Recruitment into Paediatric Training
ST1 2027-28

Royal College of Paediatrics and Child Health
Leading the way in Children's Health

As part of the application form completed on Oriel, applicants will be required to complete a set of 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 ST1.

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 five areas of assessment that will 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. Transferable clinical capabilities (Out of 8)
2. Personal achievements and reflection (Out of 8)
3. Quality Improvement Project (QIP)/Audit relevant to application level and experience of applicant (Out of 5)
4. Academic achievements relevant to application level and experience of applicant (Out of 3 +1)
5. Teaching relevant to application level and experience of applicant (Out of 5)

Total score for application form: **30** (per assessor)

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

Update 28 October 2025: section 4. 'Academic achievements…' – if you are evidencing a relevant research qualification, you should do so by naming the qualification at the end of your entry in the last text-box, for this section 'Describe the nature of your research…'

Area of assessment	Indicators	Score
1. Transferable clinical capabilities ***Question: Please give up to five examples of transferable clinical capabilities that you have gained, with reflections that demonstrate your understanding of and aptitude for a career in paediatrics*** **N.B. Max 2 practical clinical procedures**	No evidence provided	0
	Generic description of example(s) with no relevance to a career in paediatrics	1
	Generic description of example(s) with minimal relevance to a career in paediatrics	2
	One clear example relevant to a career in paediatrics with reflection	3
	Two clear examples relevant to a career in paediatrics with reflection	4
	Three clear examples relevant to a career in paediatrics with reflection	5
	Three clear and distinctly different examples relevant to a career in paediatrics with reflection	6
	Four clear and distinctly different examples relevant to a career in paediatrics with reflection	7
	Five clear and distinctly different examples relevant to a career in paediatrics with reflection	8

Oriel question/entry layout:

i. Description of capability with explanation of relevance to paediatrics (50 words max)

e.g.

ii. Description of how this has prepared you for a career in paediatrics (50 words max)

e.g.

(Repeated x 5)

Area of assessment	Indicators	Score
2. Personal achievements and reflection ***Question: Please give up to five personal achievements with reflections, that demonstrate your suitability for a career in paediatrics*** ***Avoid examples already used in question 1.***	No evidence	0
	Generic description of example(s) with no relevance to a career in paediatrics	1
	Generic description of example(s) with minimal relevance to a career in paediatrics	2
	One clear example relevant to a career in paediatrics with reflection	3
	Two clear examples relevant to a career in paediatrics with reflection	4
	Three clear examples relevant to a career in paediatrics with reflection	5
	Three clear and distinctly different examples relevant to a career in paediatrics with reflection	6
	Four clear and distinctly different examples relevant to a career in paediatrics with reflection	7
	Five clear and distinctly different examples relevant to a career in paediatrics with reflection	8

Oriel question/entry layout:

i. Description of achievement and explanation of relevance to paediatric application (50 words max)*

e.g.

ii. Reflection on how this demonstrates your suitability for a career in paediatrics (50 words max)

e.g.

(Repeated x 5)

Area of assessment	Indicators	Score
3. Quality Improvement Project (QIP)/Audit relevant to application level and experience of applicant ***Question: Describe up to 2 projects that demonstrate your involvement in audit/QI and the impact it has made*** ***Marks will be awarded for the best example – i.e. the one that scores the highest according to the criteria.***	No audit/QIP undertaken	0
	Participation in relevant clinical audit/QIP but was not involved in planning/coordination	1
	Involved in planning/coordinating a relevant clinical audit/QIP	2
	Evidence of having planned/coordinated and presented a good quality audit/QIP at a local/departmental meeting	3
	Evidence of having planned/coordinated and presented a good quality audit/QIP at a local/departmental meeting as well as description of results/recommendations	4
	Evidence of having planned/coordinated and presented a good quality audit/QIP at a regional/national/international meeting as well as description of results/recommendations	5

Oriel question/entry layout:

i. Which of the following best describes your QI/Audit project?

Select from the drop-down menu:
- Audit
- QI project
- QI project/Audit with multiple cycles

ii. Describe your role in the audit/QIP project. (50 words max.)

e.g.

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

e.g.

(Repeated x 2)

Area of assessment	Indicators	Score
4. Research and academic achievements ***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 or publication as co-author	2
	Detailed description of involvement in research/academic work with at least one of: national/international presentation, publication as first or last author	3

- 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 4 in this area

PG Cert, Postgraduate diploma, MSc, MD (University research award), PhD	+1

Oriel question/entry layout:

i. Description of the research/academic achievement (50 words max.)

e.g.

ii. Which of the following apply to the example of research/academic achievement you have chosen?
Select from the drop-down menu:

- Some involvement in a research project/piece of academic work
- Led on a research project/piece of academic work
- Significant contribution to recruitment
- Significant contribution to data collection
- Significant contribution to data analysis
- Presentation at local meeting
- Presentation at regional meeting
- Presentation at national/international meeting
- Publication as co-author
- Publication as first or last author

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

e.g.

N.B. **If you are evidencing a relevant research qualification, you should do so by naming the qualification at the end of your entry in the last text-box, for this section: 'Describe the nature of your research…'**

(Repeated x 2)

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

Oriel question/entry layout:

i. Describe an example of education/teaching session(s)/programme you have been involved in (50 words max.)

e.g.

ii. Describe your involvement, including any evaluation and subsequent modifications that you carried out (50 words max.)

e.g.

(Repeated x 2)

There should always be two shortlisters for each eligible application. Scores from each shortlister will be combined to give a total score which will then be used for the ranking of candidates at shortlisting to determine who is invited to interview. Shortlisting scores will not be carried over to interview.

Shortlisting scores are used to ensure candidates have attained a suitable standard to progress to interview. Once shortlisted, final ranking and meeting the criteria for being appointed is determined by performance at interview which assesses potential of applicant to train in that sub-specialty rather than just prior experience.

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 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. This would include evidence of communication skills, resus,
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. Personal achievements and reflection	
What sort of examples of achievements could you choose to evidence?	Examples could be medical or non-medical, personal or team-based achievements, community intervention, charity work. The important thing is to describe the achievement clearly and how it links to key attributes of training in paediatrics and therefore demonstrating your suitability for the specialty.
Demonstrating reflection	As well as describing achievements, as described above, applicants should demonstrate how the achievements contributed to their personal development or the impact they had on others.
"…distinctly different…"	Examples must be noticeably separate to each other and not be the same type of activity, in order to gain higher marks. e.g. 5 examples but two are very similar - max score would be 6.
Difference between 'no' relevance and 'minimal' relevance	'Minimal' - achievement 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 have worked with children and young people for a local charity.

3. 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.
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.