

## ANNEX 10

The RCGP Curriculum Statement Promoting Equality and Valuing Diversity

### Promoting Equality and Valuing Diversity

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One in a series of Curriculum Statements produced by  
the Royal College of General Practitioners:

- 1 Being a General Practitioner
- 2 The General Practice Consultation
- 3 Personal and Professional responsibilities
  1. Clinical Governance
  1. Patient Safety
  1. Ethics and Values Based Medicine
  1. Promoting equality and valuing diversity
  1. Evidence Based Health Care
  1. Research and Academic Activity
  1. Teaching, Mentoring and Clinical Supervision
- 4 Management in Primary Care
  1. Management in Primary Care
  1. Information Management and Technology
- 5 Healthy People: promoting health and preventing disease
- 6 Genetics in Primary Care
- 7 Care of Acutely Ill People
- 8 Care of Children and Young People
- 9 Care of Older Adults
- 10 Gender-specific Health Issues
  1. Women's health
  1. Men's health
- 11 Sexual Health
- 12 Care of People with Cancer & Palliative Care
- 13 Care of People with Mental Health Problems
- 14 Care of people with Learning Disabilities
- 15 Clinical Management
  - 15.1 Cardiovascular problems
  - 15.2 Digestive problems
  - 15.3 Drug Using Adults
  - 15.4 ENT and facial problems
  - 15.5 Eye problems
  - 15.6 Metabolic Problems
  - 15.7 Neurological problems
  - 15.8 Respiratory problems
  - 15.9 Rheumatology and conditions of the musculoskeletal system (including trauma)
  - 15.10 Skin problems

# [CONTENTS]

|   |    |
|---|----|
| [CONTENTS]  | 2  |
| [Acknowledgements]  | 3  |
| Key messages  | 3  |
| [Introduction]  | 4  |
| Rationale for this curriculum statement                   | 4  |
| UK health priorities                                      | 5  |
| The legal situation in the UK and Europe                  | 5  |
| [Learning about promoting equality and valuing diversity] | 8  |
| Non work-based learning                                   | 8  |
| Work-based learning - in secondary care                   | 8  |
| Learning with other health care professionals             | 8  |
| Learning resources  | 8  |
| Examples of relevant texts and references                 | 8  |
| Web resources   | 9  |
| [REFERENCES]  | 11 |

# [ACKNOWLEDGEMENTS]

This curriculum statement drawn on various national guidelines and policies and the clinical experience of practicing general practitioners

The Royal College of General Practitioners would like to express its thanks to these individuals and organisations.

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**Created:** July 2005

**Date of this update:** February 2006

Note: Paul Deemer, equality and diversity manager at NHS Employers, has been honoured with a special award at the British Diversity Awards for his work in promoting diversity practice. Prior to NHS Employers, Paul's equality and diversity experience included work with Barnardos and the Department of Health.

## Key messages

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- Equality and diversity are at the heart of the GP Training Curriculum and in the work of general practitioners, caring for patients as part of the primary health care team
- Equality is about creating a fairer society in which everyone has the opportunity to fulfill their potential.
- Diversity is about recognising and valuing difference in its broadest sense.
- The RCGP, PMETB and the Departments of Health are all committed to the principles of promoting equality and valuing diversity

# [INTRODUCTION]

**Promoting equality and valuing diversity are at the heart of the RCGP Curriculum.** It has been included as a key Curriculum Statement because we believe that investing in the workforce will help deliver a better service and improve patient care across the UK. Equality is about creating a fairer society in which everyone has the opportunity to fulfill their potential. Diversity is about recognising and valuing difference in its broadest sense.

## Rationale for this curriculum statement

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People whom the general practitioner will meet at work in primary care will differ by age, gender and background. They may be:

- Patients and clients
- Carers
- Families
- Visitors
- Colleagues and co-workers within the NHS
- Workers from other agencies from outside the NHS<sup>1</sup>

Discrimination, harassment or oppression in connection with any of these groups of people might be related to: ability, age, bodily appearance and decoration, class, creed, caste, culture, gender, health status, relationship status, mental health, offending background, place of origin, political beliefs, race, and responsibility for dependants, religion and sexual orientation.

