

Apprenticeship Specification

Apprenticeship Summary Information		
1	Apprenticeship Title	Operating Department Practitioner (integrated degree) ST0582
2	BCU Apprenticeship Course Code	US1203
3	Awarding Institution	Apprenticeship Qualification is awarded by the End Point Assessment Organisation: Birmingham City University EPAO. Birmingham City University, as the training provider, awards the mandatory academic qualification.
4	Teaching Institution(s)	Birmingham City University
5	Professional Statutory or Regulatory Body (PSRB) accreditation (if applicable within the Apprenticeship Standard),	Skills England ST0582 The Heath and Care Professions Council (HCPC) College of Operating Department Practitioners

6	Apprenticeship Course Description
	<p>Operating Department Practitioners provide on the job, person centred care for a diverse range of patient groups, both within and beyond the operating theatre.</p> <p>The BCU Operating Department Practitioner (Integrated) Degree Apprenticeship takes a hybrid approach to on and off the job training for apprentices to develop the knowledge, skills and behaviours of the ODP degree apprenticeship standard whilst being employed.</p> <p>The apprenticeship has been developed in collaboration with employers within the region and beyond and aligns to the Allied Health Professions Career Progression Framework, which spirals through each of the three years to align to the 'Four Pillars of Practice' to maximise the choice available to apprentices within the operating theatre and beyond.</p> <p>Successful completion of the course will give you the confidence to enter the perioperative workforce with the knowledge, skills and behaviour required as a registered ODP and allow you to be eligible to apply for registration with the Heath and Care Professions Council (HCPC).</p> <p>What's covered in the course? Using the AHP career framework, the course embeds the 'Four Pillars of Practice' within each year to provide a spiralling curriculum, covering:</p> <ul style="list-style-type: none"> • Pillar One: Clinical Practice (anaesthetics, surgery and post-anaesthetic care) • Pillar Two: Facilitation of Learning (of self and others)

- Pillar Three: Leadership and Management (of self and others)
- Pillar Four: Evidence, Research and Development

The proportion of teaching and learning of each pillar varies in each year, with the first year aimed at preparing apprentices for academic work and the essential knowledge, skills and behaviours required to practice within the operating theatre, supported by on the job experience to underpin the principles of evidenced-based care for patients undergoing surgery.

In year two, the emphasis shifts both within the off and on the job training to provide enhanced care delivery for patients undergoing more complex and emergency surgery. Apprentices will study the principles of leadership and management whilst developing inquiry-based learning in order to support research, sustainable practice and well-being within the operating theatre.

You will work towards becoming an autonomous practitioner in year three, developing proficiency in anaesthetics, surgery and post-anaesthetic care. You will have the option of either gaining experience in acute care beyond the operating theatre or developing in the role of a Surgical First Assistant (SFA). You will have the opportunity to undertake a small-scale research project to apply inquiry-based learning as well as developing supervision skills to support others within the perioperative environment. Your final year will see you transition to a registered ODP as you prepare to enter the gateway to reach the End Point Assessment* and apply for registration with the HCPC after successful completion of the apprenticeship.

The course is accredited by:

Health and Care Professions Council (HCPC)

College of Operating Department Practitioners (CODP)

Where and how will I study?

As an apprentice on this course, you will be released by your employer to your 20% off the job training, studying part-time at university while having on the job exposure to a range of practice placement settings. In university, you will experience a mixture of face-to-face and virtual teaching, self-directed study as well as work-based clinical placements. On the job, you will engage with practice educators and supervisors as well as service users to learn the knowledge, skills and behaviours required to care for a wide range of patients in anaesthetics, surgery and post-anaesthetics settings.

Why choose us?

There are several reasons why employers choose BCU:

Learning from experts: The teaching team consists of qualified lecturers who have many years of experience working within the perioperative setting to support apprentices and employers. The teams' experience of delivering perioperative care within the operating theatre and beyond provides learners with an excellent resource to develop an understanding of the relationship between theory and practice. Many team members are experts in their field and are committed to the enhancement of perioperative care at local and national level through involvement with national associations, journal publication and information sharing in the wider healthcare environment.

State of the art medical facilities: You will have access to state-of-the-art medical education facilities, which offers a wide range of support services and cutting-edge learning facilities including an anaesthetic room, operating theatre and recovery unit to practice your core skills as an ODP and develop confidence in delivering perioperative care.

