

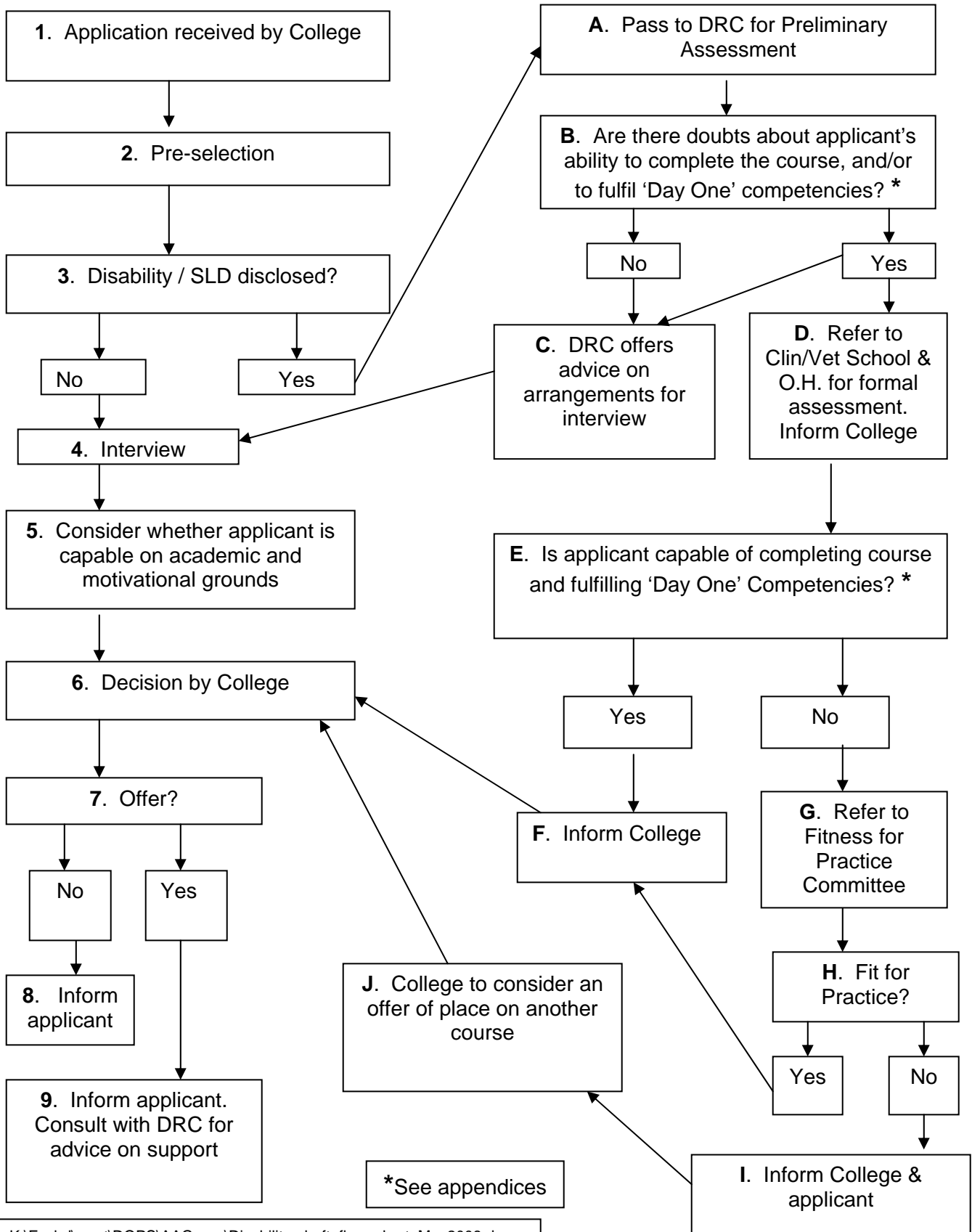
## **Applications for Medicine and Veterinary Medicine from Students with Disabilities/Specific Learning Difficulties (SLDs)**

