



**Welcomed and valued:
Public consultation**

Consultation survey

General Medical Council

Welcomed and valued public consultation

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Welcomed and valued – share your views

We are consulting on our revised version of *Gateways to the professions*, our guidance for medical educators on how to support disabled students and doctors. Let us know what you think of the revised guidance, *Welcomed and valued*. We want to make sure it meets your needs.

The consultation closes on 20 September 2018. You can complete the full consultation or shorter versions depending on your area of interest. And you can take part online or via pdf.

How do I take part in the consultation?

There are 11 questions in the concise consultation version, and 32 questions in the extended consultation version. You can skip questions if you prefer to focus on specific issues.

The consultation is open until 20 September 2018

You can answer the questions online on our consultation website or you can answer the questions using text boxes in the consultation document and either email your completed response to us at hdreview@gmc-uk.org or post it to us at:

Education Policy team
General Medical Council
Regent's Place
350 Euston Road
London
NW1 3JN

Why are we consulting?

Like the general population, some doctors are disabled or have long term health conditions. Disabled doctors have a lot to offer and their contribution to the medical profession should be celebrated. We think it is important for doctors to reflect the diversity of people in the UK. We want to address the added challenges and barriers disabled medical students and doctors face throughout medical education and training so they're able to fulfil their potential.

We oversee all stages of medical education and require organisations to support disabled medical students and doctors through their training. *Gateways to the professions* is the guidance we

provide to help them do this. We have developed a new version of this guidance, now titled *Welcomed and valued*.

Welcomed and valued retains the principles of the current version. But it has been largely re-written and re-organised to reflect a balance between the role and considerations of the GMC, the medical schools and postgraduate bodies. The guidance contains the following chapters:

- Chapter 1 – Our considerations as the professional regulator
- Chapter 2 – What do we expect of medical education organisations and employers?
- Chapter 3a – How can medical schools apply their duties?
- Chapter 3b – How can postgraduate educators and employers apply their duties?

What is this consultation about?

We are consulting on the revised version of the guidance to understand how people who use or will be affected by the guidance view the changes, and whether they think the new guidance meets their needs.

We really want to get this right to best support disabled medical students and doctors. Please take your time and read through the document to give us your general comments as well as your thoughts on some targeted questions. We realise the guidance is a long document – this is because we are covering a complex area and based on feedback from educators, wanted to give detailed advice across all stages of medical education.

You can still give us feedback even if you don't have much time. You do this by:

- Answering Questions #1-11 in this document instead of all 32 questions included.
- Only reading the chapters that are most relevant to you:
 - Medical student: See Chapter 1 for our considerations as a professional regulator; Chapter 2 for what is expected of your medical school; and Chapter 3a for advice on how your school can meet these duties.
 - Doctor: See Chapter 1 for our considerations as a professional regulator; Chapter 2 for what is expected of organisations responsible for your training, and Chapter 3b for advice on how organisations can meet their duties.
 - Medical school: See Chapter 2 for what is expected of medical schools, and Chapter 3a for advice on meeting these duties.
 - Postgraduate educator: See Chapter 2 for what is expected of organisations, and Chapter 3b for advice on meeting these duties.

- Employer organisations: See Chapter 2 for what is expected of employers and organisations responsible for doctors' training; and Chapter 3b on how organisations you collaborate with can meet their duties.
- Focusing on the summaries available at the beginning of each chapter in the guidance. We would recommend reading either the whole document or specific chapters, but if you can't do that because of time constraints, we would still appreciate your feedback on the summaries.

As you are reading through the draft guidance, please bear in mind that:

- The examples of good practice within the guidance are illustrative and not meant to be prescriptive for similar cases, as each case needs to be looked at on its own merits
- We cannot give a prescriptive list of reasonable adjustments or support that is accepted or not, because equality legislation says that what is reasonable can only be decided on a case by case basis. But the guidance gives a framework to help you make those decisions, including what factors to consider.

How have we developed this guidance?

