a framework for clinical learning and assessment for trainee advanced clinical practitioners

Level of practice

While ACPs are not doctor substitutes, as with other specialities (RCEM, 2016) there is an expectation that ACP in integrated sexual health will be work at the level of at least ST3/4 (Higher Specialty Training) in relation to autonomy and clinical decision making.

It provides the minimum standard for expected practice, it is acknowledged however, that some ACPs will be practicing at a higher level in some areas, reflecting individual specialist skills and/or service requirements.

Medical trainees vs ACPs (Brown, 2018)



Clinical pathways

The curriculum has been designed to allow ACPs to follow one of three pathways:

- ACP Integrated Sexual Health
- ACP HIV
- ACP Integrated Sexual Health and HIV

Link to existing national qualifications

- The project team a mapped the learning outcomes to existing national qualifications in HIV/Sexual Health
 - STIF *Intermediate*
 - STIF *Advanced*
 - STIF *Train-the-trainer*
 - NHIVNA *Advanced*
 - Diploma Faculty of Sexual & Reproductive Health
 - Letter of Competence: Sub dermal Implants
 - Letter of Competence: Intrauterine Techniques

Unit of learning

1. HIV testing and diagnoses				
<ul style="list-style-type: none"> To offer and discuss HIV testing in a variety of settings and promote access to universal HIV testing, using the most appropriate methods and assays in accordance with national guidelines To support clinicians to partners and children and facilitate HIV tests To ensure patients followed up rapidly and linked into clinical care To provide support to people newly diagnosed with HIV Recognise and demonstrate an understanding of the psychological aspects of having an STI Carry out HIV pre- and post-test discussion and testing Understand prevention strategies including partner notification <p>ACP capabilities 1.2, 1.3, 1.6, 1.7, 1.8, 1.11</p>				
Knowledge	Skills	Attitudes	Training	Evidence
<p>The epidemiology, transmission routes and risks, clinical features, and prevention of HIV/AIDS</p> <p>Laboratory tests used to diagnose HIV infection and their interpretation</p> <p>Describe and explain the principles of and indications for:</p> <ul style="list-style-type: none"> Rapid and laboratory tests including confirmatory tests Sensitivity and specificity related to HIV prevalence in all stages of HIV infection including primary HIV infection (PHI) <p>HIV testing strategies according to national testing guidelines</p> <p>Describe different strategies and implications of testing (including opt-out) in the context of:</p> <ul style="list-style-type: none"> Universal testing Testing people from higher risk groups including self-testing Indicator conditions In non-traditional settings, other acute care hospital settings and outreach services <p>Link HIV diagnosis and those test to follow up</p> <ul style="list-style-type: none"> Define test diagnosis Describe different clinical pathways in these contexts <p>Medico-legal and ethical issues specific to HIV/AIDS. Describe specific issues regarding HIV testing and diagnosis including:</p> <ul style="list-style-type: none"> Consent - implied and informed Partner notification Disclosure of HIV status to GP, other health care professionals, partners and children Occupational health issues Insurance/medical reports <p>Role of patient self-managers and peer support. Describe the importance and use of:</p> <ul style="list-style-type: none"> Maintaining good health, support HIV positive patients and advocacy groups 	<p>HIV testing strategies:</p> <ul style="list-style-type: none"> Use epidemiological datasets to assess local prevalence and optimum testing strategies <p>HIV risk assessment:</p> <ul style="list-style-type: none"> Perform an HIV risk assessment and discuss HIV transmission <p>HIV testing discussions:</p> <ul style="list-style-type: none"> Discuss HIV testing in a variety of settings, including with someone who is declining the test Give a negative, positive or indeterminate HIV test result and discuss relevant issues Provide appropriate immediate management and onward referral for patients with positive results <p>HIV status disclosure:</p> <ul style="list-style-type: none"> Discuss the importance of disclosure to other health care professionals, partners and children, including with someone who is declining to discuss <p>Acquisition of HIV infection:</p> <ul style="list-style-type: none"> Understand an assessment of the timing of HIV acquisition including independence of indicator HIV tests and when this is partner notification discussions <p>Health beliefs specific to HIV infection:</p> <ul style="list-style-type: none"> Identify and respond to patients' beliefs, ideas and concerns regarding their health and HIV status 	<p>Demonstrate appropriate level of clinical decision making in daily clinical practice</p> <p>HIV ethical issues:</p> <ul style="list-style-type: none"> Demonstrate willingness to seek advice from peers, patient representatives, supervisors team (MPT) members, legal bodies and the ACP professional regulatory body in the event of ethical dilemmas over HIV disclosure and confidentiality <p>HIV team working:</p> <ul style="list-style-type: none"> Work collaboratively with HIV investigative laboratory services Make appropriate tertiary referrals <p>HIV psychosocial issues:</p> <ul style="list-style-type: none"> Recognise and discuss the impact of HIV on the patient, their partner and family including knowledge of the support systems available for clients 	<p>GP/PhD course or GASH+GSH+HIV modules 1-6</p> <p>GP/PhD</p> <p>CDX 1.2 Female history CDX 1.3 Female examination CDX 1.4 Sexual Health Promotion CDX 1.5 Female Tests & diagnosis CDX 2.2 Male history CDX 2.3 Male examination CDX 2.4 Sexual Health Promotion CDX 2.5 Male Tests & diagnosis CDX 3.2 MSM history CDX 3.3 MSM examination CDX 3.4 Sexual Health Promotion CDX 3.5 MSM tests & diagnosis CDX 8.1 Partner notification CDX 8.2 HIV pre and post-test discussion</p> <p>GP/PhD</p> <p>CDX 16. Assessment and referral of primary HIV infection</p> <p>DPSRH Assessment G</p>	<p>GP/PhD (core and plus) course Certificate or GASH+GSH+HIV Certificate</p> <p>GP/PhD Certificate</p> <p>GP/PhD Certificate</p> <p>DPSRH Certificate</p>
Learning objectives		Learning outcomes		
1	Explain the role of HIV diagnosis, test criteria, the strongest evidence based assays according to national guidelines and provide positive HIV results where indicated. Discuss issues of disclosure and support individuals to undertake this	1	1	1. Identify and discuss the impact of HIV on the patient, their partner and family including knowledge of the support systems available for clients
2	Understand the importance of confidentiality and disclosure of HIV status. Explain sensitivity and specificity of HIV tests related to HIV prevalence, stage of HIV infection including primary HIV infection (PHI) identify and respond to patients' beliefs, ideas and concerns regarding their health and HIV status	2	2	2. Recognise and discuss the impact of HIV on the patient, their partner and family including knowledge of the support systems available for clients
3	Identify and respond to patients' beliefs, ideas and concerns regarding their health and HIV status	3	3	3. Identify and discuss the impact of HIV on the patient, their partner and family including knowledge of the support systems available for clients
4	Provide continuity and timely testing. HIV tests at the MPT and back for discussion to seek initiation of treatment. HIV testing in a variety of settings, including testing members of non-HIV MPTs in HIV testing strategies	4	4	4. Provide continuity and timely testing. HIV tests at the MPT and back for discussion to seek initiation of treatment. HIV testing in a variety of settings, including testing members of non-HIV MPTs in HIV testing strategies

