

Paediatric ST3 Recruitment 2026-2027 Shortlisting Scoring Framework & Guidance

As part of the application form completed on Oriel, applicants will be required to complete a set of white-space answers, which will be scored by clinical assessors after the longlisting process, using the framework outlined below. The score will be used in the case of needing to ensure interview numbers are within the interview capacity for ST3.

The assessors will have access to the relevant areas of the application form only, via the Oriel system and each application will be anonymised before access is given for scoring. Each form will be scored by two assessors.

N.B. No physical documentation should be uploaded to Oriel as evidence to support any of the shortlisting answers. Scoring will be based purely on the written examples, that are input directly onto the Oriel application form. Where 'evidence' is mentioned in parts of the scoring indicators, this therefore refers to the information that is demonstrated through the written descriptions of these examples.

Applicants are advised to read the descriptors for each section carefully and focus on quality and relevance of answers and examples given, for each area of assessment.

The tables below outline the seven areas of assessment that need to be covered, detailing the questions that are asked in the application form and the scores that can be awarded, along with the corresponding indicators of the level of information and details of evidence that should be provided for each area.

The areas of assessment that must be covered are as follows:

1. Clinical capabilities (Out of 8)
2. Quality Improvement Project (QIP)/Audit relevant to application level (Out of 6)
3. Leadership/management relevant to application level and experience of applicant (Out of 5)
4. Research/Academic achievements relevant to application level and experience of applicant (Out of 4+1)
5. Teaching relevant to application level and experience of applicant (Out of 5+1)

Total score for application form white-space answers: **30**

N.B. All applicants should provide answers to sections 1, 2 and 3 as a minimum, in order to have a chance of gaining a sufficient shortlisting score that will result in an invite to interview. If you are unable to provide examples to evidence any of these, it will be very unlikely that your application will progress further than longlisting or shortlisting and this would suggest that your experience may not be well suited to paediatrics, As such, you should consider whether it is viable to submit an application for this specialty.

Area of assessment	Indicators	Score
1. Clinical capabilities <i>Question: Please give up to five examples of clinical capabilities that you have gained, with reflections to demonstrate your readiness to work as an ST3 trainee in paediatrics</i> N.B. Max 2 practical clinical procedures	No evidence provided	0
	Generic description of example(s) with no relevance to working at ST3 level	1
	Generic description of example(s) with minimal relevance to working at ST3 level	2
	One clear example relevant working at ST3 level in paediatrics, with reflection	3
	Two clear examples relevant to working at ST3 level in paediatrics, with reflection	4
	Three clear examples relevant to working at ST3 level in paediatrics, with reflection	5
	Three clear and distinctly different examples relevant to working at ST3 level, including acute general paediatric assessment skills, neonatal resuscitation and safeguarding, with reflection	6
	Four clear and distinctly different examples relevant to working at ST3 level including acute general paediatric assessment skills, neonatal resuscitation, safeguarding, with reflection	7
Five clear and distinctly different examples relevant to working at ST3 level including acute general paediatric assessment skills, neonatal resuscitation, safeguarding, with reflection	8	

Oriel question/entry layout:

i. Description of capability (50 words max)

ii. How does this skill demonstrate your ability to work at ST3 level in UK paediatric training (50 words max)

(Repeated x 5)

Area of assessment	Indicators	Score
2. Quality Improvement Project (QIP)/Audit relevant to application level and experience of applicant <i>Question: Describe a project that demonstrates your involvement in audit/QI and the impact it has made</i>	No audit/QIP undertaken	0
	Involved in planning/coordinating a relevant clinical audit/QIP	1
	Evidence of having planned/coordinated and presented a good quality audit/QIP at a local/departmental meeting	2
	Evidence of having planned/coordinated and presented a good quality audit/QIP at a local/departmental meeting as well as description of results/recommendations	3
	Evidence of having led and presented a good quality audit/QIP at a local/departmental meeting as well as description of results/recommendations	4
	Evidence of having led and presented a good quality audit/QIP at a regional/national/international meeting as well as description of results/recommendations	5
	Evidence of having led and presented a good quality audit/QIP at a regional/national/international meeting as well as description of results/recommendations and evidence of change	6

Oriel question/entry layout:

- i. Describe the audit/QIP project and your role (50 words max.)

