



# SUMMARY OF CAREERS WEBINARS

Two webinars were delivered as part of the Aspiring workstream, each framed to a specific audience persona identified through the project's persona and customer journey mapping work.

### **Webinar 1: Step into Health for military veterans leaving the armed forces**

This webinar was developed in collaboration with Step into Health; who work with members of the armed forces to transition into roles within the National Health Service (NHS), and in partnership with the University of Leicester, who presented prior work undertaken through HEPAF (Healthcare Employers Partnership for the Armed Forces), a programme supporting military personnel in their transition into civilian healthcare careers. The session targeted individuals leaving the armed forces who were considering a second career in Operating Department Practice.

The session was framed to the Mark persona, reflecting this audience's existing skills base, motivations and specific information needs around transitioning out of service. In line with this, the format adopted a more professional and factual tone than the other Aspiring workstream webinars, reflecting the maturity, prior employment experience and practical decision-making stage of this audience. Rather than an introductory overview of the profession, the session prioritised applied, transition-specific information, including how existing military skills and experience could be utilised and translated into perioperative practice, funding routes available to service leavers such as Enhanced Learning Credits (ELC), and the practicalities of applying to study or for roles as a member of the armed forces, including UCAS applications.

A practice partner with prior military service also contributed directly to the session, offering a first-hand account of the transition from armed forces service to perioperative practice, including how their own transferable skills carried across into the ODP role. This gave attendees a direct point of reference from someone who had made the same transition, addressing the persona's need for reassurance around transferable skills and identity change, alongside the practical funding and application information covered. The webinar was recorded and has been made available to watch for those that were unavailable to attend or utilising Step in to Health services prospectively.

### **Webinar 2: Exploring the ODP role, delivered via Channel Talent**

This webinar was hosted through Channel Talent and presented by two members the ODP SURGE project team. The session was aimed at students aged 16 and over who are approaching university entry and have an interest in health or medical careers, including Operating Department Practice.

The session used an interactive scenario following a fictitious patient through the perioperative period during a surgical procedure for a hip fracture. Key decision points and interventions were identified through the scenario to demonstrate the complexity of the perioperative environment and the ODP role, including the combination of clinical and technical knowledge, situational awareness and team working required to deliver compassionate and dignified care to patients at a point of vulnerability.

Towards the end of the session, further detail was provided on career entry routes and the practicalities of working life as an ODP, with time allocated for audience questions. The session was live and participative and was recorded for future access.

The post-webinar survey provided comments consistently describing the session as helpful and informative, particularly for attendees with little or no prior knowledge of the ODP role. Several

respondents specifically noted that the session had given them a clearer understanding of the ODP role and how it contributes to patient safety and communication within the surgical team.

A recurring theme was career decision-making. Multiple attendees described themselves as currently undecided between courses or careers, and said the session had added ODP as an option they were now considering, including as an alternative route into medicine or allied health more broadly.

Feedback on format was positive. Attendees described the session as engaging, well delivered, and finishing on time, with information presented concisely.

The two webinars were deliberately designed around the specific personas they targeted, and the differences in delivery reflect the differing needs of each audience.

Webinar 1 was framed to the Mark persona, representing individuals leaving the armed forces and considering a second career. For this audience, credibility and relatability were prioritised over broad introductory content. The inclusion of a practice partner with lived military experience allowed the session to speak directly to the transition experience, addressing the specific concerns of this group around transferable skills, identity change and re-entry into civilian employment. This approach reflects the persona's need for reassurance from someone who has made the same transition, rather than generic careers information.

Webinar 2 was framed to the Jake persona, representing 16 to 18 year old pre-university students exploring health and medical career options. For this audience, the session was structured around an interactive patient scenario, taking attendees through the decision points and interventions of a hip fracture case. This approach reflects the persona's need for an accessible, engaging introduction to a role they are unlikely to have prior exposure to, using narrative and interactivity to hold attention and build understanding rather than relying on prior professional knowledge.

Taken together, the two sessions demonstrate that persona-led design shaped not only the messaging used but the format and mode of delivery. Matching a lived-experience testimonial to an audience seeking relatable reassurance, and an interactive scenario to an audience needing an engaging first introduction to the role, supports the wider Aspiring workstream principle that career promotion content should be tailored to audience need rather than delivered as a single generic format. Both webinars were recorded and are available to watch, through either the host platform or through links made available on the FutureODP website.