Unit of learning

1. HIV testing and diagnoses				
To offer and discuss HIV testing in a variety of settings and promote access to universal HIV testing, using the most appropriate methods and assays in accordance with national guidelines				
<ul style="list-style-type: none"> To explain the importance of rapid testing and facilitate HIV tests To ensure patients followed up rapidly and linked into clinical care To provide support to people newly diagnosed with HIV Recognise and demonstrate an understanding of the psychological aspects of having an STI Carry out HIV pre- and post-test discussion and testing Understand prevention strategies including partner notification <p>ACP capabilities 1.2, 1.3, 1.6, 1.7, 1.8, 1.11</p>				
Knowledge	Skills	Attitudes	Training	Evidence
<p>The epidemiology, transmission routes and risks, clinical features, and prevention of HIV/AIDS</p> <p>Laboratory tests used to diagnose HIV infection and their interpretation</p> <p>Describe and explain the principles of and indications for:</p> <ul style="list-style-type: none"> Rapid and laboratory tests including confirmatory tests Sensitivity and specificity related to HIV prevalence in all stages of HIV infection including primary HIV infection (PHI) <p>HIV testing strategies according to national testing guidelines</p> <p>Describe different strategies and implications of testing (including opt-out) in the context of:</p> <ul style="list-style-type: none"> Universal testing Testing people from higher risk groups including self-testing Indicator conditions In non-traditional settings, other acute care hospital settings and outreach services <p>Late HIV diagnosis and those lost to follow up</p> <ul style="list-style-type: none"> Define late diagnosis Describe different clinical pathways in these contexts <p>Medico-legal and ethical issues specific to HIV/AIDS. Describe specific issues regarding HIV testing and diagnosis including:</p> <ul style="list-style-type: none"> Consent - implied and informed Partner notification Disclosure of HIV status to GP, other health care professionals, partners and children Occupational health issues Insurance/medical reports <p>Role of patient self-managers and peer support. Describe the importance and use of:</p> <ul style="list-style-type: none"> Maintaining good health, support HIV positive patients and advocacy groups 	<p>HIV testing strategies:</p> <ul style="list-style-type: none"> Use epidemiological datasets to assess local prevalence and optimum testing strategies <p>HIV risk assessment:</p> <ul style="list-style-type: none"> Perform an HIV risk assessment and discuss HIV transmission <p>HIV testing discussions:</p> <ul style="list-style-type: none"> Discuss HIV testing in a variety of settings, including with someone who is declining the test Give a negative, positive or indeterminate HIV test result and discuss relevant issues Provide appropriate immediate management and onward referral for patients with positive results <p>HIV status disclosure:</p> <ul style="list-style-type: none"> Discuss the importance of disclosure to other health care professionals, partners and children, including with someone who is declining to discuss <p>Acquisition of HIV infection:</p> <ul style="list-style-type: none"> Underline an assessment of the timing of HIV acquisition including independence of indicator HIV tests and value this in partner notification discussions <p>Health beliefs specific to HIV infection:</p> <ul style="list-style-type: none"> Identify and respond to patients' beliefs, ideas and concerns regarding their health and HIV status 	<p>Demonstrate appropriate level of clinical decision making in daily clinical practice</p> <p>HIV ethical issues:</p> <ul style="list-style-type: none"> Demonstrate willingness to seek advice from peers, patient representatives, supervisors team (MPT) members, legal bodies and the ACP professional regulatory body in the event of ethical dilemmas over HIV disclosure and confidentiality <p>HIV team working:</p> <ul style="list-style-type: none"> Work collaboratively with HIV investigative laboratory services Make appropriate tertiary referrals <p>HIV psychosocial issues:</p> <ul style="list-style-type: none"> Recognise and discuss the impact of HIV on the patient, their partner and family including knowledge of the support systems available for clients 	<p>GP/PhD course or GDSH/STH HIV modules 1-6</p> <p>GP/PhD</p> <p>CDX 1.2 Female history CDX 1.3 Female examination CDX 1.4 Sexual Health Promotion CDX 1.5 Female Tests & diagnosis CDX 2.2 Male history CDX 2.3 Male examination CDX 2.4 Sexual Health Promotion CDX 2.5 Male Tests & diagnosis CDX 3.3 MSM history CDX 3.3 MSM examination CDX 3.4 Sexual Health Promotion CDX 3.5 MSM tests & diagnosis CDX 8.1 Partner notification CDX 8.2 HIV pre and post-test discussion</p> <p>GP/PhD</p> <p>CDX 16. Assessment and referral of primary HIV infection</p> <p>DPSRH Assessment 6</p>	<p>GP/PhD (core and plus) course Certificate or GDSH/STH HIV Certificate</p> <p>GP/PhD Certificate</p> <p>GP/PhD Certificate</p> <p>DPSRH Certificate</p>
Learning objectives		Learning outcomes		
1	Explain the role of HIV testing, state which HIV serological markers detect acute infection and provide positive HIV results where indicated. Discuss issues of disclosure and support individuals to undertake this	1	1	Underline the importance of disclosure to other health care professionals and support individuals to undertake this
2	Underline the importance of disclosure to other health care professionals and support individuals to undertake this	2	2	Underline the importance of disclosure to other health care professionals and support individuals to undertake this
3	Identify and respond to patients' beliefs, ideas and concerns regarding their health and HIV status	3	3	Identify and respond to patients' beliefs, ideas and concerns regarding their health and HIV status
4	Underline an assessment of the timing of HIV acquisition including independence of indicator HIV tests and value this in partner notification discussions	4	4	Underline an assessment of the timing of HIV acquisition including independence of indicator HIV tests and value this in partner notification discussions

Unit of learning

HIV testing and diagnoses				
<ul style="list-style-type: none"> To offer and discuss HIV testing in a variety of settings and promote access to universal HIV testing, using the most appropriate methods and assays in accordance with national guidelines To support disclosure to partners and children and facilitate HIV tests To ensure patients followed up rapidly and linked into clinical care To provide support to people newly diagnosed with HIV Recognise and demonstrate an understanding of the psychological aspects of having an STI Carry out HIV pre- and post-test discussion and testing Implement retention strategies including partner notification <p>ACP capabilities 1.2, 1.3, 1.6, 1.7, 1.8, 1.11</p>				
Knowledge	Skills	Attitudes	Training	Evidence
<p>The epidemiology, transmission routes and risks, clinical features, and prevention of HIV/AIDS</p> <p>Laboratory tests used to diagnose HIV infection and their interpretation</p> <p>Describe and explain the principles of and indications for:</p> <ul style="list-style-type: none"> Rapid and laboratory tests including confirmatory tests Sensitivity and specificity related to HIV prevalence in all stages of HIV infection including primary HIV infection (PHI) <p>HIV testing strategies according to national testing guidelines</p> <p>Describe different strategies and implications of testing (including opt-out) in the context of:</p> <ul style="list-style-type: none"> Universal testing Testing people from higher risk groups including self-testing Indicator conditions In non-traditional settings, other acute care hospital settings and outreach services <p>Late HIV diagnosis and those lost to follow up</p> <ul style="list-style-type: none"> Define late diagnosis Describe different clinical pathways in these contexts <p>Medico-legal and ethical issues specific to HIV/AIDS. Describe specific issues regarding HIV testing and diagnosis including:</p> <ul style="list-style-type: none"> Consent - implied and informed Partner notification Disclosure of HIV status to GP, other health care professionals, partners and children Occupational health issues Insurance/medical reports <p>Role of patient self-managers and peer support. Describe the importance and use of:</p> <ul style="list-style-type: none"> Maintaining good health, support HIV positive patients and advocacy groups 	<p>HIV testing strategies:</p> <ul style="list-style-type: none"> Use epidemiological datasets to assess local prevalence and optimum testing strategies <p>HIV risk assessment:</p> <ul style="list-style-type: none"> Perform an HIV risk assessment and discuss HIV transmission <p>HIV testing discussions:</p> <ul style="list-style-type: none"> Discuss HIV testing in a variety of settings, including with someone who is declining the test Give a negative, positive or indeterminate HIV test result and discuss relevant issues Provide appropriate immediate management and onward referral for patients with positive results <p>HIV status disclosure:</p> <ul style="list-style-type: none"> Discuss the importance of disclosure to other health care professionals, partners and children, including with someone who is declining to disclose <p>Acquisition of HIV infection:</p> <ul style="list-style-type: none"> Underline an assessment of the timing of HIV acquisition including independence of indicator HIV tests and value this in partner notification discussions <p>Health beliefs specific to HIV infection:</p> <ul style="list-style-type: none"> Identify and respond to patients' beliefs, ideas and concerns regarding their health and HIV status 	<p>Demonstrate appropriate level of clinical decision making in daily clinical practice</p> <p>HIV ethical issues:</p> <ul style="list-style-type: none"> Demonstrate willingness to seek advice from peers, patient representatives, supervisors team (MPT) members, legal bodies and the ACP professional regulatory body in the event of ethical dilemmas over HIV disclosure and confidentiality <p>HIV team working:</p> <ul style="list-style-type: none"> Work collaboratively with HIV investigative laboratory services Make appropriate tertiary referrals <p>HIV psychosocial issues:</p> <ul style="list-style-type: none"> Recognise and discuss the impact of HIV on the patient, their partner and family including knowledge of the support systems available for clients 	<p>GP/PhD course or GASH/STH/HV modules 1-6</p> <p>GP/PhD course</p> <p>CDX 1.2 Female history CDX 1.3 Female examination CDX 1.4 Sexual Health Promotion CDX 1.5 Female Tests & diagnosis CDX 2.2 Male history CDX 2.3 Male examination CDX 2.4 Sexual Health Promotion CDX 2.5 Male Tests & diagnosis CDX 3.2 MSM history CDX 3.3 MSM examination CDX 3.4 Sexual Health Promotion CDX 3.5 MSM tests & diagnosis CDX 8.1 Partner notification CDX 8.2 HIV pre and post-test discussion</p> <p>GP/PhD course</p> <p>CDX 16. Assessment and referral of primary HIV infection</p> <p>DPSRH Assessment G</p>	<p>GP/PhD (core and plus) course Certificate or GASH/STH/HV Certificate</p> <p>GP/PhD course Certificate</p> <p>GP/PhD course Certificate</p> <p>DPSRH Certificate</p>
Learning objectives		Learning outcomes		
1	Explain the role of HIV testing, state which HIV serological markers detect acute and chronic infection and give positive HIV results where indicated. Discuss issues of disclosure and support individuals to undertake this	1	1	Underline the importance of disclosure to partners and children and facilitate HIV tests in accordance with national guidelines
2	Underline the importance of confidentiality and disclosure of HIV status. Explain sensitivity and specificity of HIV tests related to HIV prevalence, stage of HIV infection including primary HIV infection (PHI) identify and respond to patients' beliefs, ideas and concerns regarding their health and HIV status	2	2	Recognise and discuss the impact of HIV on the patient, their partner and family including knowledge of the support systems available for clients
3	Integrate into appropriate patient assessment and discuss guidelines with, or discuss: <ul style="list-style-type: none"> Do not want to have an HIV test Do not want to disclose to partners or children or facilitate HIV testing for them Are unable to reduce their risk of onward transmission Give a look-back review of those with late diagnosis to improve HIV testing across the sector	3	3	Underline an assessment of the timing of HIV acquisition including independence of indicator HIV tests and value this in partner notification discussions
4	Provide continuity and timely testing. HIV tests at the MPT and make the discussion to seek retention. Facilitate HIV testing in a variety of settings, including testing members of non-HIV MPTs in HIV testing strategies	4	4	Underline the importance of disclosure to partners and children and facilitate HIV tests in accordance with national guidelines

