



Supporting the COVID-19 response: management of Annual Review of Competency Progression (ARCP) - supplementary guidance from the Faculty of Public Health

1. General

- This specialty specific guidance is written to supplement the ARCP decision aid and ARCP coding guidance for use during the COVID-19 panic.
- Exams are in abeyance so cannot be used at end of ST2 or ST3 as a critical point. We do not consider there are any other critical progression points between ST levels.
- We have not therefore amended the curriculum or defined any compensatory evidence.
- We would only expect limited use of Outcome 10s because Health Protection is core public health business and many Learning Outcomes can be covered. For those who were expecting to have passed an exam (DFPH at end of ST2; MFPH at end of ST3) this might be an appropriate outcome. It can also be used for those moving to a clinical role, away from Public Health.
- ARCP outcomes should be recorded in the normal way but the number of 10.1 and 10.2 outcomes must be notified to the Faculty at educ@fph.org.uk.
- While attempts should be made to assess all those due an ARCP this summer we have listed priorities below.

2. Priorities

We recognise the critical limiting factor will be obtaining Educational Supervisor reports with most consultants heavily involved in COVID-19 work. We think it likely that virtual panels of three members can convened for many ARCPs as numbers in Public Health are relatively small, but two-member panels may be used. The following list of three criteria should be used to prioritise:

1. Outcome 6;
2. Where trainee is on an adverse outcome;
3. Where an adverse outcome is expected.

And additionally, at the discretion of the local training programme:

4. Those about to enter their final year (ST4 to ST5);
5. Those completing their first year of training.

3. Minimum data set

We consider that all five years can have the same minimum data set:

- Educational Supervisor report;
- Form R (or country-specific equivalents – e.g. SOAR declaration in Scotland);
- Trainee description and reflection on learning (this will be particularly relevant for categories 1-3 under in the priorities above).

4. Acting Up and Period of Grace

- CCT criteria are unchanged so continue to require all exams and competencies completed; nothing can be left to the period of grace;
- Any capabilities and exams could be gained in Acting Up roles.

For further queries contact educ@fph.org.uk.