

# Inspection of Medipro Limited

Inspection dates:

27 February to 1 March 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Apprenticeships	<b>Good</b>
Overall effectiveness at previous inspection	Inadequate

## Information about this provider

Medipro Limited is an independent learning provider based in Stockton-on-Tees, with two additional training centres in Bristol and Newmarket. At the time of the inspection, there were 405 apprentices of whom 119 were on the level 3 emergency care support worker standard and 286 were on the level 4 associate ambulance practitioner standard. All apprentices were over the age of 18.

## **What is it like to be a learner with this provider?**

Apprentices benefit from tutors who are inspiring role models. Tutors are approachable and caring throughout the training. They deliver lessons in a practical, humorous, and enjoyable way. Apprentices enjoy their training and feel comfortable asking for help in sessions if they need topics repeated to secure their understanding.

Apprentices rapidly acquire significant new knowledge, skills, and behaviours early in their programme as part of their initial off-the-job training, which prepares them well for their future job roles. They develop their knowledge of anatomy and physiology, medical conditions, and how to manage symptoms. In addition, they conduct 'blue light' training to enable them to drive an ambulance in an emergency situation and learn how to work effectively as a team member and with other emergency services.

Tutors and employers have high expectations for apprentices to attend their sessions and to be punctual. Attendance is high during the intensive period of training at the start of the programme and when apprentices participate in further off-the-job training later in the programme. Whether apprentices are in the classroom or working on the ambulance, they are expected to conduct themselves with a high level of professionalism, which they do from the start of their programme.

Apprentices develop into effective ambulance practitioners and grow in confidence as they learn both on and off the job. Those apprentices who have been on the programme for an extended period of time demonstrate resilience and commitment towards their new career.

Apprentices feel safe and learn how to stay safe in their job roles as emergency care workers. They are trained in risk and scene management and conflict resolution, which helps them while performing their duties and working with members of the public. In addition, employees benefit from support from both their tutors and employers to safeguard their own well-being and remain mentally well and resilient for the challenging job roles for which they are being prepared.

## **What does the provider do well and what does it need to do better?**

Since the last inspection, leaders and managers have been proactive in improving the learning experience for all apprentices, including those most affected by their previous training provider ceasing to operate. Leaders have worked closely with employers to ensure that all apprentices benefit from good-quality training and are supported well to achieve their qualification. As a result, a high proportion have completed their apprenticeship, with many passing with distinction. Only a small number of the apprentices who transferred from their previous provider have yet to complete, and all are preparing for their end-point assessment.

Leaders and managers have developed effective relationships with employers, which helps them to understand what employers expect their apprentices to be able to do to be effective and safe in their job role from the start of their employment. They meet monthly with managers from the ambulance trust to discuss the progress of apprentices. However, due to the nature of the emergency services that the ambulance trust provides, apprentices' mentors do not consistently attend meetings to review apprentices' progress. This means that, for a few apprentices, there is a delay in mentors understanding what skills and knowledge their apprentices need to develop and how they can best support them to remain on track.

Managers and tutors sequence the curriculum effectively. Apprentices attend an intensive off-the-job learning block at the start of their employment that provides them with a secure grasp of the knowledge, skills, and behaviours required. They then apply and develop their knowledge and skills further at work. For example, apprentices on the level 3 emergency care support workers learn how to use the 'airways, breathing, circulation, disability and exposure' method to determine a patient's condition and then apply this at work. As a result, apprentices develop strategies to react quickly and safely in high-pressure situations.

Leaders have appointed tutors who are serving paramedics. Managers support these tutors to gain both teaching and assessment qualifications. All tutors are trained clinicians and work for the NHS trusts. Some continue to work bank shifts, and leaders provide staff with a day a month to do this work to keep their registration and maintain their competencies.

Tutors plan and use a wide range of teaching strategies to help apprentices learn and remember new knowledge. These include practical demonstrations, teamwork activities, role plays, the use of simulator manikins and medical equipment and discussion of different scenarios that apprentices are likely to encounter. Tutors skilfully link theory to practical application of knowledge and adjust teaching plans to allow apprentices to focus on topics if they are struggling, before moving on.

Tutors use assessment well. They frequently test apprentices' recall of knowledge by using a range of questioning techniques to confirm apprentices' understanding. Tutors provide immediate feedback in practical sessions, but the feedback from online assessments is often delayed, which slows the progress that a few apprentices make.

Managers and tutors continue to develop apprentices' English and mathematics skills successfully. They identify apprentices' starting points and support apprentices to develop their clinical vocabulary rapidly and learn how to use complex medical terminology. Apprentices apply mathematical skills in everyday operations such as monitoring heart rates and other vital signs and preparing medication. However, managers and tutors do not provide consistently effective or timely support for apprentices who need to gain functional skills qualifications. In a few cases, apprentices are not clear on whether they need to do to achieve functional skills qualifications.

Managers and tutors provide good support for the small number of apprentices with additional learning needs. They provide resources such as coloured overlays and extra time to enable them to achieve in line with their peers. Tutors recognise where apprentices may have undiagnosed issues and provide them with additional support, which includes breaking learning into small segments and signposting for a diagnosis.

Apprentices benefit from effective career guidance that develops their understanding of the range of opportunities available once they complete their programme. As a result, they are well informed about their future career options. Many apprentices on the level 4 programme progress onto level 6 paramedic programmes.

Leaders and managers have implemented effective quality assurance processes to ensure that apprentices achieve their qualifications. They have focused on the feedback from the previous inspection to support apprentices to achieve. However, the processes do not focus sufficiently on evaluating the quality of the teaching or identifying actions that leaders and managers could take to share good practice.

Leaders have effective oversight of all aspects of apprenticeship programmes. They have a detailed understanding of the progress and support needs of all current apprentices. Leaders have an accurate understanding of the main strengths of the provision and few areas that require improvement. They work proactively with NHS trusts, medical councils and professional bodies to keep fully abreast of changes in practice and new research. They use this knowledge to inform and adapt the curriculum. Leaders are in the process of establishing an advisory board to support the development of paramedic qualifications.

## **Safeguarding**

The arrangements for safeguarding are effective.

### **What does the provider need to do to improve?**

- Ensure that employers are fully involved in the apprenticeship programme, including in reviews of apprentices' progress.
- Ensure that apprentices who need to achieve functional skills qualifications are supported from the start of their programme.
- Continue to develop quality processes to monitor the effectiveness of teaching.

## Provider details

<b>Unique reference number</b>	2626848
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<b>Principal, CEO or equivalent</b>	Brian English
<b>Provider type</b>	Independent learning provider
<b>Date of previous inspection</b>	1–4 November 2022
<b>Main subcontractors</b>	None

## Information about this inspection

The inspection team was assisted by the director/head of apprenticeships as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising apprentices' work, seeking the views of apprentices, staff and other stakeholders, and examining the provider's documentation and records.

### Inspection team

Hayley Lomas, lead inspector	His Majesty's Inspector
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Graham Baker	Ofsted Inspector
Martin Bennett	Ofsted Inspector

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