

APPRENTICE PRACTICE- BASED EDUCATION SUPPORT HANDBOOK

A guide for learning, mentoring, coaching and assessing

2023 - 2025





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ACADEMIC

What it means

- Creating a nurturing and supportive environment for our learners/staff
 - Continually improving our academic stance and offering
- Collaborating with academic partners to allow diversification of programmes available
 - To appreciate each learner has their own learning style
 - Proactive planning
- Learning from successes and being accountable for our mistakes
 - Creating sustainable systems

EXCELLENCE

What it doesn't mean

- Creating awards for 'awards sake'
- Producing courses that have no clear use to the public
- Being one dimensional
- Not planning for the learner journey
- Providing poor mentorship and limited support

CLINICAL EXCELLENCE

What it means

- Enabling our learners/staff to confidently deliver effective care
- Promoting an attitude of continuous learning among our learners and staff
- Identifying best practice and embracing evidence-based practice
 - Staying up to date with clinical developments
 - Providing appropriate and relevant clinical practice

What it doesn't mean

- Relying solely on our own personal experiences and opinions
 - Sticking rigidly to outdated practice

RESPECTFULNESS

What it means

- Being open about the good and the bad
- Understanding and respecting our learners/staff and customers
 - Fairness, decency and respecting our learners/staff
 - Being ethical
 - Support

What it doesn't mean

- Bullying learners/staff
- Not respecting dignity or beliefs
 - A 'can't be bothered' attitude
 - Blaming others
 - Being self-righteous
 - Not being confident



HONESTY

What it means

- Learning from our mistakes and limits
- Listening to our customers and learners
- Showing trust and giving empowerment
- Putting 'we' before 'I'
- Sharing success
- Offering straightforward, reliable and consistent training packages
- Being clear about the requirements of our programmes

What it doesn't mean

- Not listening
- Not re-evaluating decisions
- Second guessing decisions
- Not standing up for what you believe or think

OUR NAME

What it means

- Pride and passion in what we do and stand for
- Constantly striving to be at the front of clinical education
- The embodiment of our values
- Professionalism and dedication
- Clinically focussed
- Our image in the eyes of our learners
- Dynamic

What it doesn't mean

- Arrogance
- Complacency
- Creating a cult like environment

OUR EMPLOYEES

What it means

- Clinically competent and experienced
 - Practice what we preach
- Giving responsibility and supporting decisions, two-way communication, and teamwork
 - Providing and embracing continuous professional development
 - Create a balanced working environment of professionalism and fun
 - Rewarding performance
- Commitment to education and loyalty to our brand

What it doesn't mean

- Taking the easy option
- Clones
- In-experienced clinically
- Tackling everything alone

ON THE JOB TRAINING

As apprentices carry out their 'on the job' training, they will develop the knowledge, skills, abilities, attributes and professionalism required for clinical practice in the pre-hospital care setting. Work based learning facilitates this and ensures the learning obtained from work is assessed as part of the learning programme – we call these competencies, and they are developed and assessed in clinical practice. Work based learning helps develop the link between theory and practice.

The aims of 'on the job' training, also known as Practice Placement, are to develop the key skills set required for safe practice under direct supervision. Apprentices are required to demonstrate competency in practice and via simulated learning opportunities and have foundations of emergency care practice competencies which will be 'signed off' in practice by a qualified person. Progression, knowledge, skills and behaviours will be monitored via the tutorial and mentorship processes. Apprentices will be supported in practice to develop their clinical skills, and these will be formally recorded and documented within the practice placement competency document (contained within the PAD) .






During their 'on the job' training, apprentices' must demonstrate specific competencies and skills to meet the requirements of their programme.

The competencies and skills expected of each apprentice are contained within their practice assessment document, referred to as the 'PAD'.

The skills and competencies required are cumulative and they are expected to demonstrate competence at higher levels as they progress through their apprenticeship.