Unit of learning

1. HIV testing and diagnoses				
<ul style="list-style-type: none"> To offer and discuss HIV testing in a variety of settings and promote access to universal HIV testing, using the most appropriate methods and assays in accordance with national guidelines To support disclosure to partners and children and facilitate HIV tests To ensure patients followed up rapidly and linked into clinical care To provide support to people newly diagnosed with HIV Recognise and demonstrate an understanding of the psychological aspects of having an STI Carry out HIV pre- and post-test discussion and testing <p>ACPs capabilities 1.2, 1.3, 1.6, 1.7, 1.8, 1.11</p>				
Knowledge	Skills	Attitudes	Training	Evidence
<p>The epidemiology, transmission routes and risks, clinical features, and prevention of HIV/AIDS</p> <p>Laboratory tests used to diagnose HIV infection and their interpretation</p> <p>Describe and explain the principles of and indications for:</p> <ul style="list-style-type: none"> Rapid and laboratory tests including confirmatory tests Sensitivity and specificity related to HIV prevalence in all stages of HIV infection including primary HIV infection (PHI) <p>HIV testing strategies according to national testing guidelines</p> <p>Describe different strategies and implications of testing (including opt-out) in the context of:</p> <ul style="list-style-type: none"> Antenatal testing Testing people from higher risk groups including self-testing Indicator conditions In non-traditional settings, other acute care hospital settings and outreach services <p>Late HIV diagnosis and those lost to follow up</p> <ul style="list-style-type: none"> Define late diagnosis Describe different clinical pathways in these contexts <p>Medico-legal and ethical issues specific to HIV/AIDS. Describe specific issues regarding HIV testing and diagnosis including:</p> <ul style="list-style-type: none"> Consent - implied and informed Partner notification Disclosure of HIV status to GP, other health care professionals, partners and children Occupational health issues Insurance/medical reports <p>Role of patient self-managers and peer support. Describe the importance and use of:</p> <ul style="list-style-type: none"> Maintaining good health, support HIV positive patients and advocacy groups 	<p>HIV testing strategies:</p> <ul style="list-style-type: none"> Use epidemiological datasets to assess local prevalence and optimum testing strategies <p>HIV risk assessment:</p> <ul style="list-style-type: none"> Perform an HIV risk assessment and discuss HIV transmission <p>HIV testing discussions:</p> <ul style="list-style-type: none"> Discuss HIV testing in a variety of settings, including with someone who is declining the test Give a negative, positive or indeterminate HIV test result and discuss relevant issues Provide appropriate immediate management and onward referral for patients with positive results <p>HIV status disclosure:</p> <ul style="list-style-type: none"> Discuss the importance of disclosure to other health care professionals, partners and children, including with someone who is declining to disclose <p>Acquisition of HIV infection:</p> <ul style="list-style-type: none"> Understand an assessment of the timing of HIV acquisition including independence of incident HIV tests and value this in partner notification discussions <p>Health beliefs specific to HIV infection:</p> <ul style="list-style-type: none"> Identify and respond to patients' beliefs, ideas and concerns regarding their health and HIV status 	<p>Demonstrate appropriate level of clinical decision making in daily clinical practice</p> <p>HIV ethical issues:</p> <ul style="list-style-type: none"> Demonstrate willingness to seek advice from peers, patient representatives, supervisors team (MPT) members, legal bodies and the ACP professional regulatory body in the event of ethical dilemmas over HIV disclosure and confidentiality <p>HIV team working:</p> <ul style="list-style-type: none"> Work collaboratively with HIV investigative laboratory services Make appropriate tertiary referrals <p>HIV psychosocial issues:</p> <ul style="list-style-type: none"> Recognise and discuss the impact of HIV on the patient, their partner and family including knowledge of the support systems available for clients 	<p>GP/PhD course or DASH/STH/HV modules 1-6</p> <p>GP/PhD course</p> <p>CDX 1.2 Female history CDX 1.3 Female examination CDX 1.4 Sexual Health Promotion CDX 1.5 Female Tests & diagnosis CDX 2.2 Male history CDX 2.3 Male examination CDX 2.4 Sexual Health Promotion CDX 2.5 Male Tests & diagnosis CDX 3.2 MSM history CDX 3.3 MSM examination CDX 3.4 Sexual Health Promotion CDX 3.5 MSM tests & diagnosis CDX 8.1 Partner notification CDX 8.2 HIV pre and post-test discussion</p> <p>GP/PhD course CDX 16. Assessment and referral of primary HIV infection</p> <p>DPSRH Assessment 6</p>	<p>GP/PhD (core and plus) course Certificate or DASH/STH/HV Certificate</p> <p>GP/PhD course Certificate</p> <p>GP/PhD course Certificate</p> <p>DPSRH Certificate</p>
Learning objectives		Learning outcomes		
1	Explain the role of HIV testing, state which HIV testing strategy offers the greatest benefits to most patients and justify positive HIV results where indicated. Discuss issues of disclosure and support individuals to undertake this	1	1	1. Identify and discuss the impact of HIV on the patient, their partner and family including knowledge of the support systems available for clients
2	Understand the importance of confidentiality and disclosure of HIV status. Explain sensitivity and specificity of HIV tests related to HIV prevalence, stage of HIV infection including primary HIV infection (PHI) identify and respond to patients' beliefs, ideas and concerns regarding their health and HIV status	2	2	2. Recognise and discuss the impact of HIV on the patient, their partner and family including knowledge of the support systems available for clients
3	Integrate into appropriate patient consultation and discuss guidelines with, or discuss: <ul style="list-style-type: none"> Do not want to have an HIV test Do not want to disclose to partners or children or facilitate HIV testing for them Are unable to reduce their risk of onward transmission Discuss look-back reviews of those with late diagnosis to improve HIV testing across the sector	3	3	3. Recognise and discuss the impact of HIV on the patient, their partner and family including knowledge of the support systems available for clients
4	Provide continuity and timely managing HIV cases at the MPT and work in discussion to seek individual patients HIV testing in a variety of settings, including raising members of non-HIV MPTs in HIV testing strategies	4	4	4. Recognise and discuss the impact of HIV on the patient, their partner and family including knowledge of the support systems available for clients

