# 2025 Application Pack Trainee Advanced Practitioner in Urgent and Primary Care

## The role

This link takes you to a video discussing the role and training programme\*:

SAS Advanced Practitioners Urgent and Primary Care (2).mp4 - Paste URL below

https://scottish.sharepoint.com/sites/SAS-AdvancedPracticeTeam/\_layouts/15/stream.aspx?id=%2Fsites%2FSAS%2DAdvancedPracticeTeam%2FTrainee%20Recruitment%2FSAS%20Advanced%20Practitioners%20Urgent%20and%20Primary%20Care%20%282%29%2Emp4&nav=eyJyZWZlcnJhbEluZm8iOnsicmVmZXJyYWxBcHAiOiJTdHJlYW1XZWJBcHAiLCJyZWZlcnJhbFZpZXciOiJTaGFyZURpYWxvZy1MaW5rIiwicmVmZXJyYWxBcHBQbGF0Zm9ybSI6IldlYiIsInJlZmVycmFsTW9kZSI6InZpZXcifX0&ga=1&referrer=StreamWebApp%2EWeb&referrerScenario=AddressBarCopied%2Eview%2E52e1078d%2Dd506%2D424b%2D8cbc%2D5d4c9398be5b

\*Please note that we are currently undergoing a tender process for the university programmes that successful applicants will attend. You may therefore undertake different modules to the ones outlined in the video. All programmes will include a module in advanced assessment skills in year 1 and an independent prescribing qualification in year 2.

## Recruitment process

There are several stages in the recruitment process. Guidance on the application and fitness tests has been provided below. Further guidance on the OSCE and interview will be provided to shortlisted applicants later.

## Application form

You should ensure you complete the form as fully as possible.

Please ensure you include your HCPC number in the ‘Professional registration’ section.

Please include an explanation of how you can evidence your ability to study at Level 11 – further information below.

Ensure you have reviewed the guidance below before including your piece of reflective writing. Please note the criteria for this has changed slightly compared to previous years.

### Ability to study at Level 11

The PG Dip qualification is a Level 11 qualification, which can be a significant jump for someone who has not done previous university level studying.  It is therefore desirable for applicants to have completed a BSc or to demonstrate other recent university-level study.

As an example, GCU’s Advanced Paramedic Programme have shared their admissions criteria (see appendix), to give you an idea of what is expected.

Successful applicants will be supported as much as possible to get onto a suitable PG Diploma programme. However, the universities have final say on whether a prospective student can be admitted onto their programme.

As completion of a PG Diploma programme is a requirement of the role, trainee AP position offers may be withdrawn if the individual cannot be accepted onto a suitable programme.

**Available Resources**

There are some free modules from the Open University to help prepare you for Level 11 study. The following modules are recommended before starting on an Advanced Practice Postgraduate Programme. They are aimed at helping you prepare by developing some of the skills that are required for postgraduate studies:

University - SPS\_1 - Succeeding in postgraduate study

https://www.open.edu/openlearn/education-development/succeeding-postgraduate-study/content-section-overview

University - B830\_1 - Making decisions.

 https://www.open.edu/openlearn/money-business/leadership-management/making-decisions/content-section-0?active-tab=description-tab

Understanding different research perspectives - OpenLearn - Open University - Understanding different Research Perspectives

https://www.open.edu/openlearn/money-business/understanding-different-research-perspectives/content-section-0?active-tab=description-tab

Developing good academic practice - OpenLearn - Open University - Developing good academic practice.

https://www.open.edu/openlearn/education-development/education/developing-good-academic-practice/content-section-0?active-tab=description-tab

GCU have agreed to consider applicants without a full BSc who can evidence completion of the ‘Succeeding in postgraduate study’ module plus at least one of the other modules listed above. We will therefore consider evidence of completion of these modules as acceptable evidence of the ability to study at Level 11.

