

Graduate Apprenticeship

Operating Department Practice

Overview

This apprenticeship is designed to support the development of apprentices working in the Healthcare Sector specifically in the role of Operating Department Practitioner (ODP).

The goal of the apprenticeship is to achieve the relevant skills and knowledge required and set out by the regulatory body for ODPs, the Health and Care Professions Council.

Duration

This apprenticeship is expected to take 36 months to complete

Level

SCQF Level 9. More information on SCQF can be found [here](#).

Qualification achieved

Bachelor of Science (BSc) in Operating Department Practice, SCQF Level 9

Apprenticeships aim to provide a mixture of on-the-job (in the workplace) and off-the-job (through day or block release) learning to enable people to develop the knowledge, skills and expertise required by businesses today.

Designed by employers to attract new talent, tackle critical skills shortages and develop existing workforces, apprenticeships can both help people to enter the world of work and develop the skills of those already in work

About Scottish Apprenticeships

Scottish Apprenticeships are for everyone and reflect the Government's commitment to promoting a world-class, inclusive, work-based learning system. They are administered by **Skills Development Scotland**, the National Skills Agency. Skills Development Scotland has a remit to contribute to the nation's economic growth and it does this by supporting individuals and businesses alike to develop and apply their skills in the workplace.

The Scottish Apprenticeship system focuses on three specific key elements:

- the **learning outcomes** aligned to the specific work situations of an apprentice's job;
- the **knowledge, skills and behaviours** that will be developed by apprentices, enabling them to work competently and confidently; and
- the **meta-skills** that will be developed by apprentices to help them to manage themselves, collaborate with others and interact with change.

Throughout their apprenticeship, apprentices will be supported and guided by their employer, mentor and learning provider, and will have their growing competence measured by an assessor to ensure they can perform their job to the standard required. On successful completion, apprentices will be awarded nationally recognised competence-based and/or professional qualifications in their chosen field.

Graduate Apprenticeships:

- are accredited work-based learning programmes that lead to degrees or degree-level, professionally recognised qualifications.
- are part of the apprenticeship family, supporting the transition into employment by providing work-based learning pathways from Foundation and Modern Apprenticeships to Graduate Apprenticeships, at SCQF Levels 9–11.
- have been developed as part of the Scottish Government's approach to developing Scotland's young workforce and Skills Development Scotland's work-based learning strategy.

About this standard and framework document

Working in partnership with businesses and stakeholders, this standard and framework document has been written to provide apprentices and employers with an overview of the key features of this apprenticeship. Please read this alongside the [Operating Department Practice Occupation Profile](#)

Find further information on apprenticeships [here!](#)

Role of the apprentice

This apprenticeship is designed to support the Operating Department Practitioner role to ensure that all new entrants to the register meet the statutory requirements outlined by the regulatory body the Health and Care Professions Council (HCPC).

Operating Department Practitioners provide individualised care and skilled support alongside medical and nursing colleagues during the anaesthetic, surgical and recovery phases of perioperative care.

Apprentices will be expected to achieve the following learning outcomes by the end of their apprenticeship.

- Practise safely and effectively, within the scope of practice and legal and ethical boundaries of the profession.
- Look after their health and wellbeing, seeking appropriate support where necessary.
- Practise as an autonomous professional, exercising their own professional judgement.
- Recognise the impact of culture, equality and diversity on practice and engage in a non-discriminatory and inclusive manner.
- Communicate effectively, maintaining confidentiality and records appropriately.
- Work appropriately with others.
- Reflect on, review and assure the quality of own practice.
- Understand and apply the knowledge and skills base relevant to the profession.
- Establish and maintain a safe practice environment.
- Promote public health and prevent ill-health.

Defining Knowledge, Skills and Behaviours

This apprenticeship is designed to develop apprentices' careers by developing their knowledge and understanding of their role, by increasing their skills and by enhancing their behaviours.

Employers from the NHS have helped to identify the key knowledge, skills and behaviours that graduate apprentices working in the Operating Department Practitioner role need to develop. Throughout their apprenticeship, apprentices should be regularly assessed to ensure they can demonstrate both know-how and ability in each of these areas; a high-level summary is provided below.

A full list of the knowledge, skills and behaviours can be found in the associated [Operating Department Practice Occupational Profile](#).