We formed an external steering group of experts, chaired by Prof Bill Reid (Postgraduate Dean, South East Scotland), to oversee the drafting process. The guidance was also informed by external research we commissioned and nine roundtables hosted across the four countries of the UK with students, doctors, educators, employers and members of the public. We've also created a wider reference community of over 250 individuals and organisations with an interest in this area.

General questions

1 Overall, do you like this draft guidance?

- Yes
- No
- Not sure

Please tell us more about what you like or dislike:

2 Does the guidance fulfil its purpose of giving practical advice on how to support disabled medical students and doctors?

- Yes
- No
- Not sure

If yes, what advice did you find most helpful? If no or not sure, how could we improve it?

3 Do you like the title, *Welcomed and valued*?

- Yes
- No
- Not sure

If no or not sure, please suggest other titles for the guidance:

4 Do you like how the guidance is structured?

- Yes
- No
- Not sure

Please tell us more:

5 Should the guidance include more information or clarify anything further?

- Yes
- No
- Not sure

If yes, what information should we include?

6 Does the guidance thoroughly cover undergraduate education?

- Yes
- No
- Not sure

If no or not sure, what more could it include?

7 Does the guidance thoroughly cover postgraduate education?

- Yes
- No
- Not sure

If no or you are not sure, what more could it include?

8 Does this guidance help disabled medical students and/or doctors understand what they can expect of education organisations and employers?

- Yes
- No
- Not sure

Please tell us more:

9 We will be developing supporting resources for this guidance, including short video clips and written accounts of disabled learners' experiences. Would other supporting resources be helpful?

- Yes
- No
- Not sure

If yes, what resources would you like to see?

10 Is there anything we have overlooked in respect to equality, diversity and inclusion?

Are there ways we can make this guidance more accessible?

- Yes
- No
- Not sure

Please tell us more:

11 Do you have any other comments or reflections overall?

- Yes
- No
- Not sure

Please tell us more:

The general questions on the draft guidance conclude here. We would really appreciate your feedback on the detailed questions that follow about each chapter, but we understand if this is not possible due to time constraints. If you only wish to complete the general questions, please skip to the final section of this document, to give us some information about yourself.

Chapter 1: Our considerations as a professional regulator

This chapter is for everyone interested in this guidance. It explains the legal definitions of disability and reasonable adjustments. It firmly states we welcome disabled people in medicine, and discusses our considerations as a professional regulator for each stage of medical education.

12 Have we covered all the relevant topics?

- Yes
- No
- Not sure

If no or not sure, what else should we cover?

13 Is the information about disability (pages 11-16) and reasonable adjustments (pages 17-18) clear and helpful?

- Yes
- No
- Not sure

Please tell us more:

14 Is it useful to include the GMC's considerations on disabled learners for each stage of medical education (pages 20 – 28)? And are the explanations about the GMC considerations clear and helpful?

- Yes
- No
- Not sure

Please tell us more:

Chapter 2: What do we expect of medical education organisations and employers

This chapter explains the requirements from the law and our standards and is for anyone who works in an organisation providing medical education and training. Medical students and doctors can also read this chapter to learn more about the support available to them.

- 15 Are the duties of medical education organisations and employers helpful to include in the guidance?
- Yes
 - No
 - Not sure

Please tell us more:

- 16 After reading this chapter, do you feel you have a good understanding of the legal obligations (pages 34-38) and what our standards (*Promoting excellence*, pages 39-40) require in relation to disability?

- Yes
- No
- Not sure

Please tell us more:

17 Do the panels 3 and 4 give you enough information to answer the questions on:

- a. Panel 3: Am I disadvantaging or discriminating against other students by supporting disabled students (pages 38-39)?
- b. Panel 4: Is there any type of support for a student that is not compatible with clinical practice in the future (pages 40-41)?

- Yes
- No
- Not sure

Please tell us more:

Chapter 3a: How can medical schools meet their duties?

This chapter discusses how medical schools might meet their duties (outlined in Chapter 2) and is for anyone who works with medical students. Medical students can also read this chapter to learn more about the support available to them.