Unit of learning

1. HIV testing and diagnoses			
<ul style="list-style-type: none"> To offer and discuss HIV testing in a variety of settings and promote access to universal HIV testing, using the most appropriate methods and assays in accordance with national guidelines To support disclosure to partners and children and facilitate HIV tests To ensure partners followed up rapidly and linked into clinical care To provide support to people newly diagnosed with HIV Recognise and demonstrate an understanding of the psychological aspects of having an STI Carry out HIV pre- and post-test discussion and testing Understand prevention strategies including partner notification <p>ACP competencies 1.2, 1.3, 1.7, 1.8, 1.11</p>			
Knowledge	Skills	Attitudes	Evidence
<p>The epidemiology, transmission routes and risk, clinical features, and prevention of HIV/AIDS</p> <p>Laboratory tests used to diagnose HIV infection and their interpretation</p> <p>Describe and explain the principles of and indications for:</p> <ul style="list-style-type: none"> Rapid and laboratory tests including confirmatory tests Sensitivity and specificity related to HIV prevalence in all stages of HIV infection including primary HIV infection (PHI) <p>HIV testing strategies according to national testing guidelines</p> <p>Describe different strategies and implications of testing (including opt-out) in the context of:</p> <ul style="list-style-type: none"> Universal testing Testing people from higher risk groups including self-testing Indicator conditions In non-traditional settings, other acute care hospital settings and outreach services <p>Link HIV diagnosis and those test to follow up</p> <ul style="list-style-type: none"> Define test diagnosis Describe different clinical pathways in these contexts <p>Medico-legal and ethical issues specific to HIV/AIDS. Describe specific issues regarding HIV testing and diagnosis including:</p> <ul style="list-style-type: none"> Consent - implied and informed Partner notification Disclosure of HIV status to GP, other health care professionals, partners and children Occupational health issues Insurance/medical reports <p>Role of patient self-managers and peer support. Describe the importance and use of:</p> <ul style="list-style-type: none"> Maintaining good health, rapid HIV testing services and advocacy groups 	<p>HIV testing strategies:</p> <ul style="list-style-type: none"> Use epidemiological datasets to assess local prevalence and optimum testing strategies <p>HIV risk assessment:</p> <ul style="list-style-type: none"> Perform an HIV risk assessment and discuss HIV transmission <p>HIV testing discussions:</p> <ul style="list-style-type: none"> Discuss HIV testing in a variety of settings, including with someone who is declining the test Give a negative, positive or indeterminate HIV test result and discuss relevant issues Provide appropriate immediate management and onward referral for patients with positive results <p>HIV status disclosure:</p> <ul style="list-style-type: none"> Discuss the importance of disclosure to other health care professionals, partners and children, including with someone who is declining to disclose <p>Acquisition of HIV infection:</p> <ul style="list-style-type: none"> Understand an assessment of the timing of HIV acquisition including independence of indicator HIV tests and when this is partner notification discussions <p>Health beliefs specific to HIV infection:</p> <ul style="list-style-type: none"> Identify and respond to patients' beliefs, ideas and concerns regarding their health and HIV status 	<p>Demonstrate appropriate level of clinical decision making in daily clinical practice</p> <p>HIV ethical issues:</p> <ul style="list-style-type: none"> Demonstrate willingness to seek advice from peers, patient representatives, supervisors team (MPT) members, legal bodies and the ACP professional regulatory body in the event of ethical dilemmas over HIV disclosure and confidentiality <p>HIV team working:</p> <ul style="list-style-type: none"> Work collaboratively with HIV investigative laboratory services Make appropriate tertiary referrals <p>HIV psychosocial issues:</p> <ul style="list-style-type: none"> Recognise and discuss the impact of HIV on the patient, their partner and family including knowledge of the support systems available for clients 	<p>GP/PhD course or DASH+STI/HIV modules 1-6</p> <p>GP/PhD</p> <p>CDX 1.2 Female history CDX 1.3 Female examination CDX 1.4 Sexual Health Promotion CDX 1.5 Female Tests & diagnosis CDX 2.2 Male history CDX 2.3 Male examination CDX 2.4 Sexual Health Promotion CDX 2.5 Male Tests & diagnosis CDX 3.2 MSM history CDX 3.3 MSM examination CDX 3.4 Sexual Health Promotion CDX 3.5 MSM tests & diagnosis CDX 8.1 Partner notification CDX 8.2 HIV pre and post-test discussion</p> <p>GP/PhD</p> <p>CDX 16. Assessment and referral of primary HIV infection</p> <p>DPSRH Assessment G</p> <p>GP/PhD (core and plus) course Certificate or DASH+STI/HIV Certificate</p> <p>GP/PhD Certificate</p> <p>GP/PhD Certificate</p> <p>DPSRH Certificate</p>
Learning objectives		Learning outcomes	
1	Explain the epidemiology, transmission routes and risk, clinical features, and prevention of HIV/AIDS	1	I understand the epidemiology, transmission routes and risk, clinical features, and prevention of HIV/AIDS
2	Describe and explain the principles of and indications for: Rapid and laboratory tests including confirmatory tests	2	I understand the principles of and indications for: Rapid and laboratory tests including confirmatory tests
3	Describe different strategies and implications of testing (including opt-out) in the context of: Universal testing	3	I understand the importance of disclosure to other health care professionals, partners and children, including with someone who is declining to disclose
4	Understand an assessment of the timing of HIV acquisition including independence of indicator HIV tests and when this is partner notification discussions	4	I understand the importance of disclosure to other health care professionals, partners and children, including with someone who is declining to disclose

