

PAEDIATRICS - ST1

ENTRY CRITERIA

| ESSENTIAL CRITERIA | WHEN EVALUATED ⁱ |
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| <p style="text-align: center;">Qualifications</p> <p>Applicants must have:</p> <ul style="list-style-type: none"> • MBBS or equivalent medical qualification | Application form |
| <p style="text-align: center;">Eligibility</p> <p>Applicants must:</p> <ul style="list-style-type: none"> • Be eligible for full registration with, and hold a current licence to practiseⁱⁱ from, the GMC at intended start dateⁱⁱⁱ • Have evidence of either: <ul style="list-style-type: none"> ➢ current employment in a UKFPO-affiliated foundation programme or: ➢ 12 months' experience after full GMC registration or equivalent medical authority, and evidence of achievement of foundation competences in the three years preceding the intended start date from a UKFPO-affiliated foundation programme or equivalent, in line with GMC standards / Good Medical Practice; including: <ul style="list-style-type: none"> ▪ make the care of your patient your first concern ▪ provide a good standard of practice and care ▪ take prompt action if you think that patient safety, dignity or comfort is being compromised ▪ protect and promote the health of patients and of the public ▪ treat patients as individuals and respect their dignity ▪ work in partnership with patients ▪ work with colleagues in the ways that best serve patients' interests ▪ be honest and open and act with integrity ▪ never discriminate unfairly against patients or colleagues ▪ never abuse your patients' trust in you or the public's trust in the profession. • Be eligible to work in the UK • Successful completion of Advanced Life Support (ALS) or equivalent by time of intended start date. ALS is a requirement of the Foundation Year 2 curriculum. | <p>Application form</p> <p>Application form, interview/selection centre^{iv}</p> <p>Application form, interview/selection centre</p> <p>Application form</p> <p>Pre-employment check</p> |
| <p style="text-align: center;">Fitness to practise</p> <p>Is up to date and fit to practise safely and is aware of own training needs.</p> | Application form, references |
| <p style="text-align: center;">Language skills</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^v</p> | Application form, interview/selection centre |
| <p style="text-align: center;">Health</p> <p>Applicants must meet professional health requirements (in line with GMC standards / Good Medical Practice).</p> | Application form, pre-employment health screening |

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| Career progression | |
| <p>Applicants must:</p> <ul style="list-style-type: none"> • Be able to provide complete details of their employment history • Have evidence that their career progression is consistent with their personal circumstances • Have evidence that their present level of achievement and performance is commensurate with the totality of their period of training • 18 months' or less experience^{vi} in Paediatrics^{vii} (not including Foundation modules) should be at point of application and not at proposed start date. • 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^{viii}. • 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^{ix} • Not previously resigned, been removed from, or relinquished a post or programme with resultant failure to gain the award of a FACD5.2, except under extraordinary circumstances <i>and</i> on the production of evidence of satisfactory outcome from appropriate remediation^x • 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 | <p>Application form Interview/selection centre</p> |
| Application completion | |
| <p>ALL sections of application form completed FULLY according to written guidelines.</p> | <p>Application form</p> |

SELECTION CRITERIA

| ESSENTIAL CRITERIA | DESIRABLE CRITERIA | WHEN EVALUATED |
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| Qualifications | | |
| <ul style="list-style-type: none"> • As above | <ul style="list-style-type: none"> • Intercalated BSc, BA, MSc involving time taken out from standard 5 year undergraduate medical curriculum | <p>Application form, interview/selection centre' References</p> |
| Clinical skills – clinical knowledge & expertise | | |
| <ul style="list-style-type: none"> • Ability to apply sound clinical knowledge and judgement to problems • Ability to prioritise clinical need • Ability to maximise safety and minimise risk • Recognition of, and ability to undertake the initial management of, an acutely ill patient. | <ul style="list-style-type: none"> • Shows aptitude for practical skills, e.g. manual dexterity • Successful completion of training in a Paediatric Life Support course e.g. PLS, APLS, EPLS or equivalent | <p>Application form, interview/selection centre, References</p> |

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

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

ⁱ ‘When evaluated’ is indicative, but may be carried out at any time throughout the selection process.

ⁱⁱ 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.

ⁱⁱⁱ ‘Intended start date’ refers to the date at which the post commences, not (necessarily) the time an offer is accepted. For 2017 ST1 posts this will normally be **3 August 2017**, unless a different start date is specifically indicated in advance by the employing trust/LETB.

^{iv} ‘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.

^v Applicants are advised to visit the GMC website which gives details of evidence accepted for registration.

^{vi} Any time periods specified in this person specification refer to full-time-equivalent.

^{vii} All experience in posts at any level in this specialty count, irrespective of the country the experience is gained

^{viii} 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.

^{ix} 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.

^x 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.