Knowledge

- The scope of a professional duty of care.
- That relationships with service users, carers and others should be based on mutual respect and trust.
- That regard to equality, diversity and inclusion needs to be embedded in the application of all HCPC standards and across all areas of practice.
- The need to ensure confidentiality is maintained in all situations in which service users rely on additional communication support, such as interpreters or translators.
- Psychological and sociological principles to maintain effective relationships.
- The roles of other professions in health and social care and how they may relate to the role of the Operating Department Practitioner.
- Safe and current practice in a range of medical devices used for diagnostic, monitoring, or therapeutic purposes in accordance with national and local guidelines, appropriate to operating department practice.
- The principles and practices of the management of clinical emergencies.
- Relevant health and safety legislation and local operational procedures and policies.
- The structure and function of the human body, together with knowledge of physical and mental health, disease, disorder, and dysfunction.
- How to order, store and issue drugs to service users safely and effectively.
- The role of the surgical first assistant in assisting with surgical intervention.

Defining Knowledge, Skills and Behaviours



Skills

- Apply legislation, policies, and guidance relevant to own profession and scope of practice.
- Take appropriate action if own health may affect own ability to practise safely and effectively, including seeking help and support when necessary.
- Use own skills, knowledge and experience, and the information available, to make informed decisions and/or take action where necessary.
- Treat people with dignity, respecting individual's diversity, beliefs, culture, needs, values, privacy and preferences.
- Use effective and appropriate verbal and non-verbal skills to communicate with service users, carers, colleagues, and others.
- Demonstrate leadership behaviours appropriate to own practice.
- Participate in team briefings and debriefings following treatment, procedures, or interventions.
- Undertake and record a thorough, sensitive, and detailed assessment.
- Undertake all sex urinary catheterisation.
- Undertake appropriate pre-assessment, anaesthetic, surgical and post-anaesthesia care interventions.
- Undertake venepuncture, peripheral IV cannulation and blood sampling.
- Establish and maintain safe environments for practice, which appropriately manages risk.



Behaviours

- Be open, honest, courteous, and professional.
- Manage the emotional burden that comes with working in a pressured environment.
- Actively challenge barriers to inclusion, supporting the implementation of change wherever possible.
- Act as a role model for others.
- Empower and enable individuals (including service users and colleagues) to play a part in managing own health.

Defining Meta-skills

Meta-skills sit alongside and complement technical knowledge, skills and behaviours. As technology, society and the way we work change at an ever-increasing pace, so meta-skills are the overarching and future-focused attributes that enable other skills to be developed through consideration, reflection and implementation.

Meta-skills support improved performance and productivity, greater adaptability and resilience to change. For apprentices, meta-skills are a critical asset, supporting their ability to cope and excel in the face of change, to solve problems, to collaborate with others and to create successful futures. There are three categories, each with four meta-skills.

Managing yourself - focus, integrity, adaptability and initiative

Connecting with others - communication, feeling, collaboration and leadership

Interacting with change - curiosity, creativity, sense-making and critical thinking

Developing meta-skills in Operating Department Practice

Supported by their employer, mentor and learning provider, apprentices should consider, practise and reflect on their use of meta-skills during their apprenticeship, building those skills to enhance their personal effectiveness in their present role and their future careers.

Managing yourself

A clear **focus** is required to practise safely and effectively within the scope of practice, stay on task, complete without error and within time constraints. **Integrity** is essential when communicating with service users and ensuring confidentiality, acting fairly, honestly and having respect for others; **adaptability** is key to reflecting on, and assuring the quality of, own practice when communicating with a range of people and responding to changes in work priorities; and using **initiative** is critical to practising as an autonomous professional and exercising own professional judgement, when facing challenges, resolving problems and seeking out information.

Connecting with others

Clear and effective **communication** with service users, carers and colleagues is one of the most significant aspects of this type of role-knowing the audience and purpose of communication; **feeling** is needed to promote person-centred care, to understand others, show respect and empathy and to work towards common goals; skills in **collaboration** are vital when working within the multi-disciplinary team, sharing knowledge and experience to achieve goals and find solutions; and strong **leadership** qualities are required when practising autonomously and utilising decision-making skills, influencing the development of others is whilst empowering individuals to use their initiative.

