

## PAEDIATRICS – LEVEL 1 FOR ST1 & ST2 ENTRY

Doctors applying for entry level posts into paediatric training will have the opportunity to begin their training at either ST1 or ST2 level, depending on prior experience (see “Selection Criteria” below: “Clinical Skills - Clinical Knowledge & Expertise”) and performance at interview. Please be sure to read the Applicant Guide for full details

ENTRY CRITERIA	
Essential Criteria	When is this evaluated? <sup>i</sup>
<p><b>Qualifications:</b> Applicants must have:</p> <ul style="list-style-type: none"> <li>• MBBS or equivalent medical qualification</li> </ul>	Application form
<p><b>Eligibility:</b> Applicants must:</p> <ul style="list-style-type: none"> <li>• Be eligible for full registration with, and hold a current licence to practise<sup>ii</sup> from, the GMC at intended start date<sup>iii</sup></li> <li>• Have evidence of achievement of foundation competences, in the three and a half years preceding the advertised post start date for the round of application, via one of the following methods: <ul style="list-style-type: none"> <li>➢ Current employment in a UKFPO-affiliated foundation programme; <b>or</b></li> <li>➢ Having been awarded an FPCC (or FADC 5.2) from a UK affiliated foundation programme within the 3.5 years preceding the advertised post start date; <b>or</b></li> <li>➢ 12 months medical experience after full GMC registration (or equivalent post licensing experience), and evidence to commence specialty training in the form of a <i>Certificate of Readiness to Enter Specialty Training</i></li> </ul> </li> <li>• Be eligible to work in the UK</li> </ul>	Application form, interview/selection centre <sup>iv</sup>
<p><b>Fitness to practise:</b> Is up to date and fit to practise safely and is aware of own training needs.</p>	Application form References
<p><b>Language skills:</b> Applicants must have demonstrable skills in written and spoken English, adequate to enable effective communication about medical topics with patients and colleagues as assessed by the General Medical Council<sup>v</sup></p>	Application form, pre-employment health screening
<p><b>Health:</b> Applicants must meet professional health requirements (in line with GMC standards / Good Medical Practice).</p>	Application form, pre-employment health screening
<p><b>Career progression:</b> Applicants must:</p> <ul style="list-style-type: none"> <li>• Be able to provide complete details of their employment history</li> </ul>	Application form Interview/selection centre

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<ul style="list-style-type: none"> <li>• Have evidence that their career progression is consistent with their personal circumstances</li> <li>• Have evidence that their present level of achievement and performance is commensurate with the totality of their period of training</li> <li>• Have notified the Training Programme Director of the Specialty Training Programme they are currently training in if applying to continue training in the same specialty in another region<sup>vi</sup>.</li> <li>• Applicants must not have previously relinquished or been released / removed from a training programme in this specialty, except if they have received an ARCP outcome 1 or under exceptional circumstances<sup>vii</sup></li> <li>• Not previously resigned, been removed from, or relinquished a post or programme with resultant failure to gain the award of a FPCC (FACD 5.2), except under extraordinary circumstances <i>and</i> on the production of evidence of satisfactory outcome from appropriate remediation<sup>viii</sup></li> <li>• Not already hold, nor be eligible to hold, a CCT/CESR in the specialty they are applying for and/or must not currently be eligible for the specialist register for the specialty to which they are applying</li> </ul>	
<p><b>Application completion:</b> ALL sections of application form completed FULLY according to written guidelines.</p>	Application form

