

Operating Department Practitioner



Level 6 Apprenticeship Toolkit- South East

With thanks to . . .

Sussex
Health&Care

Contents

[Purpose](#)

[Context](#)

[Production of toolkit](#)

[Apprenticeship benefits](#)

[Intention](#)

[Getting Started](#)

[Employer guidance- part one](#)

[Employer guidance- part two](#)

[Recommended timelines: Sept-Dec](#)

[Recommended timelines: Jan-July](#)

[HEI and employer responsibilities](#)

[Supporting your apprentices internally](#)

[Supporting your apprentices](#)

[HEIs providing ODP apprenticeships](#)

[With thanks to](#)

Purpose

Aimed at NHS organisations, apprenticeship leads, theatre practice educators and leaders, those involved with supporting apprentices.

To support the development and growth of existing and future support workers within the operating department environment.

To facilitate closer working relationships between Higher Education Institutes (HEIs) and NHS organisations supporting ODP apprenticeships.

To signpost organisations and apprentices to available support within local organisations and HEIs.

To provide examples of processes in place across the region to utilise and build upon where relevant.

N.B. Resources and external links are for suggestion only and do not have to be used over effective tools you may already have in place

Context

Current National data illustrates that the Operating Department Practitioner (ODP) workforce has a regionally and nationally challenged supply forecast, which suggests the supply will be unable to meet both current and future demand. These pressures have increased with the added elective recovery and clinical pressures the NHS in England currently faces.

Workforce challenges are being addressed and are further complicated by:

- Limited public awareness of ODP role
- Lack of visibility of the skillsets
- Inaccurate data on electronic staff record (ESR) for effective workforce planning
- Lack of profession specific leadership opportunities and career progression potentially impacting retention
- High competition for placement capacity
- High pre-reg attrition rates

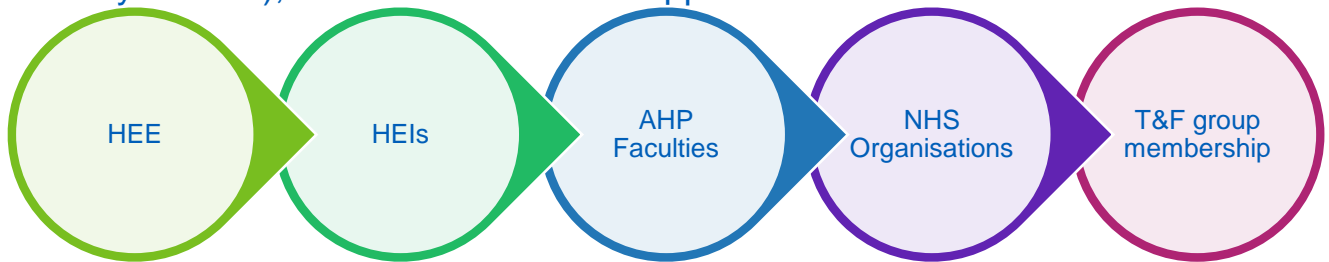
Apprenticeships are key to growing the workforce from within. They provide an effective way of addressing workforce challenges and securing a supply line for your organisation

Co-produced and designed

This toolkit is a product of the 'Support Worker and Apprenticeship Task and Finish' group within the SE ODP workforce programme, led by Health Education England South East.

It has been collaboratively designed following a scoping activity whereby NHS organisations supporting, or wishing to support, ODP apprenticeships indicated what information they would like to further enable them.

The Task and Finish group was made up of colleagues from across the SE region with representation from the Health Education England (HEE) AHP team, Talent for Care (TfC) team, AHP faculties, HEI course leaders, ODPs (in a variety of roles), Theatre leaders and support workers.



Apprenticeship benefits



Intentions

The next section of the toolkit looks to:

- Provide working examples of business case, job descriptions and placement management resources
- Increase understanding of the HEI process and requirements
- Develop effective recruitment and onboarding processes of apprentices
- Develop placement and apprenticeship planning
- Raise awareness of the support available and how to raise concerns
- Provide step by step guidance and guidance against HEI timelines

There are links to external resources throughout this toolkit

Getting started

If you are planning to start ODP apprenticeships or increase the number of apprentices, you will likely need to write a business case.