Unit of learning

1. HIV testing and diagnoses				
<ul style="list-style-type: none"> To offer and discuss HIV testing in a variety of settings and promote access to universal HIV testing, using the most appropriate methods and assays in accordance with national guidelines To support clinicians to partners and children and facilitate HIV tests To ensure patients followed up rapidly and linked into clinical care To provide support to people newly diagnosed with HIV Recognise and demonstrate an understanding of the psychological aspects of having an HIV test Carry out HIV pre- and post-test discussion and testing Understand prevention strategies including partner notification <p>ACP capabilities 1.2, 1.3, 1.6, 1.7, 1.8, 1.11</p>				
Knowledge	Skills	Attitudes	Training	Evidence
<p>The epidemiology, transmission routes and risks, clinical features, and prevention of HIV/AIDS</p> <p>Laboratory tests used to diagnose HIV infection and their interpretation</p> <p>Describe and explain the principles of and indications for:</p> <ul style="list-style-type: none"> Rapid and laboratory tests including confirmatory tests Sensitivity and specificity related to HIV prevalence in all stages of HIV infection including primary HIV infection (PHI) <p>HIV testing strategies according to national testing guidelines</p> <p>Describe different strategies and implications of testing (including opt-out) in the context of:</p> <ul style="list-style-type: none"> Universal testing Testing people from higher risk groups including self-testing Indicator conditions In non-traditional settings, other acute care hospital settings and outreach services <p>Link HIV diagnosis and those test to follow up</p> <ul style="list-style-type: none"> Define test diagnosis Describe different clinical pathways in these contexts <p>Medico-legal and ethical issues specific to HIV/AIDS. Describe specific issues regarding HIV testing and diagnosis including:</p> <ul style="list-style-type: none"> Consent - implied and informed Partner notification Disclosure of HIV status to GP, other health care professionals, partners and children Occupational health issues Insurance/medical agents <p>Role of patient self-managers and peer support. Describe the importance and use of:</p> <ul style="list-style-type: none"> Maintaining good health, support HIV positive patients and advocacy groups 	<p>HIV testing strategies:</p> <ul style="list-style-type: none"> Use epidemiological datasets to assess local prevalence and optimum testing strategies <p>HIV risk assessment:</p> <ul style="list-style-type: none"> Perform an HIV risk assessment and discuss HIV transmission <p>HIV testing discussions:</p> <ul style="list-style-type: none"> Discuss HIV testing in a variety of settings, including with someone who is declining the test Give an explicit, positive or indeterminate HIV test result and discuss relevant issues Provide appropriate immediate management and onward referral for patients with positive results <p>HIV status disclosure:</p> <ul style="list-style-type: none"> Discuss the importance of disclosure to other health care professionals, partners and children, including with someone who is declining to discuss <p>Acquisition of HIV infection:</p> <ul style="list-style-type: none"> Understand an assessment of the timing of HIV acquisition including independence of incident HIV tests and value this in partner notification discussions <p>Health beliefs specific to HIV infection:</p> <ul style="list-style-type: none"> Identify and respond to patients' beliefs, ideas and concerns regarding their health and HIV status 	<p>Demonstrate appropriate level of clinical decision making in daily clinical practice</p> <p>HIV ethical issues:</p> <ul style="list-style-type: none"> Demonstrate willingness to seek advice from peers, patient representatives, supervisors team (MPT) members, legal bodies and the ACP professional regulatory body in the event of ethical dilemmas over HIV disclosure and confidentiality <p>HIV team working:</p> <ul style="list-style-type: none"> Work collaboratively with HIV investigative laboratory services Make appropriate tertiary referrals <p>HIV psychosocial issues:</p> <ul style="list-style-type: none"> Recognise and discuss the impact of HIV on the patient, their partner and family including knowledge of the support systems available for clients 	<p>GP/PhD course or GASH+GSH+HIV modules 1-6</p> <p>GP/PhD</p> <p>CDX 1.2 Female history CDX 1.3 Female examination CDX 1.4 Sexual Health Promotion CDX 1.5 Female Tests & diagnosis CDX 2.2 Male history CDX 2.3 Male examination CDX 2.4 Sexual Health Promotion CDX 2.5 Male Tests & diagnosis CDX 3.2 MSM history CDX 3.3 MSM examination CDX 3.4 Sexual Health Promotion CDX 3.5 MSM tests & diagnosis CDX 8.1 Partner notification CDX 8.2 HIV pre and post-test discussion</p> <p>GP/PhD</p> <p>CDX 16. Assessment and referral of primary HIV infection</p> <p>DFSSH Assessment G</p>	<p>GP/PhD (core and plus) course Certificate or GASH+GSH+HIV Certificate</p> <p>GP/PhD Certificate</p> <p>GP/PhD Certificate</p> <p>DFSSH Certificate</p>
Learning objectives	CPD	CPD	CPD	CPD
<p>1 Explain the role of HIV testing, what clinicians are asked to do, and the clinical implications of HIV testing in a variety of settings and promote access to universal HIV testing, using the most appropriate methods and assays in accordance with national guidelines</p>	1	1	1	1
<p>2 Understand the importance of confidentiality and disclosure of HIV status. Explain sensitivity and specificity of HIV tests related to HIV prevalence, stage of HIV infection including primary HIV infection (PHI) identify and respond to patients' beliefs, ideas and concerns regarding their health and HIV status</p>	2	2	2	2
<p>3 Recognise and demonstrate an understanding of the psychological aspects of having an HIV test. Carry out HIV pre- and post-test discussion and testing. Understand prevention strategies including partner notification</p>	3	3	3	3
<p>4 Provide continuity and timely testing. HIV testing in a variety of settings, including using members of non-HIV MPTs in HIV testing strategies</p>	4	4	4	4

Unit of learning

1. HIV testing and diagnoses				
<ul style="list-style-type: none">To offer and discuss HIV testing in a variety of settings and promote access to universal HIV testing, using the most appropriate methods and assays in accordance with national guidelinesTo support clinicians to partners and children and facilitate HIV testsTo ensure patients followed up rapidly and linked into clinical careTo provide support to people newly diagnosed with HIVRecognise and demonstrate an understanding of the psychological aspects of having an STICarry out HIV pre- and post-test discussion and testingUnderstand prevention strategies including partner notification <p>ACP capabilities 1.2, 1.3, 1.6, 1.7, 1.8, 1.11</p>				
Knowledge	Skills	Competence	Training	Evidence
<p>The epidemiology, transmission routes and risks, clinical features, and prevention of HIV/AIDS</p> <p>Laboratory tests used to diagnose HIV infection and their interpretation</p> <p>Describe and explain the principles of and indications for:</p> <ul style="list-style-type: none">Rapid and laboratory tests including confirmatory testsSensitivity and specificity related to HIV prevalence in all stages of HIV infection including primary HIV infection (PHI) <p>HIV testing strategies according to national testing guidelines</p> <p>Describe different strategies and implications of testing (including opt-out) in the context of:</p> <ul style="list-style-type: none">Universal testingTesting people from higher risk groups including self-testingIndicator conditionsIn non-traditional settings, other acute care hospital settings and outreach services <p>Link HIV diagnosis and those test to follow up</p> <ul style="list-style-type: none">Define test diagnosisDescribe different clinical pathways in these contexts <p>Medico-legal and ethical issues specific to HIV/AIDS. Describe specific issues regarding HIV testing and diagnosis including:</p> <ul style="list-style-type: none">Consent - implied and informedPartner notificationDisclosure of HIV status to GP, other health care professionals, partners and childrenOccupational health issuesInsurance/medical agents <p>Role of patient self-managers and peer support. Describe the importance and use of:</p> <ul style="list-style-type: none">Maintaining good health, support HIV positive patients and advocacy groups	<p>HIV testing strategies:</p> <ul style="list-style-type: none">Use epidemiological datasets to assess local prevalence and optimum testing strategies <p>HIV risk assessment:</p> <ul style="list-style-type: none">Perform an HIV risk assessment and discuss HIV transmission <p>HIV testing discussions:</p> <ul style="list-style-type: none">Discuss HIV testing in a variety of settings, including with someone who is declining the testGive a negative, positive or indeterminate HIV test result and discuss relevant issuesProvide appropriate immediate management and onward referral for patients with positive results <p>HIV status disclosure:</p> <ul style="list-style-type: none">Discuss the importance of disclosure to other health care professionals, partners and children, including with someone who is declining to discuss <p>Acquisition of HIV infection:</p> <ul style="list-style-type: none">Understand an assessment of the timing of HIV acquisition including independence of incident HIV tests and value this in partner notification discussions <p>Health beliefs specific to HIV infection:</p> <ul style="list-style-type: none">Identify and respond to patients' beliefs, ideas and concerns regarding their health and HIV status	<p>Describe appropriate level of clinical decision making in daily clinical practice</p> <p>HIV ethical issues:</p> <ul style="list-style-type: none">Demonstrate willingness to seek advice from peers, patient representatives, specialist support team (MPT) members, legal bodies and the ACP professional regulatory body in the event of ethical dilemmas over HIV disclosure and confidentiality <p>HIV team working:</p> <ul style="list-style-type: none">Work collaboratively with HIV investigative laboratory servicesMake appropriate tertiary referrals <p>HIV psychosocial issues:</p> <ul style="list-style-type: none">Recognise and discuss the impact of HIV on the patient, their partner and family including knowledge of the support systems available for clients	<p>GP/Pharm course or DASH/STI HIV modules 1-6</p> <p>GP/Pharm</p> <p>CDX 1.2 Female history CDX 1.3 Female examination CDX 1.4 Sexual Health Promotion CDX 1.5 Female Tests & diagnosis CDX 2.2 Male history CDX 2.3 Male examination CDX 2.4 Sexual Health Promotion CDX 2.5 Male Tests & diagnosis CDX 3.2 MSM history CDX 3.3 MSM examination CDX 3.4 Sexual Health Promotion CDX 3.5 MSM tests & diagnosis CDX 8.1 Partner notification CDX 8.2 HIV pre and post-test discussion</p> <p>GP/Pharm</p> <p>CDX 16. Assessment and referral of primary HIV infection</p> <p>DASH Newsletters G</p>	<p>GP/Pharm (core and plus) course Certificate or DASH/STI HIV Certificate</p> <p>GP/Pharm Certificate</p> <p>GP/Pharm Certificate</p> <p>DASH Certificate</p>
Learning objectives	Learning objectives	Learning objectives	Learning objectives	Learning objectives
1. Explain the role of HIV testing and discuss the range of different clinical settings according to local guidelines and national policies. HIV results where indicated raises issues of disclosure and supports individuals to undertake this	1. Recognise the role of HIV testing and discuss the range of different clinical settings according to local guidelines and national policies. HIV results where indicated raises issues of disclosure and supports individuals to undertake this	1. Explain the role of HIV testing and discuss the range of different clinical settings according to local guidelines and national policies. HIV results where indicated raises issues of disclosure and supports individuals to undertake this	1. Explain the role of HIV testing and discuss the range of different clinical settings according to local guidelines and national policies. HIV results where indicated raises issues of disclosure and supports individuals to undertake this	1. Explain the role of HIV testing and discuss the range of different clinical settings according to local guidelines and national policies. HIV results where indicated raises issues of disclosure and supports individuals to undertake this
2. Understand the importance and use of patient self-managers and peer support in HIV testing and diagnosis	2. Understand the importance and use of patient self-managers and peer support in HIV testing and diagnosis	2. Understand the importance and use of patient self-managers and peer support in HIV testing and diagnosis	2. Understand the importance and use of patient self-managers and peer support in HIV testing and diagnosis	2. Understand the importance and use of patient self-managers and peer support in HIV testing and diagnosis
3. Describe the importance and use of patient self-managers and peer support in HIV testing and diagnosis	3. Describe the importance and use of patient self-managers and peer support in HIV testing and diagnosis	3. Describe the importance and use of patient self-managers and peer support in HIV testing and diagnosis	3. Describe the importance and use of patient self-managers and peer support in HIV testing and diagnosis	3. Describe the importance and use of patient self-managers and peer support in HIV testing and diagnosis
4. Explain the role of HIV testing and discuss the range of different clinical settings according to local guidelines and national policies. HIV results where indicated raises issues of disclosure and supports individuals to undertake this	4. Explain the role of HIV testing and discuss the range of different clinical settings according to local guidelines and national policies. HIV results where indicated raises issues of disclosure and supports individuals to undertake this	4. Explain the role of HIV testing and discuss the range of different clinical settings according to local guidelines and national policies. HIV results where indicated raises issues of disclosure and supports individuals to undertake this	4. Explain the role of HIV testing and discuss the range of different clinical settings according to local guidelines and national policies. HIV results where indicated raises issues of disclosure and supports individuals to undertake this	4. Explain the role of HIV testing and discuss the range of different clinical settings according to local guidelines and national policies. HIV results where indicated raises issues of disclosure and supports individuals to undertake this