- ii. Describe how/where you presented the audit/QIP and any change in practice that happened as a result. (50 words max.)

Area of assessment	Indicators	Score
3. Leadership/management relevant to application level and experience of applicant <i>Question: Describe a leadership or managerial role you have held and how this has developed your leadership capabilities in paediatrics</i>	No experience of leadership/management	0
	Involvement in shift coordination	1
	Lead role as undergraduate/junior doctor at local level	2
	Lead role as undergraduate/junior doctor at regional or national level	3
	Lead role as undergraduate/junior doctor at any level, with demonstration of delivery/impact with evidence of reflection	4
	Lead role as undergraduate/junior doctor at any level, with demonstration of delivery/impact with well-described evidence of personal and professional development	5

Oriel question/entry layout:

- i. Give a description of the example of leadership/management role (50 words max.)

- ii. Which of the following apply to the example leadership/management you have chosen?

Select those that apply, from the drop-down menu:

- No leadership/management experience (outside of clinical situations)
- Rota organiser
- Shift coordinator
- Lead role as undergraduate/junior doctor
- Role within university, medical school/department
- Local
- Regional
- National

- iii. Describe what the significance of the role has been; include any evidence of the delivery/impact you had and any evidence of personal and/or professional development. (50 words max.)

Area of assessment	Indicators	Score
4. Research and academic achievements relevant to application level and experience of applicant Question: Describe up to 2 examples of your research/academic achievements Marks will be awarded for the best example – i.e. the one that scores the highest according to the criteria.	No evidence or description of research/academic achievement that lacks detail	0
	Detailed description of involvement in research/academic work	1
	Detailed description of involvement in research/academic work with presentation at a local/regional meeting	2
	Detailed description of involvement in research/academic work with at least one of: national/international presentation, publication as co-author	3
	Detailed description of involvement in research/academic work with at least one of: national/international presentation, publication as first or last author	4

- Additional points awarded for a research qualification on top of the score for the above criteria - i.e. They do not automatically guarantee a total score of 5 in this area

PG Cert, Postgraduate diploma, MSc, PhD	+1
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Oriel question/entry layout:

- i. Example of research/academic achievement (50 words max.)

- ii. Describe the nature of your research project/academic work, your role and what your role involved. (50 words max.)

(Repeated x 2)

Additional: Do you have a research qualification? Please describe below (20 words max.)

Area of assessment	Indicators	Score
5. Education – involvement in delivering education/teaching Question: Describe up to 2 examples of educating/teaching others, that you have been involved in Marks will be awarded for the best example – i.e. the one that scores the highest according to the criteria.	No evidence	0
	Very limited evidence of involvement in delivering education/teaching	1
	Evidence of involvement in designing and delivering education/teaching	2
	Clear evidence of designing, delivering and leading education/teaching, without evaluation	3
	Clear evidence of designing, delivering and leading education/teaching, including evaluation from learners	4
	Clear evidence of designing, delivering and leading education/teaching, including evaluation from learners and utilisation of feedback for future sessions	5

- Additional points awarded for an educational qualification on top of the score for the above criteria - i.e. They do not automatically guarantee a total score of 6 in this area

PG Cert, Postgraduate diploma, MSc	+1
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Oriel question/entry layout:

This domain is assessing your experience in involvement in delivering teaching.

- i. Describe your example of being involved in teaching. (50 words max.)

- ii. Describe the exact nature of your involvement, including the actions and any evaluation that you carried out (50 words max.)

(Repeated x 2)

Additional: Do you have an educational qualification? Describe below (20 words max.)

Annex A. Shortlisting scoring criteria glossary

N.B. For any sections that require evidence of something being ‘designed’, ‘led’, ‘delivered’ etc, it is not sufficient for an answer to simply state ‘I designed and led...’ etc – such responses will not be awarded with marks. Answers must include a succinct description of how the applicant carried out these actions, where requested.