Library and IT: The Mary Seacole library is one of the largest specialist health education libraries in the UK with a range of books and e-books as well as electronic databases such as Medline and CINAHL. Our IT suite houses many computers, including 24-hour laptop loans.

Nationally recognised courses: We offer a number of nationally licenced courses throughout your apprenticeship: to allow you to develop techniques and skills in recognising and managing the deteriorating patient which improves patient care and employability. In year one, you will be given the opportunity to undertake the Bedside Emergency Assessment Course for Healthcare Staff (BEACH) and Paediatric Emergency Assessment Communication Handover (PEACH) courses. The Acute Life-Threatening Events Recognition and Treatment (ALERT) course is run in year two and on year three, you are able to complete the Intermediate Life Support (ILS) and Paediatric Intermediate Life Support (PiLS) courses which are nationally recognised resuscitation courses.

Job opportunities: Apprentices have the opportunity to develop on the job skills needed to get a head start when applying for jobs, but BCU offers something extra too such as the BCU Careers and Opportunities team that can help you develop a CV, help with preparation for job interviews and extends support beyond qualifying. The BCU Graduate+ programme gives apprentices the chance to develop valuable skills outside of the classroom. They collect points for a range of Graduate+ activities that include employability and academic skills and these can go towards a final Graduate+ award in bronze, silver and gold award categories.

Upon successful completion of this programme and the EPA you will be eligible to apply for registration with the HCPC and apply for a Band 5 theatre practitioner job within the NHS or independent sector in anaesthetics, surgery and/or PACU. BCU Alumni have also moved into surgical first assistant roles, clinical education, management, higher education and advanced perioperative roles (e.g. surgical care practitioner, advanced care practitioner & anaesthetic associate)

7	Apprentice Awards		
7a	Apprenticeship Final Award (awarded by End Point Assessment Organisation)	Level	Credits Awarded
	BSc (Hons) Operating Department Practice (Eligible to apply for professional registration with HCPC)	6	360
7d	University Exit Awards and Credits Awarded (where applicable)		
	Cert HE in Perioperative Studies*	Level 4	120
	Dip HE in Perioperative Studies*	Level 5	240
	BSc in Perioperative Studies*	Level 6	300

	BSc (Hons) in Perioperative Studies** *not eligible for professional registration **awarded when practice element of the programme is not achieved and this award is not eligible for professional registration	Level 6	360
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8	Variation from the University Regulations
	<p>This course has approved variations to the University's Academic Regulations. These can be accessed via the student contract page: https://www.bcu.ac.uk/student-info/student-contract.</p> <p>Apprenticeships adhere to University academic regulations for University awards offered within apprenticeship training. Where the Department for Education regulations specify an alternative requirement for apprenticeship training management, this takes precedence. This is a requirement of the University registration with the DfE as an apprenticeship training provider and receipt by the University of individual apprenticeship funding.</p>

9	Delivery Patterns			
Mode(s) of Study		Location(s) of Study	Duration of Study	Code(s)
Apprenticeship		City South Campus	3 years (integrated End Point Assessment*)	US1203

10	Entry Requirements
	<p>Home:</p> <p>ESFA mandatory requirements for the Standard. The Government requires applicants to hold GCSE at Grade 4 (previously a Grade C) or above in English and Mathematics (alternative maths and English qualifications may be accepted).</p> <p>Please check the transferable skills document from the Apprenticeship standards English and Maths list to see if your level 2 qualifications meet the requirements for a Higher Apprenticeship.</p> <p>BCU admissions requirements: In addition to maths and English level 2, please see the BCU website for this course's entry requirements: https://www.bcu.ac.uk</p> <p>Portfolio route may be considered for apprentices whose level 3 qualification fall below 112 UCAS points. This is a marked element through the employer application and BCU onboarding process.</p>