- 18 After reading this chapter, do you feel you have a good understanding of making the medical course inclusive for disabled learners?
- Yes
 - No
 - Not sure

Please tell us more:

- 19 Will the process described in the seven-step framework on page 54 support disabled students?
- Yes
 - No
 - Not sure

If yes, how? If no or not sure, how could we improve the framework?

20 Do you agree with using *Outcomes for graduates* as the benchmark to decide whether to support a disabled medical student? Do you have any suggestions about how we can express this more directly in relation to clinical practice as a Foundation doctor?

- Yes
- No
- Not sure

Please tell us more:

21 Is the advice on occupational health services Panel 5 (pages 52-53) clear and helpful?

- Yes
- No
- Not sure

Please tell us more:

22 Is the advice on specific elements of the course (clinical placements and assessments) on pages 68-69 clear and helpful?

- Yes
- No
- Not sure

Please tell us more:

- 23 Do the panels 7 and 8 give you enough information to answer the questions on:
- a. Panel 7: Can schools provide an adjustment that is not considered as realistic in the clinical environment, such as extra time (pages 70-71)?
 - b. Panel 8: What can medical schools do when students are diagnosed with a health condition or disability as a result of failing an assessment (page 71)?

- Yes
- No
- Not sure

Please tell us more:

- 24 Does the 'Towards graduation' section (pages 72-74) give you enough information on the requirements to graduate a medical student (meeting all of the *Outcomes for graduates* and being fit to practise), the Transfer of Information and Special Circumstances processes?

- Yes
- No
- Not sure

If no or not sure, what other information should we include?

Chapter 3b: How can postgraduate educators and employers apply their duties?

This chapter discusses how postgraduate educators and employers might meet their duties (outlined in Chapter 2) and is for anyone who works in medical education and training for doctors. Doctors can also read this chapter to learn more about the support available to them.

25 After reading this chapter, do you feel you have a good understanding on making postgraduate training and practice inclusive and accessible for disabled doctors?

- Yes
- No
- Not sure

If no or not sure, how can we improve this?

26 Does the guidance give you enough information on arrangements through Transfer of Information and pre-allocation through Special Circumstances (pages 83-84)?

- Yes
- No
- Not sure

If no or not sure, what other information should we include?

27 Does the guidance give you enough information on less than full time training (pages 85-86)? Are there other arrangements for flexible training we have not considered here?

- Yes
- No
- Not sure

If no or not sure, what other information should we include?

28 Will the process described in the seven-step framework on page 88 support disabled doctors?

- Yes
- No
- Not sure

If yes, how? If no or not sure, how could we improve the framework?

29 Do you agree with the concept of shared responsibility for sharing information about doctors' health and disabilities (pages 82-83)?

- Yes
- No
- Not sure

Please tell us more:

30 Is the advice on specific elements of postgraduate training (educational review, assessments, ARCPs, career advice) clear and helpful (pages 96-103)?

- Yes
- No
- Not sure

Please tell us more:

31 Do you support the explanation on panel 13 about the interaction of health, fitness to practise and patient safety (pages 105-106)?

- Yes
- No
- Not sure

If yes, how? If no or not sure, how could this be improved?

Thank you for taking the time to share your feedback. The consultation closes on 20 September 2018 and we will then analyse the responses and use your feedback to finalise the guidance. If you have any questions about this consultation or our wider work on health and disability, please get in touch at hdreview@gmc-uk.org.

About you

Finally, we'd appreciate it if you would please give some information about yourself to help us analyse the consultation responses.

Your details

Name

Job title (if responding as an organisation)

Organisation (if responding as an organisation)

Address

Email

Contact telephone (optional)

Would you like to be contacted about our future consultations?

- Yes No

If you would like to know about upcoming GMC consultations, please let us know which of the areas of the GMC's work interest you:

- Education Standards and ethics Fitness to practise
 Registration Licensing and revalidation

Data protection

The information you supply will be stored and processed by the GMC in accordance with the Data Protection Act 1998 and will be used to analyse the consultation responses, check the analysis is fair and accurate, and help us to consult more effectively in the future. Any reports published using this information will not contain any personally identifiable information. We may provide anonymised responses to the consultation to third parties for quality assurance or approved research projects on request.