Unit of learning

1. HIV testing and diagnoses				
<ul style="list-style-type: none"> To offer and discuss HIV testing in a variety of settings and promote access to universal HIV testing, using the most appropriate methods and assays in accordance with national guidelines To support discussions to partners and children and facilitate HIV tests To ensure patients followed up rapidly and linked into clinical care To provide support to people newly diagnosed with HIV Recognise and demonstrate an understanding of the psychological aspects of having an STI Carry out HIV pre- and post-test discussion and testing Understand prevention strategies including partner notification <p>ACP capabilities 1.2, 1.3, 1.6, 1.7, 1.8, 1.11</p>				
Knowledge	Skills	Attitudes	Theory	Evidence
<p>The epidemiology, transmission routes and risks, clinical features, and prevention of HIV/AIDS</p> <p>Laboratory tests used to diagnose HIV infection and their interpretation</p> <p>Describe and explain the principles of and indications for:</p> <ul style="list-style-type: none"> Rapid and laboratory tests including confirmatory tests Sensitivity and specificity related to HIV prevalence in all stages of HIV infection including primary HIV infection (PHI) <p>HIV testing strategies according to national testing guidelines</p> <p>Describe different strategies and implications of testing (including opt-out) in the context of:</p> <ul style="list-style-type: none"> Universal testing Testing people from higher risk groups including self-testing Indicator conditions In non-traditional settings, other acute care hospital settings and outreach services <p>Late HIV diagnosis and those lost to follow up</p> <ul style="list-style-type: none"> Define late diagnosis Describe different clinical pathways in these contexts <p>Medico-legal and ethical issues specific to HIV/AIDS. Describe specific issues regarding HIV testing and diagnosis including:</p> <ul style="list-style-type: none"> Consent - implied and informed Partner notification Disclosure of HIV status to GP, other health care professionals, partners and children Occupational health issues Insurance/medical reports <p>Role of patient self-managers and peer support. Describe the importance and use of:</p> <ul style="list-style-type: none"> Maintaining good health, support HIV positive patients and advocacy groups 	<p>HIV testing strategies:</p> <ul style="list-style-type: none"> Use epidemiological datasets to assess local prevalence and optimum testing strategies <p>HIV risk assessment:</p> <ul style="list-style-type: none"> Perform an HIV risk assessment and discuss HIV transmission <p>HIV testing discussions:</p> <ul style="list-style-type: none"> Discuss HIV testing in a variety of settings, including with someone who is declining the test Give a negative, positive or indeterminate HIV test result and discuss relevant issues Provide appropriate immediate management and onward referral for patients with positive results <p>HIV status disclosure:</p> <ul style="list-style-type: none"> Discuss the importance of disclosure to other health care professionals, partners and children, including with someone who is declining to disclose <p>Acquisition of HIV infection:</p> <ul style="list-style-type: none"> Understand an assessment of the timing of HIV acquisition including independence of indicator HIV tests and value this in partner notification discussions <p>Health beliefs specific to HIV infection:</p> <ul style="list-style-type: none"> Identify and respond to patients' beliefs, ideas and concerns regarding their health and HIV status 	<p>Demonstrate appropriate level of clinical decision making in daily clinical practice</p> <p>HIV ethical issues:</p> <ul style="list-style-type: none"> Demonstrate willingness to seek advice from peers, patient representatives, supervisors team (MPT) members, legal bodies and the ACP professional regulatory body in the event of ethical dilemmas over HIV disclosure and confidentiality <p>HIV team working:</p> <ul style="list-style-type: none"> Work collaboratively with HIV investigative laboratory services Make appropriate tertiary referrals <p>HIV psychosocial issues:</p> <ul style="list-style-type: none"> Recognise and discuss the impact of HIV on the patient, their partner and family including knowledge of the support systems available for clients 	<p>GP/PhD course or DASH/STH HIV modules</p> <p>GP/PhD course</p> <ul style="list-style-type: none"> CDX 1.2 Female history CDX 1.3 Female examination CDX 1.4 Sexual Health Promotion CDX 1.5 Female Tests & diagnosis CDX 2.2 Male history CDX 2.3 Male examination CDX 2.4 Sexual Health Promotion CDX 2.5 Male Tests & diagnosis CDX 3.2 MSM history CDX 3.3 MSM examination CDX 3.4 Sexual Health Promotion CDX 3.5 MSM tests & diagnosis CDX 8.1 Partner notification CDX 8.2 HIV pre and post-test discussion <p>GP/PhD course</p> <ul style="list-style-type: none"> CDX 16. Assessment and referral of primary HIV infection <p>DPSRH Assessment 6</p>	<p>GP/PhD (core and plus) course Certificate or DASH/STH HIV Certificate</p> <p>GP/PhD course Certificate</p> <p>GP/PhD course Certificate</p> <p>DPSRH Certificate</p>
Learning objectives		Learning outcomes		
1	Explain the role of HIV testing, what clients are offered, different clinical settings according to national guidelines and justify positive HIV results where indicated. Discuss issues of disclosure and support individuals to undertake this	1	1	1. Identify the role of HIV testing, what clients are offered, different clinical settings according to national guidelines and justify positive HIV results where indicated. Discuss issues of disclosure and support individuals to undertake this
2	Understand the importance and use of national guidelines regarding confidentiality and disclosure of HIV status. Explain sensitivity and specificity of HIV tests related to HIV prevalence, stage of HIV infection including primary HIV infection (PHI) identify and respond to patients' beliefs, ideas and concerns regarding their health and HIV status	2	2	2. Identify the role of HIV testing, what clients are offered, different clinical settings according to national guidelines and justify positive HIV results where indicated. Discuss issues of disclosure and support individuals to undertake this
3	Integrate into appropriate patient consultation and discuss guidelines with, or discuss: <ul style="list-style-type: none"> Do not want to have an HIV test Do not want to disclose to partners or children or facilitate HIV testing for them Are unable to reduce their risk of onward transmission Give a look-back review of those with late diagnosis to improve HIV testing across the sector	3	3	3. Integrate into appropriate patient consultation and discuss guidelines with, or discuss: <ul style="list-style-type: none"> Do not want to have an HIV test Do not want to disclose to partners or children or facilitate HIV testing for them Are unable to reduce their risk of onward transmission Give a look-back review of those with late diagnosis to improve HIV testing across the sector
4	Provide continuity and timely testing of HIV cases at the MPT and work in discussion to seek initiation of patients HIV testing in a variety of settings, including raising members of non-HIV MPTs in HIV testing strategies	4	4	4. Provide continuity and timely testing of HIV cases at the MPT and work in discussion to seek initiation of patients HIV testing in a variety of settings, including raising members of non-HIV MPTs in HIV testing strategies