Interacting with change

A keen sense of **curiosity** is a critical asset when embedding evidence-based practice, to learn and gain knowledge; **creativity** is fundamental to tailoring communication styles to individual needs, to develop more effective solutions and to find improved ways of working; **sense-making** is needed when assessing own health and wellbeing, evaluating approaches to patient care and seeking appropriate support where necessary, asking appropriate questions of others when needed to gain clarity; and **critical thinking** is key when understanding and applying the knowledge and skills base relevant to the profession, finding the best solution possible.

Key Roles and Responsibilities

A number of different parties will be involved in the delivery, management and assessment of a successful apprenticeship. As well as the apprentice, key roles include employer, mentor, learning provider and assessor. Each has a specific set of responsibilities during the apprenticeship.

Apprentice Responsibilities

In their day-to-day roles, apprentices have the same responsibilities to their employer as any other employee but they have additional and specific responsibilities for their own learning and development too.

- Agreeing a learning/ development plan with all parties involved and following it through
- Committing to learning throughout the duration of apprenticeship
- Participating in progress meetings with employer and learning provider representatives
- Participating in off-the-job learning where required
- Reflecting on performance and on development of skills, knowledge and behaviours required of the role
- Agreeing new goals to progress learning with all parties involved

Employer Responsibilities

- Providing apprentices with a contract of employment, a job description and an induction programme
- Paying apprentices in line with company policy, current legislation, fair work principles, and equality and diversity expectations
- Ensuring a working environment that is free from discrimination, bullying and harassment

- Agreeing learning needs and a learning and development plan with the learning provider and apprentices including
 - agreeing when off-the-job learning will be required and releasing apprentices for this as required
 - making on-the-job learning arrangements
 - identifying additional support requirements and agreeing actions to implement these
- Providing a quality work-based learning environment for apprentices, including the facilities and training necessary to demonstrate competence and succeed in the apprenticeship
- Providing the support of a mentor, who has relevant industry experience and is familiar with the employer's business, to support apprentices' development
- Contributing to the ongoing assessment of occupational competence, including observing performance, verifying evidence and profiling meta-skills
- Meeting with apprentices and learning providers to review apprentices' progress and set future goals
- Providing an environment that supports apprentices to take responsibility for their own learning and development
- Supporting and encouraging apprentices during their apprenticeship
- Recognising the achievements of apprentices in career management and progression
- Providing constructive feedback to the learning provider on the quality of their service delivery to inform continuous improvement of both the Scottish Apprenticeships system and apprentices themselves

Key Roles and Responsibilities



Mentor Responsibilities

- Helping new apprentices orientate into the workplace
- Providing information, advice and guidance relating to the learning and assessment aspects of the apprenticeship
- Supporting apprentices to define meta-skills in their shared work context
- Working with apprentices, employers and learning providers to ensure problems are resolved quickly
- Acting as an expert witness for apprentices
- Providing support to apprentices as they adjust to the workplace and progress in their career



Learning Provider Responsibilities

- Providing an appropriate apprenticeship programme for apprentices and employers
- Agreeing the learning needs of the apprentices with both the apprentice and the employer
- Agreeing when off-the-job learning will be required and defining roles and responsibilities for this with relevant parties
- Ensuring apprentices have access to the best quality learning opportunities available
- Ensuring apprentices and employers fully understand the principles and processes of competence-based assessment
- Registering apprentices through HESA and with relevant awarding bodies, sector skills organisations and Skills Development Scotland as appropriate

- Compiling and agreeing learning and development plans and assessment plans with apprentices and employers
- Completing assessment records and submitting records and evidence for verification/moderation
- Reviewing apprentices' progress at regular intervals with the employer
- Supporting apprentices to develop their reflective practice
- Advising apprentices who to approach for support, advice and encouragement both within and outwith the workplace
- Seeking and providing feedback from and to employers and apprentices to inform continuous improvement of the Scottish Apprenticeships system and apprentices themselves



Assessor Responsibilities

- Meeting with apprentices, mentors and employers to plan learning and review progress
- Monitoring apprentices' progress against learning and development plans
- Observing and assessing apprentices in the workplace and judging whether their work meets the competence requirements set by the qualification awarding body
- Assessing different types of evidence from apprentices
- Providing constructive feedback on performance and offering suggestions for improvement
- Maintaining current knowledge of industry standards and seeking innovative new methods of work-based learning delivery

Before the apprenticeship starts

The recruitment of apprentices is primarily the responsibility of the employer and, before an apprenticeship starts, consideration should be given to entry requirements and also to ensuring that the workplace adheres to fair work, inclusion and diversity principles.