The information you provide in your response may be subject to disclosure under the Freedom of Information Act 2000 which allows public access to information held by the GMC. This does not necessarily mean that your response will be made available to the public as there are exemptions relating to information provided in confidence and information to which the Data Protection Act 1998 applies. You may request confidentiality by ticking the box provided below. Please tick if you want us to treat your response as confidential.

Responding as an individual

Are you responding as an individual?

- Yes No

If yes, please complete the following questions. **If not, please complete the 'responding as an organisation' section on page 23.**

Which of the following categories best describes you?

- Doctor Medical educator (teaching, delivering or administering)
 Medical student Member of the public
 Other healthcare professional
 Other (please give details) _____

Doctors

For the purposes of analysis, it would be helpful for us to know a bit more about the doctors who respond to the consultation. If you are responding as an individual doctor, would you please tick the box below that most closely reflects your role?

- General practitioner Consultant
 Other hospital doctor Trainee doctor
 Medical director Other medical manager
 Staff and associate grade (SAS) doctor Sessional or locum doctor Medical student
 Other (please give details) _____

If you are a doctor, do you work

- fulltime? part time?

What is your country of residence?

- England Northern Ireland Scotland Wales
 Other – European Economic Area
 Other – rest of the world (please say where) _____

Would you be happy for your comments in this consultation to be identified and attributed to you in the reporting?

- Happy for my comments to be attributed to me
- Please keep my responses anonymous

To help ensure that our consultations reflect the views of the diverse UK population, we aim to monitor the types of responses we receive to each consultation and over a series of consultations. Although we will use this information in the analysis of the consultation response, it will not be linked to your response in the reporting process.

What is your age?

- Under 25
- 25–34
- 35–44
- 45–54
- 55–64
- 65 or over

Are you:

- Female
- Male

Would you describe yourself as having a disability?

- Yes
- No
- Prefer not to say

The Equality Act 2010 defines a person as disabled if they have a physical or mental impairment, which has a substantial and long-term (ie has lasted or is expected to last at least 12 months) and adverse effect on the person's ability to carry out normal day-to-day activities.

What is your ethnic group? (Please tick one)

White

- English, Welsh, Scottish, Northern Irish or British
- Irish
- Gypsy or Irish traveller
- Any other white background, please specify _____

Mixed or multiple ethnic groups

- White and black Caribbean
- White and black African
- White and Asian
- Any other mixed or multiple ethnic background, please specify _____

Asian or Asian British

- Indian Pakistani Bangladeshi Chinese
- Any other Asian background, please specify _____

Black, African, Caribbean or black British

- Caribbean African
- Any other black, African or Caribbean background, please specify _____

Other ethnic group

- Arab
- Any other ethnic group, please specify _____

Responding as an organisation

Are you responding on behalf of an organisation?

- Yes No

If yes, please complete the following questions. **If not, please complete the 'responding as an individual' section on page 20.**

Which of the following categories best describes your organisation?

- Body representing doctors Body representing patients or public
 Government department Independent healthcare provider
 Medical school (undergraduate) Postgraduate medical institution
 NHS/HSC organisation Regulatory body
 Other (please give details) _____

In which country is your organisation based?

- UK wide England Scotland
 Northern Ireland Wales Other (European Economic Area)
 Other (rest of the world)

Would you be happy for your comments in this consultation to be identified and attributed to your organisation in the reporting?

- Happy for comments to be attributed to my organisation
 Please keep my responses anonymous

Thank you for taking the time to share your feedback. The consultation closes on 20 September 2018 and we will then analyse the responses and use your feedback to finalise the guidance. If you have any questions about this consultation or our wider work on health and disability, please get in touch at hdreview@gmc-uk.org.

Email: gmc@gmc-uk.org

Website: www.gmc-uk.org

Telephone: **0161 923 6602**

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Textphone: **please dial the prefix 18001** then
0161 923 6602 to use the Text Relay service

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**General
Medical
Council**