Procedures, policies and legislation appertaining to equality and diversity include national law and international conventions relating to:

- Human rights (including those of children)
- Equality
- Anti-discriminatory practices
- Mental health
- Complaints and issue resolution
- Employment<sup>1</sup>

**For the purpose of the RCGP Curriculum we have adopted the following definitions:**

**Equality** is about creating a fairer society where everyone can participate and has the opportunity to fulfil their potential. It is backed by legislation designed to address unfair discrimination based on membership of a particular group.

**Diversity** is about the recognition and valuing of difference in its broadest sense. It is about creating a working culture and practices that recognise, respect, value and harness difference for the benefit of the organisation and the individual, including patients.

**Equality** and **diversity** are not interchangeable – they need to be progressed together. There is no equality of opportunity if difference is not recognised and valued.

## UK health priorities

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Equality and diversity are important subjects for all of the Departments of Health across the UK. In Wales, in 2002, the Welsh Assembly established a **NHS Wales Equality Unit** to ensure that equal opportunities were embedded in the culture of the NHS in Wales and in Scotland equality and diversity issues were promoted in their national health strategy document '**Our National Health: A plan for action, a plan for change**'<sup>2</sup>

In England, the Department of Health in 2000 issued their guidance on equality '**Vital Connection**'<sup>3</sup> which was an attempt to try and set a framework and context for equality and diversity within the NHS. This was further developed in the NHS Plan launched later in 2000<sup>4</sup> which put equality and diversity as one of its key underpinning principles. The **NHS Plan** was the Labour government's ten-year plan for delivering a quality healthcare service within the UK. The human resources dimensions of this ten-year plan were developed further in 2002 with the release of the 'HR in the NHS Plan'<sup>5</sup> in which equality and diversity was placed as a central plank. It was subsequently embedded as a core element of the Improving Working Lives Standards and taken forward by Trusts as the **Positively Diverse** initiative.<sup>6</sup>

A focus on the medical workforce resulted in the publication in June 2004 of '**Sharing the Challenge, Sharing the Benefits - Equality and Diversity in the Medical Workforce**'<sup>7</sup>, an attempt to highlight and offer solutions to the specific equality and diversity issues facing doctors, dentists and GPs.

## The legal situation in the UK and Europe

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There is a strong base of legislation within the UK which supports the drive to promote equality and value diversity.

- Equal Pay Act 1970
- Sex Discrimination Act 1975 and 1986
- Gender Reassignment Regulations 1999
- Indirect Discrimination and Burden of Proof Regulations 2001
- Race Relations Act 1976 and Race Relations (Amendment) Act 2000
- Trades Union and Labour relations Act 1992
- Disability Discrimination Act 1995
- Employment Rights Act 1996
- Human Rights Act 1998
- Employment Relations Act 1999
- Maternity and paternity Leave Regulations 1999
- Part Time workers Regulations 2000
- Employment Act 2002
- European Union Employment Directive and European Union Race and Ethnic Origin directive

The **Postgraduate Medical Education and Training Board (PMETB)** was established by the General and Special Medical Practice (Education and Qualifications) Order, approved by Parliament on 4 April 2003 to develop a single, unifying framework for postgraduate medical education (PGME) and training across the UK. This Order places a duty on PMETB to establish, maintain, and develop standards and requirements relating to postgraduate medical education and training in the United Kingdom.

**The PMETB has committed itself to promote equality and its plans to carry out all its functions, with sensitivity to differences of sex, race disability, sexual orientation, age and religion, and to meet the specific requirements under the Race Relations (Amendment) Act 2000.**

The PMETB is committed to the principles and promotion of equality by the eradication of unlawful discrimination on grounds of sex, race, disability, sexual orientation, age and religion; the promotion of equal opportunities with respect to its role as employer and in the development of Board policies and procedures.