The recommended entry requirements for this apprenticeship are:

Applicants must be able to satisfy the general admission requirements of the University of the West of Scotland as specified in the University Regulatory Framework (UWS, 2023). In addition, as employees applicants will be required to meet NHS PVG and Occupational Health requirements.

Consideration will be given to applicants whose qualifications do not conform to the general entrance requirements but who present other evidence which indicates an interest in personal educational advancement and an aptitude for academic study at the level concerned and may be admitted to a programme of study at the discretion of the University.

Consideration will be given to the following as entry criteria:

- Passes in the Scottish National Qualifications in five subjects including three at Higher level;

Or

- Passes in the GCSE / GCE in four subjects including one at A level;

Other Required Qualifications / Experience

For all students entering the programme: Must be in full time employment with an individually contracted Trust / Health Board and be able to provide evidence of managerial support to complete the full programme through online and work-based learning –

including the provision of placements and to support programme completion.

English Language Requirements: To meet the Health and Care Professions Council (HCPC, 2022) requirements for accreditation, all candidates must be able to communicate in English to the Standard equivalent to Level 7 of the International English Language Testing System (IELTS), with no element below 6.5.

Protection of Vulnerable Groups (PVG): Entry to the programme will be subject to satisfactory assessment.

However, employers can also consider existing workplace skills and experiences, where apprentices are either changing careers or upskilling. Being open to alternative assessment methods and relevant experience, instead of qualifications, can help to broaden the pool of potential applicants.

Recognition of Prior Learning

Individuals applying for an apprenticeship will undergo selection based on the employer's existing HR processes. Learning providers should take account of this and liaise with employers to provide advice and guidance on any RPL and experience that will be accepted for entry onto the programme.

It is recommended that a flexible approach to RPL is adopted, on a case-by-case basis, with all relevant experience as well as any previous qualifications considered. Learning providers should always consider how they can best recognise apprentices' prior learning to minimise repetition of content.

You can find more information on RPL [here](#).

Before the apprenticeship starts

Apprenticeship agreement and employment status

All post-school apprentices must hold a contract of employment for the period of the apprenticeship.

In addition, an apprenticeship agreement, confirming the commitment of the employer, the apprentice and the learning provider to the agreed apprenticeship must be signed by all parties. This agreement forms part of the individual employment arrangements between the apprentice and the employer; and of the learning arrangements between the learning provider, the employer and the apprentice.

Registration and certification

Registration and certification of this apprenticeship is undertaken through HESA. It is the responsibility of the learning provider to ensure that the registration of apprentices is completed within four weeks of the start of their apprenticeship.

Fair work, inclusion and diversity

The Scottish Apprenticeships system aims to embed fair work principles. Fair Work First is the Scottish Government's flagship policy for driving high quality and fair work across the labour market in Scotland by applying fair work criteria to grants, other funding and contracts being awarded by and across the public sector, where it is relevant to do so. Through this approach the Scottish Government is asking employers to adopt fair working practices, specifically:

- appropriate channels for effective voice, such as trade union recognition;
- investment in workforce development;
- no inappropriate use of zero hours contracts;
- action to tackle the gender pay gap and create a more diverse and inclusive workplace; and
- payment of the real Living Wage.

Further guidance on Fair Work First is available from <https://www.gov.scot/publications/fair-work-first-guidance-support-implementation/>

The design and development of Scottish Apprenticeships aims to embed these principles in practical ways by including opportunities for feedback from apprentices as well as the availability of clear pathways into future opportunities beyond the apprenticeship itself.

Before the apprenticeship starts

Protected characteristics

The Equality Act 2010 includes nine protected characteristics, which are age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, and sex and sexual orientation. It is against the law to discriminate based on these protected characteristics. Skills Development Scotland is a Corporate Parent and, to that end, includes 'care experienced' in a similar way to protected characteristics in all its funded programmes and services.