		<p>Prior certificated or experiential learning will be considered for entry onto the apprenticeship through the employer application and BCU onboarding process.</p> <p>Enhanced DBS and Occupational Health clearance are required and confirmed by the employer prior to starting the course.</p>
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11	Apprenticeship Aims
	<p>The ODP Degree Apprenticeship uses an aspiring curriculum that allows apprentices to gain the knowledge skills and behaviours within the 10 Duties of the Skills England ODP <i>Apprenticeship Standard to:</i></p> <ol style="list-style-type: none"> 1. Practise safely and effectively within the scope of practice and within the legal and ethical boundaries of the profession. 2. Look after own health and wellbeing, seeking appropriate support where necessary. 3. Practise as an autonomous professional, exercising professional judgement. 4. Practise in a non-discriminatory and inclusive manner recognising the impact of culture, equality and diversity. 5. Communicate effectively, maintaining confidentiality and records appropriately. 6. Work appropriately with others. 7. Reflect on, review and assure the quality of own practice. 8. Draw on appropriate knowledge and skills to inform practice and apply the key concepts of the knowledge base relevant to the profession. 9. Establish and maintain a safe practice environment. 10. Promote public health and prevent ill health.

12	Apprenticeship Course Learning Outcomes
1	Communicate effectively and appropriately in academic, clinical and professional contexts.
2	Demonstrate self-awareness and continuing professional development showing growth from foundation learner to emerging autonomous practitioner in line with the ODP scope of practice.
3	Apply and integrate anatomical, physiological and pharmacological knowledge to inform safe, effective and evolving perioperative decision making.
4	Deliver safe, person-centred perioperative care across all phases within and beyond the operating theatre demonstrating skills aligned with the ODPs scope of practice.
5	Evaluate and manage risk, safety and human factors to optimise performance uphold governance requirements and enhance patient outcomes in the operating theatre.
6	Analyse determinants of health and their impact upon perioperative outcomes applying this understanding to promote health, well-being and sustainable perioperative practice.
7	Collaborate effectively within the multidisciplinary team demonstrating professional responsibility, non-technical skills and critically evaluate roles and boundaries.
8	Demonstrate an understanding of effective leadership, supervision and education within the perioperative environment to support colleagues, students and service delivery.
9	Critically engage with research, evidence and clinical governance, contribute to service and quality improvement.

10	Evaluate and develop the ODP's contribution to patient care and service delivery demonstrating professional compliance with the roles and responsibilities of a future registrant of the HCPC.
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13	Level Learning Outcomes
	<i>Upon completion of Level 4 / the Certificate of Higher Education, students will be able to:</i>
1	Demonstrate effective academic and professional communication skills on entry to Higher Education.
2	Exhibit self-awareness and professional growth for a level 4 Operating Department Practitioner learner.
3	Explain and apply foundational anatomical, physiological and pharmacological knowledge.
4	Deliver safe, person-centred care within the perioperative environment.
5	Demonstrate an understanding of risk, safety, and performance in the operating theatre.
	<i>Upon completion of Level 5 / the Diploma of Higher Education, students will be able to:</i>
1	Demonstrate safe, patient-centred perioperative practice to a range of patients.
2	Evaluate determinants of health and their impact on perioperative outcomes.
3	Promote health and sustainability within the perioperative environment.
4	Demonstrate effective collaboration and leadership in the multidisciplinary team.
5	Critically engage with research and evidence to inform perioperative practice.
	<i>Upon completion of Level 6 / the Bachelors Degree, students will be able to:</i>
1	Demonstrate increasing autonomous and advanced perioperative practice in line with their scope of practice.
2	Critically evaluate roles and professional responsibilities within the multidisciplinary team.
3	Critically engage with research and governance to advance perioperative practice.
4	Demonstrate effective leadership, supervision and education within the perioperative environment.
5	Evaluate and develop the ODP's contribution to patient care, service delivery and professional growth as a future HCPC registrant.

14	Apprenticeship Learning, Teaching and Assessment Strategy (<i>including off the job training</i>)
	<p><i>Aligned with the BCU Education Strategy and designed based on Employer and apprentice feedback, the ODP Degree Apprenticeship aims to:</i></p> <ol style="list-style-type: none"> 1. Offer an inspiring and inclusive learning environment with excellent teaching 2. Deliver a practice-based course that meet the skills required of the future workforce 3. Develop graduates who have the ability and confidence to excel wherever their ambition takes them 4. Develop highly skilled, work-ready graduates. <p>Learning and teaching</p> <p>A variety of teaching and learning methods will be utilised across all three years to support learner engagement, allowing apprentices to fulfil their potential to learn theoretical aspects of perioperative care alongside clinical skills in the workplace. Fundamental British Values, such as respect and dignity, as well as safeguarding and PREVENT are embedded in the clinical practice pillar modules across the course.</p>

Teaching and learning methods will include, for example, a blend of formal lectures (face-to-face and virtual), simulation, clinical skills workshops, key-note lectures, inquiry-based learning and self-directed study.