-  The practice placement element of the programme will provide them with an opportunity to develop their confidence, whilst refining skills, values, behaviours and underpinning knowledge, continuing their journey of lifelong learning.
-  The apprentice will work under the supervision of an Occupationally Competent Person (OCP) at the same level or above in accordance with regulatory policies and procedures.
-  On the job learning forms one of the most important components of the Apprentices qualification; it ensures that they have considerable exposure to apply theory to practice, in order to develop their understanding further and also permitting refinement of practice to ensure consistent learning and assimilation of learning throughout the programme.

LEARNER RESPONSIBILITIES

As a learner, you have a responsibility to:



Read the content of your learner handbook and this clinical practice placement portfolio (PAD).



Recognise the purpose of the on the job training in relation to your learning outcomes and assessment criteria for this placement setting.



Identify your specific learning needs through reflection and consider possible opportunities.



Notify your lead assessor / line manager of any serious issues that present themselves during your on the job training.



Act professionally at all times in accordance with agreed ways of working.



Notify your line manager in cases of absence, in accordance with agreed ways of working.



OCP RESPONSIBILITIES

An Occupationally Competent Person (OCP) has a responsibility to:



Contribute to a supportive learning environment and quality learning outcomes for learners.



Be approachable, supportive and aware of how learners develop best.



Make time to observe learners undertaking new skills for the first time.



Attempt to provide time for reflection and feedback



Determine if the criteria for each outcome has been achieved during the placement setting and sign the corresponding documentation accordingly.



Notify your line manager of any serious issues with the learner that present themselves during the placement setting.

COMPLETING YOUR PRACTICE ASSESSMENT DOCUMENT (PAD)

This section has been designed to enable them to monitor their progress throughout their on the job training.

As part of placement assessments, learners will assess, treat and manage service users at the scene or assist with non-conveyance or onward referral if appropriate, reducing the need for hospital admission. Working with other emergency services, clinical professionals, evaluating different approaches to solving problems, are just some of the tasks that will be expected of them.

Evidence

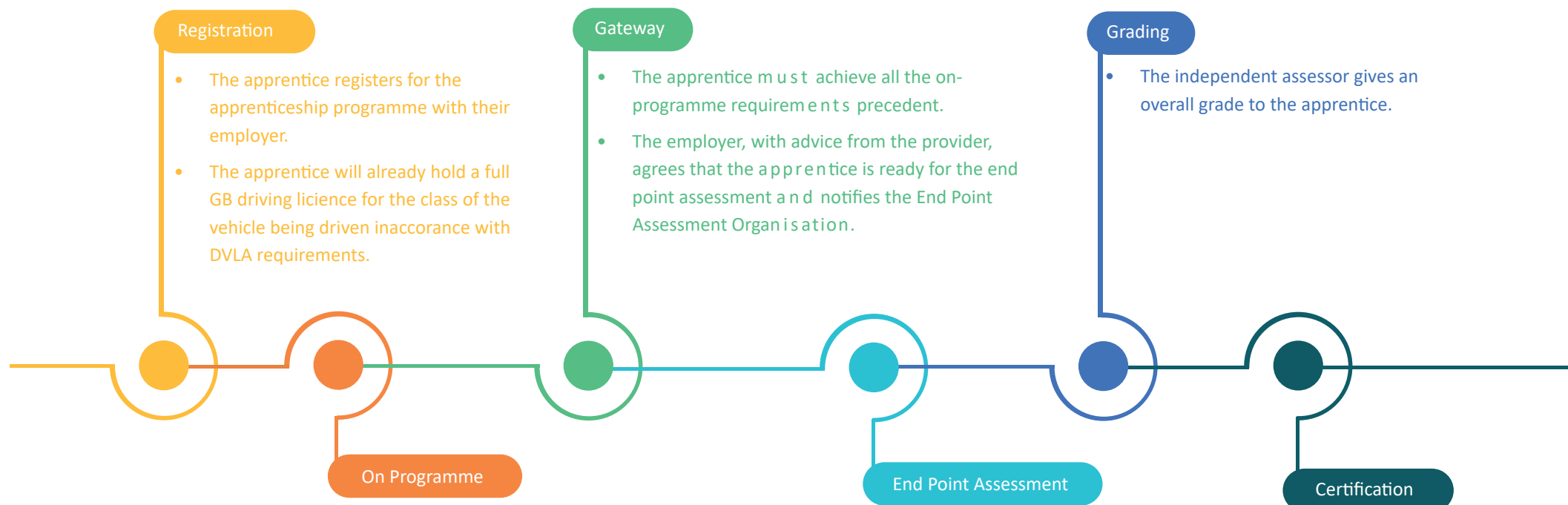
Your OCP should use this table to state which evidence type has been used.