Attracting the best people into apprenticeships involves ensuring that barriers are removed. Receiving the right support at the right time unlocks the potential of people who could otherwise be denied the opportunity to go on and become valued employees. Supporting people to feel confident about disclosing their protected characteristics in a safe and respectful way allows employers and learning providers to put the right conditions in place to unlock that potential; the right time for this is often at the start of an apprenticeship or even at the recruitment stage. In practice, it might involve ensuring that reasonable adjustments are made to accommodate apprentices, where that is possible and to help them make the most of their apprenticeship journey. Examples might include (but are not limited to) supporting people with sensory impairments, supporting people for whom English is not their first language and supporting people who are care experienced (for example, through fostering, adoption or residential care).

Diversity in Healthcare Sector

Data from the Health and Care Professions Council (HCPC) in 2021, suggested that there were circa 14,464 registered Operating

Department Practitioners (ODPs) across the UK. A snapshot of subsequent data as of December 2023, indicates this number has risen to 16,411. Conversely across Scotland employment data suggests that 61 individuals were employed as ODPs in 2013, as a mixture of full time and part time staff providing the equivalent of 58.5 WTE (whole time equivalent) posts with this figure increasing to 417 individuals by 2023 providing the equivalent of 394.1 WTE.

HCPC reported that the average age of registered ODPs in 2021 across the UK was 44 years, with 19% over the age of 55. For 2021, data from Scotland reported a median age of 44, with 20.9% over the age of 55. It is interesting to note that for the NHS in Scotland in 2023, the median age of those employed was recorded at 42, with those aged 55 at 24.2%. For ODPs, the median age was reported as 41, with 17% over the age of 55%, at health board regions NHS Greater Glasgow has a lower median age of 37, with only 9.8% over the age of 55, whereas NHS Lothian has a median age of 49 and a significantly higher (29.3%) proportion over the age of 55. Evidence suggests that the median age of ODPs has decreased over the past 10 years, with a slight increase in the numbers that are aged 55 and over. It should be noted once again that the number of ODPs has significantly increased between 2013 – 2023. Evidence also suggests a gender split of circa 65% female to 35% male employed as ODPs across Scotland within the NHS. This ratio varies across health board with Greater Glasgow employing the largest number of ODPs recording a 73% / 27% split of female to male.

During the apprenticeship

Once the apprenticeship starts, there are a number of key considerations, tasks and milestones that apprentices, employers, learning providers, mentors and assessors should undertake to optimise a successful outcome for all parties.

Work-based Learning

Work-based learning – aligned to and assessed against both the **learning outcomes** and the **knowledge, skills and behaviours** of the apprenticeship – is the central and most significant component of an apprenticeship and is based on apprentices' real-life experiences in the workplace. Work-based learning is a partnership between apprentice, employer and learning provider and all apprentices must have the support of a mentor in the workplace.

Get more information on work-based learning [here](#).

Meta-skills Development

This apprenticeship includes a learning outcome that provides opportunities to develop meta-skills. To effectively develop the meta-skills outlined earlier, apprentices must first understand what they are and how they might apply them in their role. To help with this, a simple exercise to define what meta-skills mean in their role (in language that both apprentice and employer are comfortable with) should be used. This will allow apprentices to consider their own meta-skills profile and which meta-skills they might need to develop or apply in order to perform effectively at work.

Setting development goals, action planning and regularly reflecting on progress will help apprentices to develop their meta-skills and it is vital to provide the time and space for reflections to take place. Naturally occurring opportunities to discuss and reflect on meta-skills might include inductions or performance management, career development and performance review sessions.

Delivery of Training

The Graduate Apprenticeship (GA) Bachelor of Science (BSC) in Operating Department Practice is a three-year full-time programme, delivered over three academic terms per year, and comprising online and work-based learning. The programme will incorporate 20% Theory and 80% Work-Based Learning. This offers students a clear integration of theory and work-based learning, with a focus on evidence-based practice and reflection to ensure a good fit between theory, the clinical environment, and quality improvement.

Designated theory time (1 day per week) is augmented with 4 days learning in practice. A range of different teaching and learning strategies will be employed in each of the programme's modules. This includes student-centred activities, small-group tutorials, simulation, and live teaching sessions.

A learning and development plan and an assessment plan should be developed to identify any additional needs and provide apprentices with the appropriate support or adaptations required to successfully complete their apprenticeship.

Approaches to Assessment

Apprentices are expected to provide evidence of meeting the learning outcomes and the knowledge, skills and behaviours required of this apprenticeship; also, evidence to demonstrate that they are competent in the workplace. It is important for apprentices to recognise how they have developed skills and understanding along the way, and where these still need to be developed.