SELECTION CRITERIA		
Essential Criteria	Desirable Criteria	When is this evaluated?
<b>Qualifications</b>		
<ul style="list-style-type: none"> <li>• As Above</li> </ul>	<ul style="list-style-type: none"> <li>• Intercalated BSc, BA, MSc involving time taken out from standard 5-year undergraduate medical curriculum</li> </ul>	
<b>Clinical Skills - Clinical Knowledge &amp; Expertise</b>		
<ul style="list-style-type: none"> <li>• Ability to apply sound clinical knowledge and judgement to problems</li> <li>• Ability to prioritise clinical need</li> <li>• Ability to maximise safety and minimise risk</li> <li>• Recognition of, and ability to undertake the initial management of, an acutely ill patient.</li> </ul> <p><b>Essential criteria for those who wish to be considered for ST2 entry only:</b></p> <ul style="list-style-type: none"> <li>• At least 12 months experience in Paediatrics (not including Foundation modules) at point of application*</li> </ul>	<ul style="list-style-type: none"> <li>• Shows aptitude for practical skills, e.g. manual dexterity</li> <li>• Successful completion of training in a Paediatric Life Support course e.g. PLS, APLS, EPLS or equivalent</li> </ul> <p><b>Desirable criteria for those who wish to be considered for ST2 entry only:</b></p> <ul style="list-style-type: none"> <li>• Success in one out of the three MRCPCH papers at time of application close date</li> <li>• Successful completion of Level 2 <i>Safeguarding Children: Recognition and Response in Child Protection</i> (or equivalent)</li> </ul>	<p>Interview/selection centre</p> <p>References</p>
<b>Academic Skills</b>		

<p><b>Research and audit skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates understanding of research, including awareness of ethical issues</li> <li>• Demonstrates understanding of the basic principles of audit, clinical risk management, evidence-based practice, patient safety, and clinical quality improvement initiatives</li> <li>• Demonstrates knowledge of evidence-informed practice</li> </ul>	<p><b>Research and audit skills:</b></p> <ul style="list-style-type: none"> <li>• Evidence of relevant academic and research achievements, e.g. degrees, prizes, awards, distinctions, publications, presentations, other achievements</li> <li>• Evidence of involvement in an audit project, a quality improvement project, formal research project or other activity which: <ul style="list-style-type: none"> <li>➢ Focuses on patient safety and clinical improvement</li> <li>➢ Demonstrates an interest in and commitment to the specialty beyond the mandatory curriculum</li> </ul> </li> </ul> <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Evidence of interest in, and experience of, teaching</li> <li>• Evidence of feedback for teaching</li> </ul>	<p>Interview/selection centre</p>
<p><i>Personal Skills</i></p>		
<p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates clarity in written/spoken communication, and capacity to adapt language to the situation, as appropriate</li> <li>• Able to build rapport, listen, persuade and negotiate.</li> </ul> <p><b>Problem solving and decision making:</b></p> <ul style="list-style-type: none"> <li>• Capacity to use logical/lateral thinking to solve problems/make decisions, indicating an analytical/scientific approach.</li> </ul> <p><b>Empathy and sensitivity:</b></p> <ul style="list-style-type: none"> <li>• Capacity to take in others' perspectives and treat others with understanding; sees patients as people</li> <li>• Demonstrates respect for all.</li> </ul> <p><b>Managing others and team involvement:</b></p> <ul style="list-style-type: none"> <li>• Able to work in multi-professional teams and supervise junior medical staff</li> <li>• Ability to show leadership, make decisions, organise and motivate other team members; for the benefit of patients through, for example, audit and quality improvement projects</li> <li>• Capacity to work effectively with others.</li> </ul> <p><b>Organisation and planning:</b></p> <ul style="list-style-type: none"> <li>• Capacity to manage/prioritise time and information effectively</li> <li>• Capacity to prioritise own workload and organise ward rounds</li> <li>• Evidence of thoroughness (is well-prepared, shows self-discipline/commitment, is punctual and meets deadlines.)</li> </ul>	<p><b>Management and leadership skills:</b></p> <ul style="list-style-type: none"> <li>• Evidence of involvement in management commensurate with experience</li> <li>• Demonstrates an understanding of NHS management and resources</li> <li>• Evidence of effective multi-disciplinary team working and leadership, supported by multi-source feedback or other workplace-based assessments</li> <li>• Evidence of effective leadership in and outside medicine.</li> </ul> <p><b>IT skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates information technology skills.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Evidence of achievement outside medicine</li> <li>• Evidence of altruistic behaviour, e.g. voluntary work</li> <li>• Evidence of organisational skills – not necessarily in medicine, e.g. grant or bursary applications, organisation of a university club, sports section, etc.</li> </ul>	<p>Interview/selection centre</p> <p>References</p>