Time is timetabled each day for recording off the job learning and evidencing the KSBs of the ODP apprenticeship standard.

Teaching and learning is also supported using and engagement with the Birmingham City University virtual learning environment, Modular Object-Oriented Dynamic Learning Environment (MOODLE) as well as secure online communication platforms such as Microsoft Teams.

Assessment

Assessments have been designed to be inclusive and varied and spread out across the year. This helps reduce the assessment workload for the apprentice.

Work will be assessed using a variety of methods depending on the module or area of study. For example, written exams, oral presentations and written assignments allow English skills to be developed beyond level 2. Drug calculation exams allow numeracy skills to be developed beyond level 2.

The range of assessment methods is chosen to not only indicate a level of achievement but to also develop and demonstrate a range of work-based skills transferable to the modern workplace, including reflection on practice, teamwork, communication, confidence and competence in work-based care delivery. Apprentices are assessed in the workplace undertaking patient care delivery across each year by work-based assessors.

Apprentices are also assessed on the ability to research, appraise and evaluate evidence across the course. The development of these transferable skills enhances employability on graduation and provides a sound foundation for next steps and preparation for continuing professional development.

Personal development

Several strategies are used for personal development on programme.

1. Formative assessment allows for feedback as part of a continuous process, and opportunities are provided in each module using, for example: MOODLE quizzes, mock exams, formative review of a draft and peer-led feedback. Drug calculation mock exams allow apprentices to develop their numeracy skills beyond level 2 Math.
2. Employability is integral to the course and a number of nationally licensed life support courses are embedded as formative learning opportunities, such as Bedside Emergency Assessment Course for Healthcare Assistants (BEACH), Paediatric Early Assessment and Communication for Health (PEACH), Acute Life-Threatening Events Recognition and Treatment (ALERT), Paediatric Intermediate Life Support (PILS) and Intermediate Life Support (ILS).

3. The BCU Graduate+ scheme are embedded within the course. These provide a unique opportunity to develop valuable personal and professional skills outside of the classroom, enhancing employability and next steps, such as CV writing, preparing for interviews.

Ten Duties

On the job learning activities are planned and delivered in each of the clinical practice modules of each year and are assessed by work-based assessors within the workplace through competency-based assessment. The following duties which contain the KSBs of the ODP Apprenticeship Standard are assessed both off and on the job:

1. Practise safely and effectively within the scope of practice and within the legal and ethical boundaries of the profession.
2. Look after own health and wellbeing, seeking appropriate support where necessary.
3. Practise as an autonomous professional, exercising professional judgement.
4. Practise in a non-discriminatory and inclusive manner recognising the impact of culture, equality and diversity.
5. Communicate effectively, maintaining confidentiality and records appropriately.
6. Work appropriately with others.
7. Reflect on, review and assure the quality of own practice.
8. Draw on appropriate knowledge and skills to inform practice and apply the key concepts of the knowledge base relevant to the profession.
9. Establish and maintain a safe practice environment.
10. Promote public health and prevent ill health.

End Point Assessment (EPA)

The EPA is explained to Apprentices at the start of the programme and towards the end. Apprentices are made aware of the Gateway requirements and the role of the employer in confirming if the gateway has been met or not.