Method of Assessment - Evidence Glossary

DO	Direct Observation
DA	Direct Assessment
S	Simulation (OSCE or skills station)
PD	Professional Discussion

Your OCP(s) and/or facilitator(s) will provide evidence of your achievements against the required 'Be able to' assessment criteria by completing the competency achievement records below. In doing so, they will take into consideration the 5 Pillars of judgement.

Level 3 & Level 4 ASSESSMENT FLOWCHART



Registration

- The apprentice registers for the apprenticeship programme with their employer.
- The apprentice will already hold a full GB driving licence for the class of the vehicle being driven in accordance with DVLA requirements.

Gateway

- The apprentice must achieve all the on-programme requirements precedent.
- The employer, with advice from the provider, agrees that the apprentice is ready for the end point assessment and notifies the End Point Assessment Organisation.

Grading

- The independent assessor gives an overall grade to the apprentice.

On Programme

- Achieve Level 2 English and Maths if not already held or for those with an education, health and care plan or a legacy statement an Entry Level 3 and British Sign Language qualification.
- Meet the 15 standards of the Care Certificate-the Care Quality Commission expect that providers employing health support workers follow these national standards to make sure new staff are supported,skilled and assessed as competent to carry out their roles. Apprentices must undertake two mandatory qualifications to demonstrate the knowledge, skills and behaviours for the relevant ambulance support role the apprentice is undertaking.

This will be made up of:

- Level 3 Diploma in Ambulance Emergency and Urgent Care Support, or
- Level 4 Diploma Associate Ambulance Practitioner
- Level 3 Certificate in Emergency Response Ambulance Driving, or
- Legacy IHCD driving awards for Emergency and non-emergency driving will be accepted where candidates can demonstrate current and relevant driving experience

End Point Assessment

- The independent assessor undertakes the professional discussion and the observation with the apprentice.

Certification

- The apprenticeship is complete.
- The independent end point assessment organisation claims the apprenticeship certificate on behalf of the apprentice.



REFLECTIVE PRACTICE

Reflective practice is an integral part of an apprentice's continuous professional development. To format a structured reflection, consider the situation they needed to deal with, what they did, the outcome and what they could have done differently, if at all.



A benefit of reflective practice, given the nature of their role, will allow the apprentice to consider and recognise if they need further support to develop their skills, knowledge, and behaviours to progress in their chosen career. It will also develop their self-awareness, emotional intelligence and to know when to ask for support.

Being able to reflect on one's actions, will enable the apprentice to achieve a better understanding of their knowledge, skills and competencies along with workplace practices. The apprentices are set a number of reflections that they must complete in practice.

Q & A for OCP's

What's the purpose of the apprenticeship?

Apprenticeships are ways that people can work whilst being supported by their employers to gain the skills and qualifications they need to do their role. They are suitable for people of all ages and experiences, and they gain recognised fully accredited nationally recognised qualifications.

Your learner is working towards one of the Futurequals qualifications that are on the apprenticeship standard. Other services may have different terms for the roles, but all the apprentices are completing the same qualification that can be used around the UK.

What's the structure?

Your learner will have complete a set amount of weeks in a classroom training environment learning all the basic skills they need, and covering key parts of theory they need to understand their role.

They will have passed some exams, and completed some practical assessments too (OSCEs). However, this stage is only the start, we recognise that learning in an artificial environment can only bring a learner so far, they must learn in the 'real world' to be fully competent, and this is where you come in.

Q & A for OCP's

What do you need from me?