Unit of learning

1. HIV testing and diagnoses				
<ul style="list-style-type: none"> To offer and discuss HIV testing in a variety of settings and promote access to universal HIV testing, using the most appropriate methods and assays in accordance with national guidelines To support clinicians to partners and children and facilitate HIV tests To ensure patients followed up rapidly and linked into clinical care To provide support to people newly diagnosed with HIV Recognise and demonstrate an understanding of the psychological aspects of having an STI Carry out HIV pre- and post-test discussion and testing Understand prevention strategies including partner notification <p>ACP capabilities 1.2, 1.3, 1.6, 1.7, 1.8, 1.11</p>				
Knowledge	Skills	Competence	Training	Assessment
<p>The epidemiology, transmission routes and risks, clinical features, and prevention of HIV/AIDS</p> <p>Laboratory tests used to diagnose HIV infection and their interpretation</p> <p>Describe and explain the principles of and indications for:</p> <ul style="list-style-type: none"> Rapid and laboratory tests including confirmatory tests Sensitivity and specificity related to HIV prevalence in all stages of HIV infection including primary HIV infection (PHI) <p>HIV testing strategies according to national testing guidelines</p> <p>Describe different strategies and implications of testing (including opt-out) in the context of:</p> <ul style="list-style-type: none"> Universal testing Testing people from higher risk groups including self-testing Indicator conditions In non-traditional settings, other acute care hospital settings and outreach services <p>Link HIV diagnosis and those test to follow up</p> <ul style="list-style-type: none"> Define test diagnosis Describe different clinical pathways in those contexts <p>Medico-legal and ethical issues specific to HIV/AIDS. Describe specific issues regarding HIV testing and diagnosis including:</p> <ul style="list-style-type: none"> Consent - implied and informed Partner notification Disclosure of HIV status to GP, other health care professionals, partners and children Occupational health issues Insurance/medical reports <p>Role of patient self-managers and peer support. Describe the importance and use of:</p> <ul style="list-style-type: none"> Maintaining good health, support HIV positive patients and advocacy groups 	<p>HIV testing strategies:</p> <ul style="list-style-type: none"> Use epidemiological datasets to assess local prevalence and optimum testing strategies <p>HIV risk assessment:</p> <ul style="list-style-type: none"> Perform an HIV risk assessment and discuss HIV transmission <p>HIV testing discussions:</p> <ul style="list-style-type: none"> Discuss HIV testing in a variety of settings, including with someone who is declining the test Give a negative, positive or indeterminate HIV test result and discuss relevant issues Provide appropriate immediate management and onward referral for patients with positive results <p>HIV status disclosure:</p> <ul style="list-style-type: none"> Discuss the importance of disclosure to other health care professionals, partners and children, including with someone who is declining to disclose <p>Acquisition of HIV infection:</p> <ul style="list-style-type: none"> Understand an assessment of the timing of HIV acquisition including independence of indicator HIV tests and when this in partner notification discussions <p>Health beliefs specific to HIV infection:</p> <ul style="list-style-type: none"> Identify and respond to patients' beliefs, ideas and concerns regarding their health and HIV status 	<p>Demonstrate appropriate level of clinical decision making in daily clinical practice</p> <p>HIV ethical issues:</p> <ul style="list-style-type: none"> Demonstrate willingness to seek advice from peers, patient representatives, supervisors team (MPT) members, legal bodies and the ACP professional regulatory body in the event of ethical dilemmas over HIV disclosure and confidentiality <p>HIV team working:</p> <ul style="list-style-type: none"> Work collaboratively with HIV investigative laboratory services Make appropriate tertiary referrals <p>HIV psychosocial issues:</p> <ul style="list-style-type: none"> Recognise and discuss the impact of HIV on the patient, their partner and family including knowledge of the support systems available for clients 	<p>GP/Pharm course or GASH+GSH+HIV modules 1-6</p> <p>GP/Pharm</p> <p>GP/Pharm</p> <p>CDX 1.2 Female history CDX 1.3 Female examination CDX 1.4 Sexual Health Promotion CDX 1.5 Female Tests & diagnosis CDX 2.2 Male history CDX 2.3 Male examination CDX 2.4 Sexual Health Promotion CDX 2.5 Male Tests & diagnosis CDX 3.2 MSM history CDX 3.3 MSM examination CDX 3.4 Sexual Health Promotion CDX 3.5 MSM tests & diagnosis CDX 8.1 Partner notification CDX 8.2 HIV pre and post-test discussion</p> <p>GP/Pharm</p> <p>CDX 16. Assessment and referral of primary HIV infection</p> <p>GP/Pharm</p> <p>DPSRH Assessment G</p>	<p>GP/Pharm (core and plus) course Certificate or GSH+GSH+HIV Certificate</p> <p>GP/Pharm Certificate</p> <p>GP/Pharm Certificate</p> <p>DPSRH Certificate</p>
Learning objectives		Learning outcomes		
1	Explain the role of HIV testing, what clinicians are charged with in clinical settings and provide positive HIV results where indicated. Discuss issues of disclosure and support individuals to undertake this	1	1	1. Identify and respond to patients' beliefs, ideas and concerns regarding their health and HIV status
2	Understand the importance of confidentiality and disclosure of HIV status. Explain sensitivity and specificity of HIV tests related to HIV prevalence, stage of HIV infection including primary HIV infection (PHI) identify and respond to patients' beliefs, ideas and concerns regarding their health and HIV status	2	2	2. Recognise and discuss the impact of HIV on the patient, their partner and family including knowledge of the support systems available for clients
3	Integrate into appropriate patient assessment and discuss guidelines with, or discuss: <ul style="list-style-type: none"> Do not want to have an HIV test Do not want to disclose to partners or children or facilitate HIV testing for them Are unable to reduce their risk of onward transmission Create look-back reviews of those with a test diagnosis to improve HIV testing across the sector	3	3	3. Demonstrate willingness to seek advice from peers, patient representatives or supervisory bodies in the event of ethical dilemmas over HIV disclosure and confidentiality
4	Provide continuity and timely testing. HIV tests at the MPT and work in discussion to seek initiation of patients HIV testing in a variety of settings, including raising members of non-HIV MPTs in HIV testing strategies	4	4	4. Work collaboratively with HIV investigative laboratory services