1. The need to treat fairly all applicants with disabilities and SLDs has exercised all medical and veterinary schools for some time now, and so far no co-ordinated policy for all medical schools has been agreed. The Medical Admissions Advisory Group (MAAG) has met three times to consider the matter, and now wishes to make the following proposals for both medicine and veterinary medicine.
2. Colleges should select all medical and veterinary students on the same set of criteria with regard to academic ability, personality and temperamental suitability for the course. Colleges should seek, from candidates, disclosure of any disability/SLD that might affect the admissions process and, in consultation with the Disability Resource Centre (DRC), make appropriate adjustments to their procedures whenever possible. Where a candidate declares a disability on their UCAS form, or the College is otherwise made aware of such a disability/SLD, they should pass the information to the DRC, for them to make a preliminary assessment. If the DRC has any doubts about the applicant's ability to complete the course, or fulfil 'Day One' competencies, they will inform the Dean of the Clinical School, Dr Wood, or the Dean of the Veterinary School, Mr Herrtage, as appropriate. The respective Deans will be responsible for informing the Occupational Health Department to arrange a formal assessment if one be required and, if issues arise, will refer to the Fitness for Practice Committee, to determine whether reasonable adjustments may be made to the course to allow the applicant to be made an offer.
3. In order to make it possible to balance the quota, Colleges are asked to arrange interviews for any candidates with disabilities early in the admissions round and to decide whether they wish, on purely academic and personal grounds, to make an offer to the disabled student. Once any decision on the Fitness for Practice issue is made, Colleges will be able to make offers to candidates who meet both the academic and the fitness for practice criteria within the normal timeframe. Such candidates would then be considered with all other candidates who might be made offers, pooled or rejected through the standard moderation processes.
4. It must be emphasised that the role of the Colleges in this process is to select students on identical academic and personal criteria, and to inform the DRC of the need for appropriate disability assessment, and to do so in good time to allow the Fitness for Practice Committee to make an appropriate and timely decision. In order to do this, Colleges need to encourage a culture of disclosure in any literature that they send out, and in their Open Day talks and recruitment processes. It should be emphasised that all forms of disability, including psychological disorders, will be considered under this process.
5. This process should be followed for all applicants, including those who wish to transfer from other triposes.
6. Please see attached Flow-Chart for guidance.

**NOTE: If, at any time during the applications/transfer process, a previously undisclosed disability/SLD is disclosed, or becomes apparent, you should refer immediately to the Dean of the Clinical/Veterinary School for a formal assessment. (Box D on the Flow-Chart)**

FLOW-CHART

**for procedure to be followed when applicant for Medicine/Veterinary Medicine discloses a disability or specific learning difficulty (SLD)**



\*See appendices

## DAY ONE COMPETENCIES - MEDICS

The GMC specifies in *Tomorrow's Doctors* that all medical graduates must be able to do the following safely and effectively:

- a. Take and record a patient's history, including their family history.
- b. Perform a full physical examination, and a mental-state examination.
- c. Interpret the findings from the history, the physical examination, and the mental-state examination.
- d. Interpret the results of commonly used investigations.
- e. Make clinical decisions based on the evidence they have gathered.
- f. Assess a patient's problems and form plans to investigate and manage these, involving patients in the planning process.
- g. Work out drug dosage and record the outcome accurately.
- h. Write safe prescriptions for different types of drugs.
- i. Carry out the following procedures involving veins.
  - i. Venepuncture
  - ii. Inserting a cannula into peripheral veins
  - iii. Giving intravenous injections
- j. Give intramuscular and subcutaneous injections.
- k. Carry out arterial blood sampling.
- l. Perform suturing.
- m. Demonstrate competence in cardiopulmonary resuscitation and advanced life-support skills.
- n. Carry out basic respiratory function tests.
- o. Administer oxygen therapy.
- p. Use a nebuliser correctly.
- q. Insert a nasogastric tube.
- r. Perform bladder catheterisation.

## **DAY ONE COMPETENCIES - VETS**

All veterinary graduates must be able to do the following safely and effectively:

- a. Obtain an accurate and relevant history of the individual animal or animal group, and its/their environment
- b. Handle and restrain an animal safely and humanely, and instruct others in performing these techniques
- c. Perform a complete clinical examination
- d. Attend all species in an emergency and perform basic first aid
- e. Assess correctly the nutritional status of an animal and be able to advise the client on principles of husbandry and feeding
- f. Collect, preserve and transport samples, perform standard laboratory tests, and interpret the results of those generated in-house, as well as those generated by other laboratories
- g. Use radiographic, ultrasonic, and other technical equipment that can be used as a diagnostic aid, safely and in accordance with current regulations
- h. Follow correct procedures after diagnosing notifiable, reportable and zoonotic diseases
- i. Know and apply the RCVS twelve Principles of Certification correctly
- j. Access the appropriate sources of data on licensed medicines; prescribe and dispense medicines correctly and responsibly in accordance with relevant legislation and ensure that medicines and waste are safely stored and/disposed of
- k. Correctly apply principles of sterilisation of surgical equipment
- l. Correctly apply principles of aseptic surgery
- m. Safely perform sedation, general and regional anaesthesia, implement chemical methods of restraint, and assess and control pain
- n. Advise on, and administer appropriate treatment
- o. Recognise when euthanasia is necessary and perform it humanely, using an appropriate method, whilst showing sensitivity to the feelings of owners and others, and with due regard to the safety of those present; advise on disposal of the carcass
- p. Perform a basic gross post mortem examination, record details, sample tissues, store and transport them
- q. Perform ante mortem inspection of animals destined for the food chain and correctly identify conditions affecting the quality and safety of products of animal origin
- r. Assess and implement basic health and welfare records (and production records where appropriate)
- s. Advise on, and carry out preventive and prophylactic programmes appropriate to the species and commensurate with accepted animal health, welfare and public health standards, seeking advice and assistance where necessary from professional colleagues

- t. Minimise the risks of contamination, cross infection and accumulation of pathogens in the veterinary premises and in the field

K:\FacBoard\Facbd\mvst\DOPS\AAGroup\Disability Guidelines\Guidance\_Tutors\_on\_Application\_May08.doc