

Please note:

This guidance has now been replaced by [Outcomes for graduates](#).

Tomorrow's doctors: Supplementary guidance for medical schools

This supplementary guidance to *Outcomes for graduates* gives medical schools extra advice on how to put the requirements of *Promoting excellence* and *Outcomes for graduates* into practice.

These documents give you more advice about how to help prepare medical students for clinical practice and the foundation programme. We've included examples of what medical schools are already doing to give you some ideas.

Organising placements

What can medical students expect from their placements? What about their student assistantships in their final year, where they assist a junior doctor?

[Clinical placements for medical students](#) answers these questions and sets out what medical schools should do when organising placements. It also includes advice on relationships with placement providers, patient safety and patients' rights.

Assessing students

How should medical schools assess their students? How should they set standards and mark exams?

[Assessment in undergraduate medical education](#) sets out the different ways that medical schools can assess their students. It includes advice on reasonable adjustments, timing of exams and how to support examiners.

Involving patients and the public

Why should schools involve patients and others in educating their students? What benefits might this bring? How can schools make sure that when they do involve patients, they are doing so in the best way?

[Patient and public involvement in undergraduate medical education](#) gives medical schools advice on the different ways they can include the experiences and views of patients and the public in medical education.

Developing teachers and trainers

What makes for a competent teacher? How are teachers and trainers selected, and how can schools make sure that they are prepared for their roles?

[Developing teachers and trainers in undergraduate medical education](#) gives advice on how medical schools can support teachers and trainers, and help them to develop their skills.

Supporting medical students with mental health conditions

This guidance gives advice to medical schools on all aspects of supporting medical students with mental health conditions.

We worked with the [Medical Schools Council](#) to develop this guidance.

It includes practical suggestions about a range of issues.

- What can medical schools do to help to reduce mental health problems in their students?
- How can medical schools work with occupational health services?
- How can medical schools deal with mental health conditions that relate to fitness to practise concerns?
- Myth busters: Students can be worried about what might happen if they tell anyone or ask for help about a mental health condition. We have included some 'myth busters' in the guidance to reassure students about this. We will use these myth busters to talk about mental health with students.

[*Supporting medical students with mental health conditions*](#)

Welcomed and valued

Welcomed and valued provides advice for medical schools and postgraduate educators on how to support disabled learners, and those with long term health conditions.

The guidance refers to statutory requirements for medical schools and organisations involved in postgraduate training, and provides practical suggestions for organisations to consider.

It is also underpinned in our standards for doctors, medical students, and medical education and training. It does not lay down new requirements, quality assurance standards or policies from the GMC or any of the other organisations involved.

To develop the guidance we formed an external steering group of experts 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, and employers. We also created a wider reference community of over 250 individuals and organisations with an interest in this area.

This document replaces *Gateways to the professions*. It reaffirms its principles and aims to give more practical advice for the day-to-day aspects of medical education and training.

[*Welcomed and valued*](#).