During the apprenticeship

Observation, questioning and examination of product evidence

This three-method approach classifies all assessments under observation, questioning and examination of product evidence. It is therefore based on the development of a portfolio of work and regular reflection on learning and skills development through professional dialogue between apprentices and mentors, employers and learning providers.

Holistic Assessment

The holistic approach allows larger pieces of work to evidence a number of learning outcomes, rather than a piecemeal process of finding separate evidence for each outcome and/or its associated knowledge, skills and behaviours. Work-based projects or problem-based activities often provide the richest opportunities for holistic assessment. Assessment of the common learning outcomes will be done in parallel with assessment of technical skills. Assessment should be undertaken both in a controlled environment and through work related activity depending on what is being assessed, however most assessment should take place in the workplace

Assessment Flow Across the GA BSc in Operating Department Practice Programme

Year 1

Term	
1	Essay [Introduction to Operating Department Practice] Poster Presentation [Introduction to Scrub and Circulating Practice] Portfolio Development [Academic Personal and Professional Development (ASPIRE)] – Module delivered across Term 1 - 3
2	1-hour Online Test [Life Science] Discussion Board [Life Science] Portfolio Development [Academic Personal and Professional Development (ASPIRE)] – Module delivered across Term 1 - 3
3	1-hour Online MCQ [Introduction to Anaesthesia and Post-Anaesthesia Practice] Practice-based assessment [Introduction to Anaesthesia and Post-Anaesthesia Practice] Portfolio Development [Academic Personal and Professional Development (ASPIRE)] – Module delivered across Term 1 - 3

During the apprenticeship

Year 2

Term	
1	2000 Word Written Assessment [Principles of Anaesthetic Care]
2	Essay [Holistic Perioperative Care] Online Drug Calculations Test [Intermediate Anaesthesia and Post-Anaesthesia Practice]
3	Evidence-based discussion [Intermediate Scrub Practice] Practice-based assessment [Intermediate Scrub Practice] Pathophysiology and Pharmacology Workbook [Pathophysiology]

Year 3

Term	
1	Critical Review of Literature [Research in Perioperative Practice]
2	Quality Improvement Protocol [Leadership in Perioperative Practice] Formative Assessment and Summative Assessment [Leadership in Perioperative Practice]
3	Reflective Activities [Advanced Perioperative Practice] Occupational Profile Completion [Advance Perioperative Practice]

During the apprenticeship

Quality assurance

Skills Development Scotland is responsible for making sure all funded learning is of high quality and benefits the apprentice. A quality assurance framework is in place to cover the delivery of work-based learning in an apprenticeship and is designed to demonstrate how effectively learning providers and employers support this by ensuring apprentices:

- Receive appropriate support and guidance to enable them to become successful apprentices and confident individuals;
- Receive quality learning and develop their skills to achieve their learning goals;
- Are treated with dignity and respect in a way that promotes equality and inclusion; and
- Work towards successful outcomes, leading to future employment or further appropriate career progression.

The relevant awarding and accreditation bodies will undertake the quality assurance of the assessment of competence-based and professional qualifications.

Qualification Requirements

Competence-based qualification

During their apprenticeship, apprentices will complete:

Bachelor of Science (BSc) in Operating Department Practice at SCQF Level 9

This qualification brings together the development and assessment of all the learning outcomes and knowledge, skills and behaviours required of the role in a single qualification. It includes the development and holistic assessment of meta-skills which are integrated with the development and assessment of technical skills.

At the end of the apprenticeship

Pathways and Progression

A successfully completed apprenticeship, including the achievement of competence-based and professional qualifications, opens the door to a number of opportunities for progression in both work and further learning.

Career advancement

Successful apprentices may progress to roles within advance clinical practice, education, research, management, clinical governance, and health informatics.

Further study

Options for those wishing to pursue further professional learning and development include:

- MProf in Professional Practice, MSc Health Studies, Master of Public Health, DProf and PhD.

Professional Registration

This apprenticeship may support professional recognition as it includes learning and skills outcomes common to a number of the introductory professional qualifications relevant to the **Healthcare sector**.

The apprentice, employer and learning provider will determine the most appropriate professional pathway in light of the apprentice's specific work role and the learning provider will guide each successful apprentice on the professional registration process they should follow.

Amendments

Version Number	Date	Description