To achieve the qualifications they need in their apprenticeship your learner needs to have some hands on experience. To do this they should work with an 'occupationally competent person', this is a term for someone who already works at the level or level above of the qualification the learner is trying to achieve. They should not practice any skill unless they are with someone who is competent at that skill, as they will work under their direction.

Your learner does not need direct mentorship, but they do need your patience and advice. They are hoping to benefit from your experience in managing situations that can't be practiced in the classroom environment.

What is the sign off booklet for?

The booklet that the learner has is their way of proving that they can complete a number of skills and behaviours in the 'real world environment'. These are listed as statements in this booklet, and if you witness them completing any of these to a standard that you in your professional capacity feel is sufficient, then please sign the column. Please note, you are only signing to say that you witnessed it, you are not being asked to verify that they are competent.

Q & A for OCP's

What if they are not able to demonstrate a skill in the sign off book, as they have never been to a patient with that condition?

Ideally all skills would be signed off from a real life event, however we realise that this is not always possible, as some treatments and techniques are for rarer events.

If this is the case for your learner, it is permissible to have them demonstrate this to you as a simulation, or perhaps a professional discussion. However do make it clear in the sign off book, that it has been witnessed in this alternative way.

What if my learner is struggling?

From time to time many learners have difficulties that are unanticipated. These may be coming to terms with the reality of the role, dealing with a major event, or having personal problems that are affecting their performance. Hopefully you would have been able to build up a rapport with the learner, so that they can have a frank discussion with you about their barriers.

If after this discussion, you feel that it is not a matter that you can assist with, or if you simply want to have other input, then you can contact: info@medipro.co.uk as a first point of contact. We can assist with academic along with pastoral care for our apprentices.

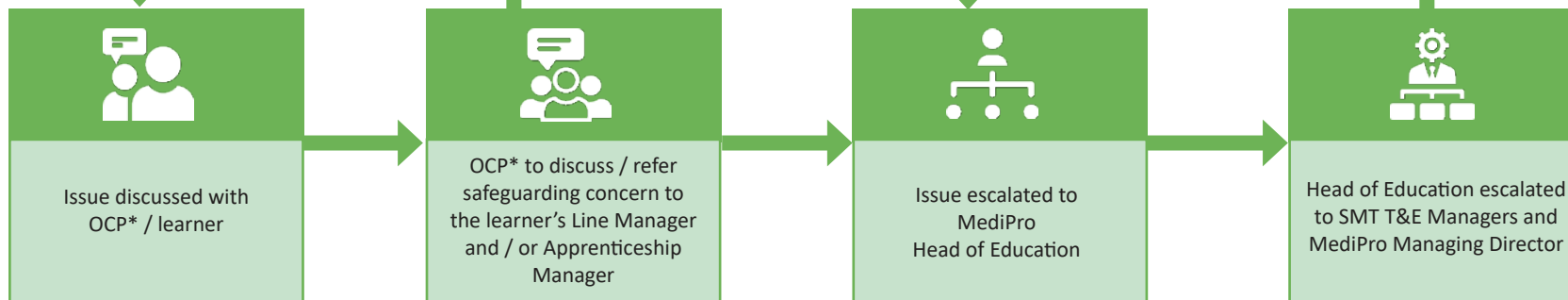
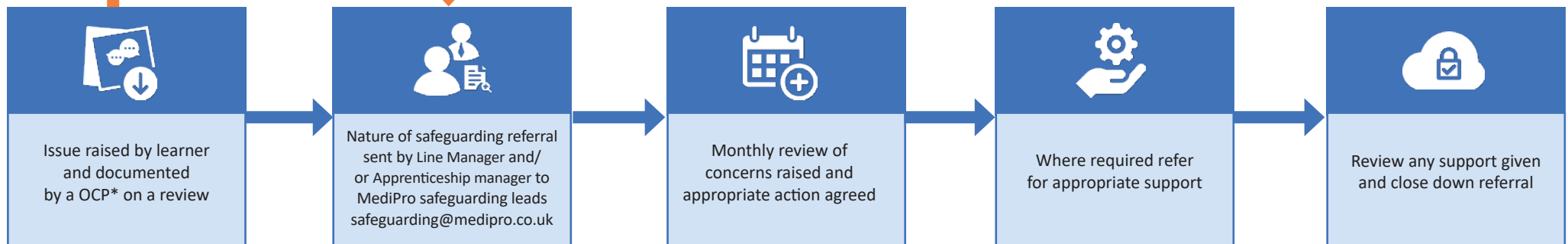
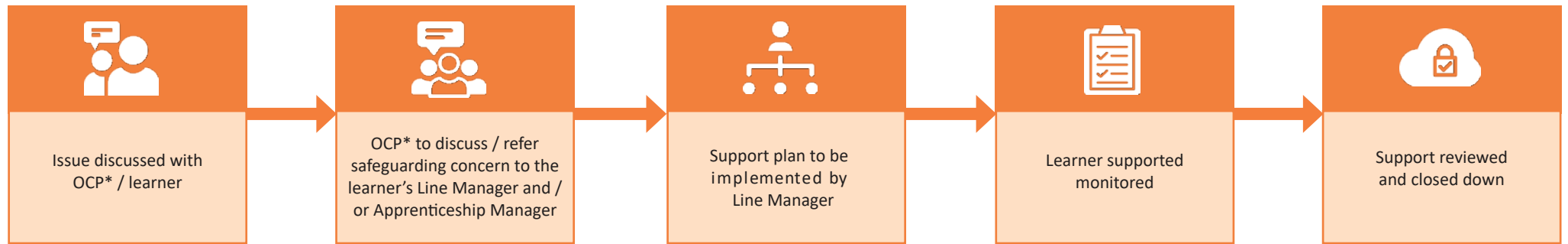