The PMETB recognises that as a regulatory organisation that it has a responsibility to establish, maintain, and develop policy and procedures which set the standards and requirements for other organisations in its field to follow. It has set up an 'Equality Scheme that will cover all aspects of its functions and practices'<sup>8</sup>.

**The RCGP has included this important Curriculum Statement on *Promoting Equality and Valuing Diversity* in its curriculum for postgraduate general practice training because it is also committed to these values and principles, which underpin the curriculum as a whole.**

# [LEARNING OUTCOMES]

The following learning objectives relate specifically to promoting equality and valuing diversity; the full range of generic competencies is described in the RCGP Curriculum Statement 1, *Being a General Practitioner*.

## Primary care management

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In order to demonstrate the core competencies in promoting equality and valuing diversity, the GP registrar will require knowledge, skills and appropriate attitudes in the following areas:

- **Treat colleagues, patients, carers and others equitably and with respect**
- **Act in ways that recognise that people are different and do not discriminate against people because of those differences**
- **Act in ways that acknowledges people's right to make their own decisions and recognises their responsibilities; for example in concordance with treatment agreed between the GP registrar and patient.**
- **Provide information in ways that help people to exercise their rights.**
- **Value people's beliefs and preferences in clinical and everyday working**
- **Challenge behaviour that infringes the rights of others**
- **Recognise and take action to address discrimination and oppression in self and others**
- **Act in ways consistent with employer law, disability discrimination legislation and best practice in recruitment. Encourage others to do so.**
- **Interpret people's rights in a way that is consistent with the letter and spirit of the law, employer's policies and relevant professional standards**
- **Develop communication skills including working with interpreters to deal with patients from diverse backgrounds**
- **Recognise importance of individual differences and social context to health, illness and health care when dealing with patients from ethnically diverse backgrounds**
- **Recognise the concepts of ethnicity and culture**
- **Diversity and Equality in context- perspectives on migration, demography of cultural groups, experience of socio-economic disadvantage and patterns of illness and disease**
- **Recognition of specific practical knowledge e.g. nutrition, naming systems, religion, attitudes toward illness, death, pregnancy etc.**

# [LEARNING ABOUT PROMOTING EQUALITY AND VALUING DIVERSITY]

GP Registrars should learn about equality and diversity while working in both primary and secondary care. It is important for GP Registrars to understand that the practice of medicine has its own culture, values; Morals and beliefs that may set doctor apart from patients. GP registrars should be supported to help them gain a better understanding of the diverse nature of society in which they will work.

GP registrars should be encouraged to ask questions and look critically at their assumptions and attitudes about people who are different to themselves and to encourage reflection about the issues and, importantly about their own feelings.

The GP Registrar working in the hospital or in primary care should be training in an environment that embraces differences and similarities in culture, backgrounds and experience. An environment, free from racism, sexism and bullying where there are positive role models and processes in place that promote equality and value diversity in the workplace.

## **Non work-based learning**

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All General Practice Registrars should have access to courses on promoting equality and diversity. Postgraduate deaneries should work with their local Trusts and Primary Care Organisations to provide courses and learning materials.

## **Learning with other healthcare professionals**

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Many opportunities exist in primary care to explore the issues and learn with the wide range of professions from health and social care settings. Linking to voluntary groups that are advocates for equality, diversity and rights are also ideal opportunities for learning.

## **Learning resources**

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### **Examples of relevant texts and references**

#### **General**

Department of Health Equalities and Diversity in the NHS – progress and priorities London: Department of Health, 2003

Department of Health The NHS Knowledge and Skills Framework (NHS KSF) and Development Review Guidance Working Draft 6 London: Department of Health, 2003

Department of Health The Vital Connection - an equalities framework for the NHS Working together for quality and equality London: Department of Health, 2000

Department of Health The NHS Plan: a plan for investment, a plan for reform London: Department of Health, 2000

Department of Health HR in the NHS Plan London: Department of Health, 2000

Department of Health Positively Diverse London: Department of Health, 2001

Department of Health Equalities and Diversity Strategy Plan to support the NHS London: Department of Health, 2003