Unit of learning

1. HIV testing and diagnoses				
<ul style="list-style-type: none"> To offer and discuss HIV testing in a variety of settings and promote access to universal HIV testing, using the most appropriate methods and assays in accordance with national guidelines To support clinicians to partners and children and facilitate HIV tests To ensure patients followed up rapidly and linked into clinical care To provide support to people newly diagnosed with HIV Recognise and demonstrate an understanding of the psychological aspects of having an STI Carry out HIV pre- and post-test discussion and testing Understand prevention strategies including partner notification <p>ACP capabilities 1.2, 1.3, 1.6, 1.7, 1.8, 1.11</p>				
Knowledge	Skills	Attitudes	Training	Evidence
<p>The epidemiology, transmission routes and risks, clinical features, and prevention of HIV/AIDS</p> <p>Laboratory tests used to diagnose HIV infection and their interpretation</p> <p>Describe and explain the principles of and indications for:</p> <ul style="list-style-type: none"> Rapid and laboratory tests including confirmatory tests Sensitivity and specificity related to HIV prevalence in all stages of HIV infection including primary HIV infection (PHI) <p>HIV testing strategies according to national testing guidelines</p> <p>Describe different strategies and implications of testing (including opt-out) in the context of:</p> <ul style="list-style-type: none"> Antenatal testing Testing people from higher risk groups including self-testing Indicator conditions In non-traditional settings, other acute care hospital settings and outreach services <p>Late HIV diagnosis and those lost to follow up</p> <ul style="list-style-type: none"> Define late diagnosis Describe different clinical pathways in these contexts <p>Medico-legal and ethical issues specific to HIV/AIDS. Describe specific issues regarding HIV testing and diagnosis including:</p> <ul style="list-style-type: none"> Consent - implied and informed Partner notification Disclosure of HIV status to GP, other health care professionals, partners and children Occupational health issues Insurance/medical reports <p>Role of patient self-managers and peer support. Describe the importance and use of:</p> <ul style="list-style-type: none"> Maintaining good health, support HIV positive patients and advisory groups 	<p>HIV testing strategies:</p> <ul style="list-style-type: none"> Use epidemiological datasets to assess local prevalence and optimum testing strategies <p>HIV risk assessment:</p> <ul style="list-style-type: none"> Perform an HIV risk assessment and discuss HIV transmission <p>HIV testing discussions:</p> <ul style="list-style-type: none"> Discuss HIV testing in a variety of settings, including with someone who is declining the test Give a negative, positive or indeterminate HIV test result and discuss relevant issues Provide appropriate immediate management and onward referral for patients with positive results <p>HIV status disclosure:</p> <ul style="list-style-type: none"> Discuss the importance of disclosure to other health care professionals, partners and children, including with someone who is declining to discuss <p>Acquisition of HIV infection:</p> <ul style="list-style-type: none"> Understand an assessment of the timing of HIV acquisition including independence of indicator HIV tests and when this is partner notification discussions <p>Health beliefs specific to HIV infection:</p> <ul style="list-style-type: none"> Identify and respond to patients' beliefs, ideas and concerns regarding their health and HIV status 	<p>Demonstrate appropriate level of clinical decision making in daily clinical practice</p> <p>HIV ethical issues:</p> <ul style="list-style-type: none"> Demonstrate willingness to seek advice from peers, patient representatives, supervisors team (MPT) members, legal bodies and the ACP professional regulatory body in the event of ethical dilemmas over HIV disclosure and confidentiality <p>HIV team working:</p> <ul style="list-style-type: none"> Work collaboratively with HIV investigative laboratory services Make appropriate tertiary referrals <p>HIV psychosocial issues:</p> <ul style="list-style-type: none"> Recognise and discuss the impact of HIV on the patient, their partner and family including knowledge of the support systems available for clients 	<p>GP/PhD course or DASH/STH/HV modules 1-6</p> <p>GP/PhD</p> <p>CDX 1.2 Female history CDX 1.3 Female examination CDX 1.4 Sexual Health Promotion CDX 1.5 Female Tests & diagnosis CDX 2.2 Male history CDX 2.3 Male examination CDX 2.4 Sexual Health Promotion CDX 2.5 Male Tests & diagnosis CDX 3.2 MSM history CDX 3.3 MSM examination CDX 3.4 Sexual Health Promotion CDX 3.5 MSM tests & diagnosis CDX 8.1 Partner notification CDX 8.2 HIV pre and post-test discussion</p> <p>GP/PhD</p> <p>CDX 16. Assessment and referral of primary HIV infection</p> <p>DPSRH Assessment G</p>	<p>GP/PhD (core and plus) course Certificate or DASH/STH/HV Certificate</p> <p>GP/PhD Certificate</p> <p>GP/PhD Certificate</p> <p>DPSRH Certificate</p>
1	Explain the role of HIV testing, test criteria, the range of different clinical settings and appropriate individuals to undertake this	1	Understand the role of HIV testing, test criteria, the range of different clinical settings and appropriate individuals to undertake this	1
2	Understand the importance and use of patient self-managers and peer support. Describe the importance and use of:	2	Understand the importance and use of patient self-managers and peer support. Describe the importance and use of:	2
3	Describe the importance and use of patient self-managers and peer support. Describe the importance and use of:	3	Describe the importance and use of patient self-managers and peer support. Describe the importance and use of:	3
4	Describe the importance and use of patient self-managers and peer support. Describe the importance and use of:	4	Describe the importance and use of patient self-managers and peer support. Describe the importance and use of:	4

What is credentialing?

- A process for those practitioners who are able to demonstrate that they meet the required learning outcomes of the curriculum
- A portfolio of evidence will be submitted by the applicant, which will be reviewed
- Two outcomes: achieved, not achieved

Does this mean that all nurses will be working to this standard?

- No, only credentialed ACPs
- This is the national expectation for a credentialed ACP who will be expected to demonstrate they have reached the required level across the four pillars, however it will be down to each service to decide how they want to use ACPs
- Within a service there may be:
 - Some experienced ACPs and consultant practitioners may be working to a higher level across the four pillars or within a specific area of practice (e.g. complex contraception, specific STI, specific population etc.)
 - 'Enhanced Clinical Nurses' working to a lower level or which have limited area of practice
 - Trainee ACPs who are working towards this standard but who will require support and supervision

Credentialing

The credential confirms there is sufficient evidence that the standard of practice meets the defined standard in the Curriculum

'a process which provides formal accreditation of competences (which include knowledge, skills and performance) in a defined area of practice, at a level that provides confidence that the individual is fit to practise in that area...'

'Confirmation that at a moment in time, an individual has presented evidence that confirms their competence against a specific curriculum'

- Not an assessment in itself
- Not a qualification
- Not a license to practice
- Not a panel review of competence
- “A line in the sand”

Academic credits

- At City, University of London we are piloting a 30 credit level 7 portfolio module so that individuals will be able to gain academic credits for the learning undertaken and evidenced in the curriculum.
- 2 parts to the module
- 1) A portfolio evidencing all the units of learning
- 2) A 4,000 word report on a negotiated project to evaluate the impact of the students role as an ACP
- 15 funded places on the pilot by HEE
- Starting in September 2019
- If interested contact matthew.grundy-bowers@city.ac.uk

Future developments

- Nurses will be able to sit Diploma in Genito-Urinary Medicine
- In discussions with FSRH for nurses to be able to sit membership examinations
- The curriculum and credentialing committee to consider incorporating other levels of practice:
 - Enhanced
 - Consultant

Acknowledgements

Project team

Felicity Young, Consultant Nurse (Isle of Wight)

Fiona Dickson, Advanced Nurse Practitioner (Waldron Health Centre)

Dr Michelle Croston, Senior Lecturer (MMU)

Vinet Campbell, Learning & Development Manager (FSRH)

Many thanks

Mary Dawood, Consultant Nurse (ED) Imperial College Healthcare NHS Trust

Dr Ruth Brown, Consultant Physician (ED) and Associate Director (Medical Education), Imperial College Healthcare NHS Trust

Both led the RCEM ACP project and have been invaluable in the development of this project and for also sharing their slides