QR LINKS FOR VIDEOS

MediPro⁺ LEARNER SAFEGUARDING PROCESS

*OCP: Occupational Competent Person

Route 1 Escalation = safeguarding concern due to potential issues with processes and systems of work



Route 2 Escalation = safeguarding concern can be addressed, supported and managed by the apprentice's operational management team and MediPro

SAFEGUARDING. . . .

. . . . THE PREVENT DUTY

What is it?

Prevent, is a government strategy, which aims to identify people at risk of committing terrorist acts and works to safeguard our communities from the threat of terrorism by stopping people from supporting it or becoming terrorist themselves. Children and adults at risk are vulnerable to being drawn into extremist ideologies and radicalisation. As an education provider, MediPro has a responsibility to have due regard to the need to prevent people from being drawn into terrorism.



Awareness!

Spotting the signs that someone is being radicalised can be tricky. Children and adults at risk can sometimes feel alone and having a belief in an extremist cause or becoming a member of an extremist group can make them feel accepted and give them a sense of purpose, identity and make them feel part of a community. Signs that someone is being radicalised are; but not limited to:

- Isolation or withdrawal from family and friends.
- Being secretive around their internet use and social networking sites.
- Using abusive, aggressive, or extremist views/comments/threats/ language.
- Having a fascination with weapons, chemicals, explosives or extremist activity and events.
- May become uncooperative or disengaged.
- Significant changes in relationships.

Its important to remember that it can happen to anyone. Here is a QR link to a video that can give you an insight into what radicalisation can look like.



How to report?

If you are worried that someone is being radicalised, please contact the police on 999. If you are concerned that someone is being radicalised in your workplace or at home, and there is no immediate danger, please talk to your Prevent or Safeguarding Lead.

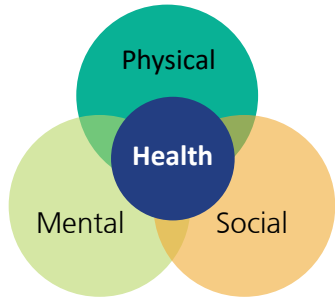
Find out how to report concerns you have about a child, young person or adult learner who you think may be vulnerable to be being drawn into extremism.



We have also created a selection of easily accessible links to your local prevent referral forms. Please see page 40 to 41 to find the form for your local police force.



