JCST surgery specific curriculum derogations during COVID-19

These curriculum derogations have been approved by the GMC.

This document should be read alongside the ARCP flowcharts and narrative.

- Current ST2 run-through trainees who have:
  a) failed to pass the MRCS AND/OR
  b) failed to achieve all Core Surgery curriculum defined clinical and operative requirements because of COVID-19 related disruption:

  can proceed to ST3 and must pass MRCS and/or achieve all curriculum requirements by ST3 ARCP (before progressing to ST4)

  Flowcharts 1 and 3 (red lined boxes indicate derogation request pathways)

- Current CT2 uncoupled core trainees who have:
  a) passed the MRCS BUT
  b) failed to achieve all Core Surgery curriculum defined clinical and operative requirements because of COVID-19 related disruption AND
  c) who can achieve these in ST3:

  can proceed to ST3 and must achieve all Core curriculum requirements by ST3 ARCP (before progressing to ST4)

  Flowcharts 2 and 4i (red lined boxes indicate derogation request pathways)

- Current ST6 (ST5 in OMFS and Urology) trainees who have:
  a) otherwise been progressing satisfactorily BUT
  b) have not been able to gain specialty curriculum requirements because of COVID-19 related disruption:

  can proceed to ST7 and sit the FRCS examination if they have the support of their Training Programme Director (TPD)

  Flowcharts 5 and 6 (red lined boxes indicate derogation request pathways)

- Current ST8 (ST7 in OMFS and Urology):
  Whilst alternative evidence may be used to demonstrate that competencies have been met, trainees will only achieve an ARCP 6 and be recommended for the award of a CCT where they have completed all requirements of the curriculum.

  o Curriculum requirements for which alternative evidence, to what is normally required either within the curriculum or in the certification guidelines, is acceptable
  ▪ Research
    o Evidence of having met the relevant requirements for research and scholarship, as described in the GMC’s Generic Professional Capabilities framework.
• Broadly, this includes:
  o The demonstration of evidence based practice
  o Understanding how to critically appraise literature and conduct literature searches and reviews.
  o Understanding and applying basic research principles.
  o Understanding the basic principles of research governance and how to apply relevant ethical guidelines to research activities.

  ▪ Quality Improvement
    ▪ Evidence of an understanding of, and participation in, audit or service improvement.

  ▪ Medical Education and training
    ▪ Evidence of an understanding of, and participation in, medical education and training

  ▪ Management and leadership
    ▪ Evidence of an understanding of management structures and challenges of the NHS in the training jurisdiction.

  ▪ Additional courses / qualifications
    ▪ Evidence may include previous passes in particular courses (e.g. ATLS, PILS), alternative equivalent courses (e.g. European Trauma Course) or WBAs demonstrating equivalent competencies.

  ▪ Educational conferences
    ▪ Evidence of having attended appropriate educational conferences and meetings