Kai J (Ed) Valuing Diversity- A resource for effective Health Care of ethnically diverse Communities- A training Manual London: Royal College of General Practitioners, 2004

The Scottish Executive Our National Health: A plan for action, a plan for change Edinburgh: The Scottish Executive, 2000

## **Medical education and careers**

Coker N Racism in Medicine - An agenda for change London: King's Fund Publishing, 2001

Cooke L, Halford S, Leonard P Racism in the medical profession: the experience of UK graduates London: British Medical Association, 2003

Department of Health Choice and Opportunity - Modernising Medical Careers for Non Consultant Career Grade Doctors London: Department of Health, 2003

Department of Health Medical Schools: delivering the doctors of the future London: Department of Health, 2004

Department of Health Sharing the Challenge, Sharing the Benefits - Equality and Diversity in the Medical Workforce London: Department of Health, 2004

Esmail A, Nelson P, Primarolo D, Toma T Acceptance into medical school and racial discrimination BMJ 1995; 310: 501-2

Esmail A, Everington S Racial Discrimination against doctors from ethnic minorities BMJ 1995; 301: 501-2

General Medical Council Tomorrow's Doctor's - recommendations on undergraduate medical education London: General Medical Council, 2002

Tynan A Pushing the boat out (studies of DIVERSE into admissions into medical school for applicants with a disability) London: LTSN-01.ac.uk 2003

Tynan A The Sequel to Pushing the boat out (studies of DIVERSE into admissions into Medical school for applicants with a disability) London: LTSN-01.ac.uk 2004

## **Web resources**

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Department of Health <http://www.dh.gov.uk>

Department of Health - The Flexible Careers Scheme  
<http://www.wymas.flexiblecareersscheme.nhs.uk>

British Medical Association: BMJ Careers Advice Line  
<http://www.bmjcareersadvicezone.synergynewmedia.co.uk>

British Medical Association: BMJ Careers Chronic Illness Matching Scheme London: British Medical Association <http://www.bmjcareers.com/chill>

Conference of Postgraduate Medical Deans <http://copmed.org.uk/deaneries>

Gay and Lesbian Association of Doctors and Dentists, Dignity at Work Guidelines  
<http://www.gladd.dircon.co.uk/iwl.htm>

National Electronic Library for Health: <http://www.nelh.nhs.uk/ebdm>

NHS Employers – the Positively Diverse initiative  
[http://www.nhsemployers.org/EmployerExcellence/positively\\_diverse\\_programme.asp](http://www.nhsemployers.org/EmployerExcellence/positively_diverse_programme.asp)

Postgraduate Medical Education and Training Board <http://pmetb.org.uk>

RCGP training: <http://www.rcgp.org.uk/research/training/>

# [REFERENCES]

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<sup>1</sup> Department of Health The NHS Knowledge and Skills Framework (NHS KSF) and Development Review Guidance(2003) Working Draft 6 London: Department of Health

<sup>2</sup> The Scottish Executive Our National Health: A plan for action, a plan for change Edinburgh: The Scottish Executive, 2000

<sup>3</sup> Department of Health The Vital Connection - an equalities framework for the NHS Working together for quality and equality London: Department of Health, 2000

<sup>4</sup> Department of Health The NHS Plan: a plan for investment, a plan for reform London: Department of Health, 2000

<sup>5</sup> Department of Health HR in the NHS Plan London: Department of Health, 2000

<sup>6</sup> Department of Health Positively Diverse London: Department of Health, 2004  
(The Positively Diverse programme was developed in the NHS to encourage equality and diversity in the workplace. The programme transferred to NHS Employers in November 2004).

<sup>7</sup> Department of Health Sharing the challenge, sharing the benefits - Equality and Diversity in the Medical Workforce : London: Department of Health Workforce Directorate 2004

<sup>8</sup> The Postgraduate Medical Education and Training Board PMETB: Equality Scheme London: Postgraduate Medical Education and Training Board, 2005