PHYSICAL HEALTH AND MENTAL WELLBEING



Being an apprentice in the pre-hospital care sector can and will be demanding, both physically and mentally, which is why it so important to consider the best ways of taking care of yourself. Doing things to help us relax, feel happy or calm, eating well and getting plenty of sleep is a normal part of taking care of ourselves and in turn, contribute towards our mental health.

Our physical and mental health go hand in hand and influence each other. Having physical health problems can significantly increase the risk of poor mental health and having poor mental health can impact the way we take care of ourselves physically. Its important to find a healthy balance, that works well for you. Have a think about the below things that can impact our overall wellbeing and how you can incorporate these into your lifestyle. For more information on each article below scan the QR codes.

Exercising just once or twice a week can reduce the risk of heart disease or stroke. Adults should aim to do strengthening activities that work all the major muscle groups at least 2 days a week, do at least 150 minutes of moderate intensity activity a week, spread exercise evenly over 4-5 days a week and aim to reduce time sitting or lying down.



Good nutrition and adopting healthy eating patterns will lower the risk of serious health problems such as heart disease, type 2 diabetes, and obesity. Proteins, carbohydrates, fat, vitamins, fibre and water are all nutrients and when you have the right balance of these in your diet, it will reduce the risk of developing certain health conditions.



Healthy sleeping habits will significantly impact how your day is going to go. A good night's sleep will improve your attention and concentration, helps you maintain a healthy weight, keeps your heart healthy, looks after you emotional and mental wellbeing, can reduce stress levels and even contribute to a stronger immune system.

Unfortunately, not all of us are lucky enough to be able to fall asleep at the drop of a hat, and may find ourselves tossing and turning with broken sleep.



Spending time outdoors is an excellent way of reducing stress, improving sleep and boosting your immune system. So, it will come as no surprise that people who have a hobby that involves outdoor activity are less likely to be stressed or suffer from low mood or depression. Having a hobby or an interest outside of the work environment has many benefits, including improving concentration and learning, increases personal confidence and self-awareness and improve your quality of life.



How are you really doing? Scan the QR code to find out your mental health in the past week. The Mental Health Continuum Model illustrates the different mental health phases you may experience throughout your life and career. It also describes the physical and mental effects associated with each phase and suggests actions that may help.



Unhealthy relationships

Being in an unhealthy relationship can affect our mental health and wellbeing and can impact our ability to carry out our role effectively. After all, it is not always possible to separate our personal life from our professional one.

Unhealthy relationships are marked by characteristics such as disrespect and control and it's important that we can recognise the signs of being in an unhealthy relationship and what support is out there. Below are some examples of why you may be in an unhealthy relationship.

- There is a lack of support from your partner. Healthy relationships are based on a mutual desire to see one another succeed.
- Communication is the cornerstone of any relationship and should be done with kindness and respect. When communication is more toxic, you may find that they are filled with criticism, sarcasm and fuelled by contempt.
- Envy or jealousy are perfectly natural human emotions, however it can become an issue when envy keeps you from thinking positively about your partner's successes and jealousy can quickly erode your relationship when there is constant suspicion and mistrust.
- Do you need to constantly explain where you are and what you are doing, who you are with? Does your partner get irritated or angry when you don't immediately answer calls or texts? These behaviours can stem from jealousy or lack of trust, but they can also be signs of controlling behaviour.
- Lying about little things is one of the major signs of dishonesty in a relationship. These can be like, lying about how much money one makes, physical and/or emotional cheating, secretly spending time with an ex-partner or hiding their past relationships. Dishonesty in a relationship can lead to a lack of emotional intimacy, feelings of isolation and eventually break ups.

- Relationships are not only vulnerable to physical/emotional cheating, but this can also be financial. A partner hiding money in a different bank account or taking out debt in your name is a form of cheating. In some cases, this can also become financial abuse. Making their partner put debt in their name, manipulating their partner by putting bills in their name and not giving them access to money, are just some of the signs of financial abuse.

If you think you may be in an abusive relationship, there is help and support out there. Below are some of the major helplines working to support victims of Domestic Abuse. If you are in immediate danger call 999 and ask for the police. Should you be in a position where you are unable to speak, press 55 to have the call transferred to the police.

