

## PAEDIATRICS –ST1

ENTRY CRITERIA	
<b>Essential Criteria</b>	
<p><b>Qualifications:</b></p> <p>Applicants must have:</p> <ul style="list-style-type: none"> <li>• MBBS or equivalent medical qualification</li> </ul>	<p><b>When is this evaluated?<sup>i</sup></b></p> <p>Application form</p>
<p><b>Eligibility:</b></p> <p>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 FACD 5.2) from a UK affiliated foundation programme within the 3.5 years preceding the advertised post start date; <b>or</b></li> <li>➢ Current employment in a GMC approved Specialty Training Programme holding either a National Training Number (NTN) or Deanery Reference Number (DRN); <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>	<p><b>When is this evaluated?</b></p> <p>Application form, interview/selection centre<sup>iv</sup></p>
<p><b>Fitness to practise:</b></p> <p>Is up to date and fit to practise safely and is aware of own training needs.</p>	<p><b>When is this evaluated?</b></p> <p>Application form References</p>
<p><b>Language skills:</b></p> <p>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>	<p><b>When is this evaluated?</b></p> <p>Application form, pre-employment health screening</p>
<p><b>Health:</b></p> <p>Applicants must meet professional health requirements (in line with GMC standards / Good Medical Practice).</p>	<p><b>When is this evaluated?</b></p> <p>Application form, pre-employment health screening</p>
<p><b>Career progression:</b></p> <p>Applicants must:</p> <ul style="list-style-type: none"> <li>• Be able to provide complete details of their employment history.</li> <li>• Have evidence that their career progression and level of achievement is consistent with their personal circumstances and time in training.</li> <li>• <b>Maximum of 24 months (2 years) whole time equivalent</b> experience in Paediatrics (not including Foundation modules) <b>at point of application</b></li> </ul>	<p><b>When is this evaluated?</b></p> <p>Application form Interview/selection centre</p>

<ul style="list-style-type: none"> <li>• Have notified the Training Programme Director of the Specialty Training Programme which they are currently enrolled in if applying to continue training in the same specialty in another region<sup>vi</sup>.</li> <li>• 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 holding, 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>	<p><b>When is this evaluated?</b> Application form</p>

<p><b>SELECTION CRITERIA</b></p>		
<p><b>Qualifications</b></p>		
<p><b>Essential Criteria</b></p> <ul style="list-style-type: none"> <li>• As Above</li> </ul>	<p><b>Desirable Criteria</b></p> <ul style="list-style-type: none"> <li>• Healthcare related further undergraduate or postgraduate degrees, or postgraduate diplomas and certificates (not including intercalated BSc or 'Honorary' MA)</li> </ul>	<p><b>When is this evaluated?</b> Application form</p>
<p><b>Clinical Skills - Clinical Knowledge &amp; Expertise</b></p>		
<p><b>Essential Criteria</b></p> <ul style="list-style-type: none"> <li>• Ability to apply sound clinical knowledge and judgement to problems.</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> <li>• Demonstrates good communication, teamwork and skills that help to maintain patient safety</li> </ul>	<p><b>Desirable Criteria</b></p> <ul style="list-style-type: none"> <li>• Shows experience of practical skills</li> <li>• Demonstrable competence of training in paediatric and/or neonatal life support</li> <li>• Demonstrable knowledge of Paediatric safeguarding</li> </ul>	<p><b>When is this evaluated?</b> Application form Interview/selection centre References</p>
<p><b>Academic Skills</b></p>		
<p><b>Essential Criteria</b></p> <p><b>Research, Audit and Quality Improvement:</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 and clinical quality improvement projects, clinical risk management, evidence-based practice, patient safety.</li> </ul>	<p><b>Desirable Criteria</b></p> <p><b>Research, Audit and Quality Improvement:</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, <b>and or</b> a quality improvement project, <b>and or</b> a formal research project</li> </ul> <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Evidence of interest in, and experience of, teaching</li> <li>• Can describe reflection on teaching feedback.</li> <li>• Can describe use of the teaching evaluation in improving quality of teaching</li> </ul>	<p><b>When is this evaluated?</b> Application form Interview/selection centre</p>

<b>Personal Skills</b>		
<p><b>Personal Skills – Essential Criteria</b></p> <p><b>Communication skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates clarity in written/spoken communication.</li> <li>• Able to build rapport, listen, persuade, and negotiate.</li> </ul> <p><b>IT skills:</b></p> <ul style="list-style-type: none"> <li>• Demonstrates information technology skills.</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.</li> </ul> <p><b>Empathy and sensitivity:</b></p> <ul style="list-style-type: none"> <li>• Capacity to take in others’ perspectives and treat patients, parents, carers and fellow staff members with respect and humility.</li> <li>• Ensures that everyone is listened to and respected.</li> </ul> <p><b>Managing others and team involvement:</b></p> <ul style="list-style-type: none"> <li>• Able to work in multi-disciplinary teams.</li> <li>• Ability to show leadership, make decisions, organise, and motivate other team members.</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> </ul> <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> Describes coping strategies to help with workplace stresses and promote wellbeing.</p> <p><b>Values:</b></p> <ul style="list-style-type: none"> <li>• Understands, respects, and demonstrates the values of the NHS (e.g., everyone counts; improving lives; commitment to quality of care; respect and dignity; working together for patients; compassion)</li> </ul>	<p><b>Personal Skills – Desirable Criteria</b></p> <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 leadership in and outside medicine.</li> </ul> <p><b>Other:</b></p> <ul style="list-style-type: none"> <li>• Evidence of personal achievement outside medicine</li> </ul>	<p><b>When is this evaluated?</b></p> <p>Interview/selection centre</p> <p>References</p>
<b>Probity – Professional Integrity</b>		
<p><b>Essential Criteria</b></p> <ul style="list-style-type: none"> <li>• Demonstrates probity (as outlined by the GMC)</li> </ul>		<p><b>When is this evaluated?</b></p> <p>Interview/selection centre</p> <p>References</p>

<b>Commitment to Speciality – Learning &amp; Personal Development</b>		
<p><b>Essential Criteria</b></p> <ul style="list-style-type: none"> <li>• Demonstrates passion for working with children and their families.</li> <li>• Shows understanding of challenges of working within Paediatrics.</li> <li>• Shows initiative/drive/enthusiasm (self-starter, motivated, shows curiosity, initiative)</li> <li>• Commitment to continuing 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>	<p><b>Desirable Criteria</b></p> <ul style="list-style-type: none"> <li>• Extracurricular activities/achievements relevant to the speciality</li> </ul>	<p><b>When is this evaluated?</b></p> <p>Application form</p> <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 earliest post commences, not (necessarily) the time an offer is accepted.

<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.

<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 Local Office / Deanery that the training took place. No other evidence will be accepted.

<sup>viii</sup> An applicant who has previously resigned, been removed from, or relinquished a post on the foundation training programme will not usually be eligible to apply for an ST1/CT1 post except under extraordinary circumstances. 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 foundation doctor, either through sickness absence, as a LTFT trainee or in a period out of programme.