### Reflective Writing Criteria – trainee Advanced Practitioner in Urgent and Primary Care Applications

These criteria will be used for shortlisting based on the reflection. All criteria must achieve a minimum ‘Acceptable’ level.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Criteria** | **Excellent** | **Good** | **Acceptable** | **Needs work before future applications** |
| **Written communication skills identifying and analysing complex problems and issues** | Clear identification of interlinked, complex problems, in-depth analysis including consideration for the competing factors at play. | Identifies complex problems with some consideration for the interlinked nature of these. In depth analysis of most issues with occasional consideration of the competing factors involved. | Identifies complex problems with minimal consideration of the interlinked nature of these. Analysis is in-depth at times. | Does not identify key issues or issues are considered as separate entities. No demonstration of in-depth analysis. |
| **Demonstration of critical thinking and judgement** | Demonstrates increased knowledge through doing further research.  AND  Demonstrates consideration of the new information and alternative viewpoints.  AND  Demonstrates that the above leads to increased understanding or different judgement of the situation. | Demonstrates increased knowledge through doing further research.  AND  Demonstrates consideration of the new information or alternative viewpoints.  AND  Demonstrates that the above leads to increased understanding or different judgement of the situation. | Demonstrates increased knowledge through doing further research.  OR  Demonstrates consideration of alternative viewpoints.  AND  Demonstrates that the above leads to increased understanding or different judgement of the situation. | Does not demonstrate further research or consideration of alternative viewpoints. |
| **Demonstration of ability to identify and address personal learning needs as part of CPD** | Clear, detailed plan to address more than 2 personal learning needs. | Clear, detailed plan to address 2 personal learning needs. | Clear, detailed plan to address 1 personal learning need. | Lacks a clear, detailed plan to identify any of the personal learning needs identified  OR  Does not identify any personal learning needs. |
| **Demonstrates understanding of the workload for the Urgent and Primary Care role applied for** | Clinical incident involving complex decision making for a patient whose condition was not immediately life-threatening. It is clear that there was consideration for the preferences, concerns and priorities of the patient. | Clinical incident involving complex decision making for a patient whose condition was not immediately life threatening. | Clinical incident involving a patient care episode where the condition was not immediately life threatening, though factors considered in decision were not complex. | Clinical incident involving a patient care episode where the patient’s condition was life threatening OR non-clinical incident. |

**Further Guidance and Support**

Your reflection must relate to a clinical incident involving complex decision making for a patient whose condition was not immediately life-threatening. For example, a time when you felt it would be better for a patient to remain in their home setting. Reflections related to non-clinical factors, or to cardiac arrest, severe trauma, etc. will not allow you to meet the ‘demonstrates understanding of the workload for the Urgent and Primary Care role applied for’ criteria.

You are welcome to use whichever format or model you prefer for reflective writing.

If you are not familiar with reflective writing, a good place to start might be Rolfe’s 3 stage reflective model. The page in Appendix 2 outlines Rolfe’s reflective model and gives some good guidance on what should be considered in each section from University of Cumbria.

You are expected to appropriately reference any sources that you use within your reflection. You can use whichever standardised referencing format you prefer, e.g. Harvard referencing. A reference list should be provided in the ‘Additional Information’ box rather than taking up word count in the reflective writing box.

For further guidance on reflective writing and how to use references in your writing, this link will take you to the Glasgow Caledonian University guidance on academic writing, including referencing: SHLS LDC GCU Learn - Academic writing (google.com)

## Fitness Test

External candidates will need to pass a fitness test prior to interview and OSCE.

This test determines your ability to carry out both the physical, motor skills and cognitive element of the role and is designed to ensure that if successful you will be able to carry out the role safely.

It does not test your general fitness level; it specifically looks at your ability to carry out the physical requirements of a set of typical accident and emergency ambulance duties.

We structure the test around a series of elements designed to simulate an emergency call and you must pass each element. If you fail one element, you will not progress to the next element.

There are 6 elements:

1. A listening and repeating test

1. 2-minute stepping exercise carrying 10 kg.

1. Chest compressions for 2 minutes.

1. Manual dexterity test

1. 3 minutes stepping exercise carrying 30 kg weights

1. Final listening and repeating test

A successful fitness test is required to allow applicants to progress to the OSCE and interview stages.

Applicants who have not been successful at the fitness test will not progress to the OSCE and interview elements of the recruitment process.

# Appendix 1

***Example Admissions Criteria - GCU November 2023***

***MSc Advanced Paramedic Practice Entry Criteria***

*All Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University.*

*Students undertaking this programme are required to adhere to the GCU Code of Student Conduct and the School of Health and Life Sciences Fitness to Practise Policy*

***Programme Admission Requirements:***

***All*** *applicants to the MSc Advanced Paramedic Practice programme* ***MUST****:*

* *Evidence current Registration as a Paramedic*
* *Current Registration status on the Paramedic register will be verified with the HCPC or other relevant body for international applicants.*
* *Will normally have a* ***minimum of three years post-registration*** *experience to have consolidated pre-registration outcomes and to have gained a deeper understanding in relevant professional practice.*
* *Applications from those with no less than 2 years of post-registration practice will be considered with strong professional and academic references*
* *Applicants will be expected to have an honours’ degree.*
* *However, degree level qualifications, including honours’ awards, for initial paramedic registration is not universally evident in Scotland and consequently a number of applicants may hold professional diplomas/unclassified degrees.*
* *In cases where there is no history of* ***recent educational experience*** *or evidence of awareness of research methodologies and attainment of basic IT skills, applicants should undertake a short course/self- directed study, prior to application to the programme, in order to gain the skills required for masters’ level learning.*
* *Evidence will be required at application to assure the programme admissions team that the candidate is capable of study at Master level*