Your organisation will have a process to write and submit a business case, ensure you follow local process and policy.

It is important to engage with all stakeholders and work closely with your Operational Lead. Stakeholders may include (not exhaustive):

- Apprenticeship/Education leads
- Divisional Nursing colleagues
- Chief AHP
- Practice Educators
- Theatre workforce
- Finance
- Business intelligence
- HEIs (if appropriate)

Example business case used in South East:

[Business Case \(downloadable\)](#)

This has been anonymised.

Employer guidance- Part 1



Information Sessions/Advice & Guidance

- Can be delivered throughout the year – be aware of timeframes to start application process
- Promote roles internally via career conversations, supervision, Trust intranet & networks
- Ensure aligned with workplace priorities
- Promote externally via career ambassadors, schools & NHS jobs



Recruitment

- **Internal** – Expressions of interest, clear information about expectations of role

[Expression of interest form \(downloadable\)](#)
- **External** – Job description and person specification required, liaise with HR, ensure adequate timescales



Eligibility Checks

- **Internal** – map qualifications and experience with entry requirements, contracted to work minimum of **30 hours** (apprenticeship funding requirements)
- **Internal** and **external** candidates will need robust qualification, residency and apprenticeship eligibility checks



Entry Level Study

- All candidates to complete **Basic & Key Skills builder (bksb)** tests

Eligibility bskb for NHS & Social Care workers
- If interested candidates do not have GCSE Maths & English grades A*-C/9-4 encourage registration on relevant courses
- Align with application timelines for current or future academic years where possible

Employer guidance- Part 2

Trust apprenticeship Interviews



Ensure robust and competitive interview process and awareness of demands of role

HEI can support interview panel

Notify university of successful candidates with contact details within allocated timeframe

Candidate HEI Application



Complete any employee related University requirements

Support candidate application if required within allocated timeframe

University Interviews



Support candidate with interview practice

Liaise with university for any specific requirements (such as functional skills test)

Interview outcome & compliance contracts



University notify candidates of interview outcome

Successful applicants & employers to sign apprenticeship agreement & compliance contract within allocated timeframe

Enrolment & Induction



Support completion of enrolment

Provide robust induction into new role within department

Ensure receipt of induction information & attendance of induction session

Timelines to support apprentice readiness and applications

September to December



HEI delivers information sessions, advice & guidelines

Ensure attendance for potential candidates

[Operating department practitioner | Health Careers](#)
[MOOC](#)



Recruitment
Internal – Expressions of Interest
External – Job description/ Personal specification liaise with HR

[A day in the life of an operating department practitioner – YouTube](#)
[HEE ODP video](#)



Applicants eligibility checks:

- Qualifications
- Residency
- Contracted hours

If ineligible establish plan to ensure compliance for next round

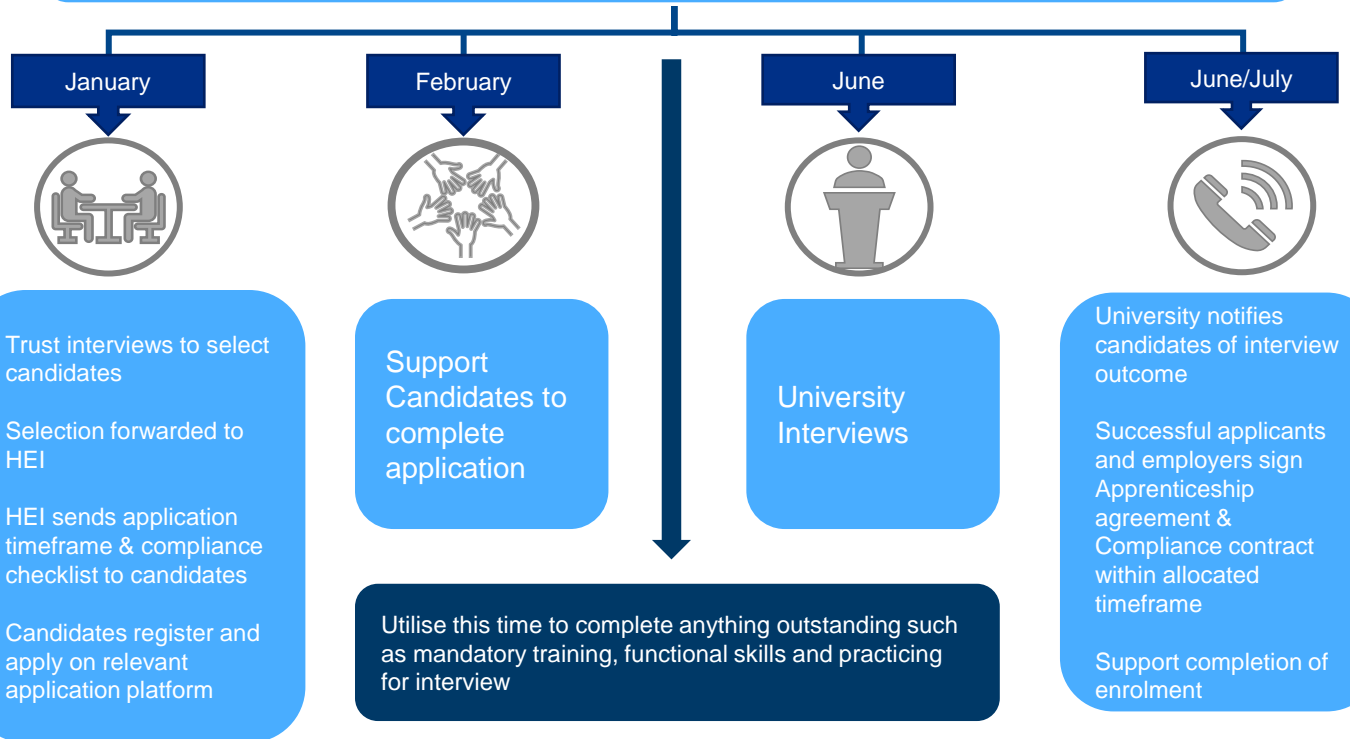


Support/encourage study for entry level qualifications

- Functional skills
- Care Certificate

[bksb for NHS and Social Care workers – bksb](#)
[Apprentice - HASO \(skillsforhealth.org.uk\)](#)

January to June/July



Application responsibilities

Employer

- Completes relevant paperwork for procurement and contract for HEI services, in conjunction with Salisbury Procurement team – this will be completed by apprentice lead in your organisation.
- Supports staff member to make HEI application.
- Adds apprentice details to ESFA Digital Apprenticeship Service (DAS) account (apprentice lead)
- Payments sent to HEI via DAS (apprentice lead)
- Ongoing academic and pastoral support given to apprentice.

HEI

- Signs contract issued by employer and Salisbury for services
- Supports staff member to make HEI application.
- Reviews and approves apprentice details on DAS and requests payment for academic fees from employer account, via DAS
- Sets up student on university E-Portfolio system and give overview and access to employer
- Sets up quarterly tripartite review meetings between HEI, employer and apprentice.
- Ongoing academic and pastoral support given to apprentice.

Supporting your apprentices

Induction and operational management

The Induction Process: All students should be provided with an induction booklet to orientate them to their place of work detailing day to day processes. For services this will include work locations, teams, uniform, booking annual leave and how to ask for help. Each organisation will have a unique induction process.

[Link apprentices with Apprenticeship Leads for organisation](#)

The education provider will also provide an induction – this is an example:

[Welcome: your apprenticeship journey \(BNU\)](#)

[9 things employers need to know about apprenticeships - DAS Law](#)

[Induction Template \(downloadable\)](#)

[Theatre Etiquette guide \(downloadable\)](#)

Off the job training (20%):

[Off-the-job training and apprenticeships \(skillsforcare.org.uk\)](#)

Coaching and Mentoring:

[Coaching and Mentoring – Leadership Academy](#)

Practice Educator training:

Practice educators may be expected to complete training in addition to Practice Education training with the HEI, this will be available from the education provider. Below are links to the CODP and NMC guidance.