<p><b>Vigilance and situational awareness:</b></p> <ul style="list-style-type: none"> <li>Capacity to monitor developing situations and anticipate issues.</li> </ul> <p><b>Coping with pressure and managing uncertainty:</b></p> <ul style="list-style-type: none"> <li>Capacity to operate under pressure</li> <li>Demonstrates initiative and resilience to cope with changing circumstances</li> <li>Is able to deliver good clinical care in the face of uncertainty</li> </ul> <p><b>Values:</b></p> <p>Understands, respects and demonstrates the values of the NHS Constitution<sup>ix</sup> (e.g. everyone counts; improving lives; commitment to quality of care; respect and dignity; working together for patients; compassion)</p>		
<p><b><i>Probity – Professional Integrity</i></b></p>		
<ul style="list-style-type: none"> <li>Demonstrates probity (displays honesty, integrity, aware of ethical dilemmas, respects confidentiality)</li> <li>Capacity to take responsibility for own actions</li> <li>Understands importance of advocacy, children's rights, safety, confidentiality and consent</li> </ul>		<p>Interview/selection centre</p> <p>References</p>
<p><b><i>Commitment to Specialty – Learning &amp; Personal Development</i></b></p>		
<ul style="list-style-type: none"> <li>Understanding and awareness of particular requirements and demands of working with children and their parents</li> <li>Shows initiative/drive/enthusiasm (self-starter, motivated, shows curiosity, initiative)</li> <li>Demonstrable interest in, and understanding of, the specialty</li> <li>Commitment to personal and professional development</li> <li>Evidence of attendance at organised teaching and training programme(s)</li> <li>Evidence of self-reflective practice.</li> </ul>	<ul style="list-style-type: none"> <li>Extracurricular activities / achievements relevant to the specialty</li> </ul>	<p>Interview/selection centre</p> <p>References</p>

<sup>i</sup> 'When is this evaluated' is indicative but may be carried out at any time throughout the selection process.

<sup>ii</sup> The GMC introduced the licence to practise in 2009. Any doctor wishing to practise in the UK after this date must be both registered with and hold a licence to practise from the GMC at time of appointment.

<sup>iii</sup> 'Intended start date' refers to the date at which the post commences, not (necessarily) the time an offer is accepted. For 2018 ST1 posts this will normally be **1 August 2018**, unless a different start date is specifically indicated in advance by the employing trust/LETB.

<sup>iv</sup> 'Selection centre' refers to a process, not a place. It involves a number of selection activities which may be delivered within the unit of application.

<sup>v</sup> Applicants are advised to visit the GMC website which gives details of evidence accepted for registration.

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<sup>vi</sup> The Support for Application to another region form, signed by the Training Programme Director of their current Specialty Training Programme confirming satisfactory progress must be submitted to the recruitment office at time of application.

<sup>vii</sup> Exceptional circumstances may be defined as a demonstrated change in circumstances, which can be shown on the ability to train at that time and may include severe personal illness or family caring responsibility incompatible with continuing to train. Applicants will only be considered if they provide a 'support for reapplication to a specialty training programme' form signed by both the Training Programme Director / Head of School and the Postgraduate Dean in the LETB / Deanery that the training took place. No other evidence will be accepted.

<sup>viii</sup> Failure to satisfactorily complete an F2 programme once started should normally be addressed by returning to complete it. Extraordinary circumstances may be defined as a demonstrated change in circumstances which can be shown to impact on the ability to train at that time and may include severe personal illness or family caring responsibility incompatible with continuing to train as a F2 doctor, either through sickness absence, as a LTFT trainee or in a period out of programme.