***Admissions Process***

* *The admission process requires applicants to submit a completed application form with a* ***supporting statement****.*
* *Please clearly state the number of years in post-registration practice*
* *Please indicate your skills and attributes for the role of Advanced Practitioner*
* *Please indicate your skills and attribute for studying at a postgraduate level*
* *If you are sponsored by an employer, please indicate you hold a position relevant to the qualification*
* *If you are self-funding, please indicate plans for attendance and completion of studies if not sponsored/supported by your employer for study time*
* ***Evidence of previous study and qualifications*** *is required*
* ***Evidence of adequate funding*** *for programme/module fees is also required from employers or individual candidates.*
* ***References:*** *Applicants will be asked to provide* ***one professional and one academic*** *reference in support of their application.*
* *You MUST provide the full written reference, NOT just the name of the referee. They will not be contacted by us and the complete written reference MUST be supplied or it may delay application processes*
* *Please ensure the* ***academic reference*** *is clearly supportive of your ability to undertaken postgraduate level study*
* *Your professional reference should be about your suitability for the role of Advanced Paramedic*

*Applicants who reveal a disability will be invited to meet with the Disability Advisor to ensure that specific needs may be assessed. The university’s Code of Practice: Students with Disabilities will apply to entrants to the programme. An audit trail of all documentation relating to the admission process will be held within each student’s record.*

***International Students***

*Applications from International Students are welcomed to the programme subject to meeting the specified entry criteria, evidence of current registration/licencing from their country of origin, and any requirements of United Kingdom Visas and Immigration Department.*

*Applicants whose first language is not English or who have not been educated wholly or mainly in the medium of English, will be expected, before commencing the programme, to demonstrate an appropriate level of competency in the English language.*

*The MSc Advanced Paramedic Practice programme requires applicants to have a minimum IELTS score of 6.5 with no component below 6 (or equivalent).*

***Flexible Entry - Credit Transfer, RPL and Entry with Advanced Standing***

*Subject to individual consideration, and in line with the GCU Recognition of Prior Learning (RPL) policy, applicants may be eligible for entry to the programme and/or gain advanced standing on the programme following recognition of their prior learning.*

*However, it should be noted that RPL will not normally be permitted against specialist modules, which contain supervised practice elements associated with Advanced Paramedic Practice, or against part of a module.*

* *At all levels of study, maximum limits of the award of RPL apply.*
* *Entry with advanced standing via RPL will also impact on the student’s ability to achieve an award with Merit or Distinction.*

*Further information can be found GCU Recognition of Prior Learning (RPL) policy.*

# Appendix 2



Rolfe et al.’s (2001) reflective model

Rolfe et al.’s (2001) reflective model is based upon three simple questions: What? So what? Now what? Below is a list of questions that you may choose to answer in response to the three elements.

What?

… is the problem/difficulty/ reason for being stuck/reason for feeling bad/reason we don’t get on?

… was my role in the situation?

… was I trying to achieve?

… actions did I take?

… was the response of others?

… were the consequences for the student? Myself? Others?

… feelings did it evoke in the student? Myself? Others? … was good/bad about the experience?

So what?

… does this tell me/teach me/imply/mean about me/my class/others/our relationship/my patient’s care/the model of care I am using/my attitudes/my patient’s attitudes?

… was going through my mind as I acted?

… did I base my actions on?

… other knowledge can I bring to the situation?

… could/should I have done to make it better?

… is my new understanding of the situation? … broader issues arise from the situation?

Now what?

… do I need to do in order to make things better/stop being stuck/improve my teaching/resolve the situation/feel better/get on better/etc., etc.?

… broader issues need to be considered if this action is to be successful?

… might be the consequences of this action?

Adapted from: Rolfe, G., Freshwater, D., Jasper, M. (2001) *Critical reflection in nursing and the helping professions: a user’s guide*. Basingstoke: Palgrave Macmillan.

Reflective writing extract using Rolfe et al.’s (2001) model

The short text below shows you how you can use Rolfe et al.’s (2001) reflective model to write reflectively. The author begins by introducing the problem that they are reflecting on before making their observations about the issue and finally concluding by telling the reader what they would change next time.



What?

Specific tasks were shared out amongst members of my team. Initially, however, the tasks were not seen as equally difficult by all team members.

So what?

Cooperation between group members was at risk because of this perception of unfairness. Social interdependence theory recognises a type of group interaction called ‘positive interdependence’, meaning cooperation (Johnson and Johnson, 1993, cited by Maughan and Webb, 2001), and many studies have demonstrated that “cooperative learning experiences encourage higher achievement” (Maughan and Webb, 2001).

Now what?

Ultimately, our group achieved a successful outcome, but to improve the process, we perhaps needed a chairperson to help encourage cooperation when tasks were being shared out. In future group work, on the course and at work, I would probably suggest this.

Important things to remember with reflective writing

1. Include references

It’s important to remember to include references in your reflective writing. If you choose to use Rolfe et al.’s (2001) model, the easiest place for your references to sit is within the “so what” section. Think about using references to justify why you acted in a particular way – perhaps you read about a particular method that worked in a similar scenario, so you decided that you would also use the same method. You could also easily add in the literature you have read to your “now what” section – perhaps you have read about strategies that you could use to overcome the problems you identified in your reflection and you could tell your reader that you would use them in the future.

1. Keep your writing formal

Many students fall into the trap of writing a “chatty” account of what happened. This is because you are writing a personal account and it’s very easy to write about it informally. Make sure you avoid this and keep your writing academic and formal.