15	Apprenticeship Course Requirements		
15a	Training/Academic Requirements		
	Level 4		
	In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):		
	Module Code	Module Name	Credit Value
	ODP4027	Essentials of Academic Skills in Higher Education	20
	ODP4028	Anatomy and Physiology for Operating Department Practice	20
ODP4029	Essentials of Anaesthetic and Post-Anaesthetic Care	40	
ODP4030	Essentials of Surgical Practice	20	

ODP4031	Essentials of Evidence-based Practice in Perioperative Care	20
ODP4032	Foundations of Professional Practice and the Operating Department Practitioner	0

Level 5:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
ODP5047	Promoting Health, Wellbeing and Sustainable Practice in Perioperative Care	20
ODP5048	Enhanced Surgical Care	20
ODP5049	Enhanced Anaesthetic and Post-Anaesthetic Care Delivery	40
ODP5050	Research and Inquiry for Operating Department Practice	20
ODP5046	Leadership Skills and Management in Perioperative Practice	20
ODP5051	Development of Professional Practice and the Operating Department Practitioner	0

Level 6:

In order to complete this course a student must successfully complete all the following CORE modules (totalling 120 credits):

Module Code	Module Name	Credit Value
ODP6022	Supervising and Educating Others in the Perioperative Environment	20
ODP6020	Acute Care in Practice	20
ODP6021	Principles of Surgical First Assistance	20
ODP6025	Application of Research to Operating Department Practice	40
ODP6023	Professional Knowledge, Skills and Values of the Operating Department Practitioner in Practice	20

In the event students are unsuccessful in completing the practice item of assessment for the Professional Knowledge, Skills and Values of the Operating Department Practitioner in Practice Module, the following optional module will be substituted

Module Code	Module Name	Credit Value
ODP6024	Professional Knowledge, Skills and Values in the Perioperative Setting	20

Progression to Gateway:

A gateway review after the final Module Exam Board will take place prior to the Progression Award Board with a member of the academic team. Employer and apprentice to confirm:

1. 360 Credits awarded
2. 20% off the job learning hours met
3. In employment for duration of programme

End Point Assessment Requirements:

An external verifier will be appointed by the EPAO to confirm the above information.

15b Structure Diagram
Training/Academic Requirements
Level 4

SEMESTER ONE	SEMESTER TWO
Core ODP4027: Essentials of Academic Skills in Higher Education (20 credits) ODP4028: Anatomy and Physiology for Operating Department Practice (20 credits)	Core ODP4031: Essentials of Evidence-based Practice in Perioperative Care (20 credits)
Core ODP4029: Essentials of Anaesthetic and Post-Anaesthetic Care (40 credits) ODP4030: Essentials of Surgical Practice (20 credits) ODP4032: Foundations of Professional Practice and the Operating Department Practitioner (0 credits)	

Level 5

SEMESTER ONE	SEMESTER TWO
Core ODP5047: Promoting Health, Wellbeing, and Sustainable Practice in Perioperative Care (20 credits) ODP5046: Leadership Skills and Management in Perioperative Practice (20 credits)	Core ODP5050: Research and Inquiry for Operating Department Practice (20 credits)
Core ODP5048: Enhanced Surgical Care (20 credits) ODP5049: Enhanced Anaesthetic and Post-Anaesthetic Care Delivery (40 credits) ODP5051: Development of Professional Practice and the Operating Department Practitioner (0 credits)	

Level 6

SEMESTER ONE	SEMESTER TWO
Core ODP6020: Acute Care in Practice (20 Credits) ODP6021: Principles of Surgical First Assistance (20 credits)	Core ODP6022: Supervising and Educating Others in the Perioperative Environment (20 credits)
Core ODP6025: Application of Research to Operating Department Practice (40 credits) ODP6023: Professional Knowledge, Skills and Values of the Operating Department Practitioner in Practice (20 credits)	
Substitute module ODP6024: Professional Knowledge and Values in the Perioperative Setting (20 credits).	
Gateway review after Module Assessment board at end of Semester 2	
EPA	

16	Overall Learner Workload and Balance of Assessment (including off the job training)
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Level 4

Workload

15% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	188
Directed Learning	401
Private Study	611
Total Hours	1,200

Balance of Assessment

Assessment Mode	Percentage
Coursework	28.5%
Exam	43%
In-Person	28.5%

Level 5

Workload

14% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	173
Directed Learning	420
Private Study	607
Total Hours	1,200

Balance of Assessment

Assessment Mode	Percentage
Coursework	28.5%
Exam	28.5%
In-Person	43%

Level 6

Workload

10% time spent in timetabled teaching and learning activity

Activity	Number of Hours
Scheduled Learning	123
Directed Learning	338
Private Study	739
Total Hours	1,200

Balance of Assessment

Assessment Mode	Percentage
Coursework	28.5%
Exam	28.5%
In-Person	43%