[Practice based learning- free \(learninghub.nhs.uk\)](#)

[Standards for Supporting Pre-Registration ODP Education in Practice Placements- College of ODPs](#)

[NMC Standards for education and training: standards for student supervision and assessment](#)

Tripartite meetings:

These are meetings between the apprentice, the employer and a member of the University to review progress enable opportunity to raise any issues or concerns from any party. Tripartite meetings should happen 4 times a year, in line with funding rules.

End Point Assessment:

Is now intergraded and the apprentice must have completed and achieved gateway requirements. If they were also undertaking Level 2 English and Maths, this must also be completed.

The intergraded EPA is assessed on a pass/fail via the University Examination Board process.

Supporting your apprentices

Placements

Placements are often a leading cause of anxiety. Early planning and communication can improve experiences for you and your apprentices.

Planning placements examples:

These workbooks are examples of placement management within two South East organisations.

They can be downloaded and amended for use.

[Template 1](#)

[Template 2](#)

Quality

It is vital you, your apprentice and organisation know how to raise concerns about their apprenticeship. The following are sources for escalation:

Locally- use the local escalation processes. You can also signpost to the corporate education team and freedom to speak up guardians.

[HEE- Escalating concerns Office for Students](#)
[CODP Professional body](#)
[HCPC- Governing body](#)

Through union, if members.

Pastoral care

Student Support, Health and Wellbeing:

Provide details of employee support lines such as Employee assistance programmes

<https://cccu.canterbury.ac.uk/student-support-health-and-wellbeing/student-support-health-and-wellbeing.aspx>

[NHS Health at Work Network](https://www.nhshealththatwork.co.uk)
<https://www.nhshealththatwork.co.uk>

[Headspace: Meditation and Sleep Made Simple](https://www.headspace.com)
<https://www.headspace.com>

Signpost to AHP Faculty for appropriate peer support networks

Learning and financial support

Students will need access to library facilities if they are available, ensure you signpost them within your organisation.

[Student Learning and Achievement | Buckinghamshire New University](https://bucks.ac.uk)
[\(bucks.ac.uk\)](https://bucks.ac.uk)

[Learning Skills Hub](https://www.canterbury.ac.uk/learning-skills-hub)
<https://www.canterbury.ac.uk/learning-skills-hub>

[Welcome to the Health Libraries Network \(ksslibraries.nhs.uk\)](https://www.ksslibraries.nhs.uk)

[NHS England » Supporting our staff to help money go further](#)

[Who Can Use Our NHS Discounts? - Health Service Discounts](#)

[NHS Discounts through Digital Skills](#)

HEIs currently providing ODP apprenticeship courses

[Anglia Ruskin University](#)

[Birmingham City University](#)

[Buckinghamshire New University](#)

[Canterbury Christ Church University](#)

[Coventry University](#)

[Edge Hill University](#)

[London South Bank University](#)

[Northumbria University Newcastle](#)

[Sheffield Hallam University](#)

[Staffordshire University](#)

[Teesside University](#)

[The University of West London](#)

[University of Bolton](#)

[University of Central Lancashire](#)

[University of Derby](#)

[University of Gloucestershire](#)

[University of Greenwich](#)

[University of Huddersfield](#)

Clicking on the link will take you to the HEI apprenticeship landing page

Thank you...

Author: Grace Smith, SE HEE AHP Workforce Fellow, Health Education England, South East

Published: February 2023

With special thanks to:

Julie Butler, Project manager- Sussex AHP Faculty

Sarah Colledge, Royal Berkshire NHS Foundation Trust

Elaine Lancaster, HEE SE TfC Relationship manager

Valerie McAvoy, Lead Nurse: Practice Education and Recruitment- Oxford University Hospitals

Jay MacDonald, ODP Practice Educator- Royal Sussex County Hospital

Alan Mount, Professional Lead for ODP- Canterbury Christ Church University

Shane Roadnight, Associate Professor Perioperative Practice- Buckinghamshire New University

Reviewed by:

Mike Donnellon, Chair Education and Standards
Committee, CODP

Helen Lowes, National AHP Education and Training
Lead for ODPs, HEE

Members of the HEE SE ODP workforce programme

SE AHP Faculty members

HEE Communications

HEE TfC

SE AHP Team and C&D team

Midlands AHP workforce fellow and
preceptorship fellow