1. Transferable Clinical capabilities	
What sort of examples of transferable clinical capabilities are we looking for?	Examples should include acute general paediatric assessment skills, neonatal resuscitation, safeguarding. Other examples could include teamwork, handover, communication, leadership, practical clinical skills/procedures (2 max), organisational skills (e.g. MDT meetings).
Max 2 practical clinical procedures	Examples of practical clinical procedures include: Cannula insertion, venepuncture, lumbar puncture, NG tube insertion, maintaining an airway.
“...distinctly different...”	Examples must be of clearly separate capabilities, in order to gain higher marks. e.g. 5 examples but two are demonstrating the same capability - max score would be 6.
Difference between ‘no’ relevance and ‘minimal’ relevance	‘Minimal’ - capability described is so generic that it could be linked to any specialty.
Generic description	Description of example is vague and lacks specificity e.g. I can take a history and examine patients with complex medical conditions.
2. Quality Improvement/Audit	
Evidence of having ‘designed’ or ‘led’	It is not sufficient for an answer to simply state ‘I designed and/or led...’ etc – such responses will not be awarded with marks. Answers must include a succinct description of how the applicant carried out these actions, where requested.
‘Planned’, ‘coordinated’	Applicant should clearly state their role in helping to deliver a QIP/audit; planning/coordination could include: Active involvement in collecting and analysing data, contributing to presentation and planning next steps (N.B. this can be with support of a colleague, e.g. senior trainee, consultant etc)
Description of results/recommendations:	Could be a recommendation for, or implementation of a change; or a confirmation of current best practice.
Local	At departmental level - within local organisation/ employing Trust.
Regional	E.g. across NHSE regions.

National/International meeting	Meeting organised by a national organisation, e.g. The British Medical Association or RCPCH. Or meeting organised by an international organisation, e.g. The European Academy of Paediatrics or the North American Society.
Good quality	Audit - be benchmarked against national standards and cover a well-defined group of patients. QIP - carried out with NIHR standards and follows the principles of evidence-based medicine.
3. Leadership & Management	
What sort of roles count?	Roles could be outside or within your work environment, but importantly, should not be a clinical leadership role, where you led a clinical situation/team.
Local	At departmental level - within local organisation/ employing Trust. This would in general be a leadership role in your trust or in one organisation only.
Regional	You held a leadership role that covers several organisations across a region, for example in your regional school of paediatrics, or nationally, for example at college level.
Evidence of personal and professional development	Examples of evidence could be to demonstrate how you were assigned more responsibility or more senior positions in your leadership role.
Demonstration of delivery/impact	You should be able to explain how your leadership activity has made a positive impact on your team. For example as the hospital chief registrar.
4. Research and academic achievements	
Description... that lacks detail	Example should include details beyond title of piece of work.
Description of involvement in research/academic work	Must include detail of what level of involvement and cannot just state "I was involved in...", "I was part of...", etc Some examples of involvement could include Contributing to design, data collection, analysis of data, writing up manuscript with examples
National meeting	Meeting organised by a national organisation, e.g. The British Medical Association or RCPCH.
International meeting	Meeting organised by an international organisation, e.g. The European Academy of Paediatrics or the North American Society.
Co-author	Applicant is listed in authorship but is not first author.
Research MD	University awarded degree, purely based on original research

	for at least 2 years. Not as part of a training pathway from the country awarded qualification with just a dissertation.
5. Education – involvement in delivering education/ teaching	
Evidence of having ‘designed’, ‘led’, ‘delivered’ etc	It is not sufficient for an answer to simply state ‘I designed and led..., delivered’ etc – such responses will not be awarded with marks. Answers must include a succinct description of how the applicant carried out these actions, where requested.
Designing	This involves creating new teaching material like a presentation or a training day.
Leading	Being the person responsible for the planning and delivery of a teaching session.
Local departmental teaching	At departmental level - within local organisation/ employing Trust. A local example will be provided to either your Team/Department/Hospital/Trust/Health Board and may include team meetings or local teaching sessions for undergraduates. For example, you taught postgraduates or undergraduates on placement in your hospital where you work.
Regional postgraduate teaching	E.g. across NHSE regions. A regional example will be provided to an audience that is drawn from across a region and/or multi-site network (ICB/Deanery/ Specialty Network/Medical School) and may be delivered at your local hospital. For example, you organised teaching at your local hospital for undergraduate paediatrics societies, not just the students on placement where you work.