National Domestic Abuse Helpline.



Mankind is an initiative, supporting Male victims of Domestic abuse.



Galop is the UK's only Specialist LGBT+ anti-violence Charity. Providing advice/support and advocacy to people who have experienced hate crime/domestic abuse and sexual violence.



Have a reason to be concerned?

Clare's law, also known as the Domestic Violence Disclosure Scheme (DVDS) is a police policy giving people the right to know if their current or ex-partner has any previous history of violence or abuse.



YOU HAVE A RIGHT TO ASK

CLARE'S LAW

Safe, not Sorry!

Even as adults we can become complacent in our everyday lives when it comes to thinking about keeping ourselves safe. In your role, you will spend most of your time looking after others, that it is easy to forget about ourselves. In 2021, Ofsted carried out a rapid review of sexual abuse in the education setting, which revealed how prevalent sexual harassment and online sexual abuse is.

Sexual Harassment and sexual assault can happen to anyone regardless of age, race, gender, ethnicity, sexual orientation or social class, so it's important to think about what preventative measures we can take to avoid risky situations from escalating. Sexual Harassment and Assault can happen anywhere, which why we need to consider what efforts we can take, to protect ourselves.



While Travelling

1. Driving

- Remember to keep your vehicle in good working order and make sure to keep the fuel at least half full.
- Ensure doors are locked when driving.
- Never pick up hitchhikers
- Try to park in areas that are well lit and be sure to lock your doors. If you have a flat tyre, keep driving until you are in a safe, well-lit area.
- When returning to your vehicle, have your key ready and check inside the car before getting in.
- Be cautious when using underground/enclosed car parking and try not to go alone.

If you are being followed, do not go home, drive to the nearest police/fire station. Beep your horn to get attention!!



2. Walking

- Let people know where you are going and how long you might be.
- Plan and memorise your route before you leave home.
- Avoid high risk areas where possible.
- Always carry a mobile phone.
- Where possible, use Apps on your mobile.
- Be alert to your surroundings and people around you.
- Walk confidently at a steady pace on the side of the street facing traffic.
- Don't carry more cash than necessary and keep your wallet/purse close to you.
- Stay in well-lit areas and avoid walking alone at night.
- If you think you are being followed, try and get into a shop or knock on a house door.

If you are in trouble, scream or shout for help to attract attention in any way you can.



HollieGuard is an app that can track a person's location as they make their way home. If they feel unsafe, all they need to do is shake their phone to send an alert to a group of contacts to warn them that they may be in danger.



What3words is a really quick and simple way to find, share and save exact locations. Using this app you can identify your location if you are lost or being held against your will in an area that is unknown to you.



3. At home

- Keep doors locked.
- Where affordable, have alarms fitted.
- Check all windows and doors are lockable, especially sliding doors.
- Try to have good lighting around your entrances.
- Check the ID of any servicemen or salesman, before letting anyone into your home.

If you come home to find a door or window open and signs of forced entry. DO NOT GO IN! Phone the police.

“One of the best ways to stay safe is to continually let your loved ones know where you are, and enable them to check up on you too.”

SPIRITUALITY AND FAITH

MediPro is a secular organisation, however we recognise the importance of access to faith organisations is to our learners. We shall endeavour, where possible to support a learner's religious affiliations throughout our courses.

Each one of centres has a multi faith room with access to a selection of holy books, along with a prayer mat. The room can also be used for reflection and a moment of quiet if needed. All our learners are welcome to access these facilities. Should you have any specific requirements, please speak with a tutor or a member of the safeguarding, who will be more than happy to accommodate a request where possible.

Should you wish to attend a local place of worship, below are a selection for each of our centres:

Stockton-on-Tees

- St Peters Church, Yarm Rd, Stockton-on-Tees TS18 3PJ
- St Cuthbert's R C Church, Yarm Rd, Spring St, Stockton-on-Tees TS18 3NR
- Farooq E Azam Mosque & Islamic Centre, Bowesfield Ln, Stockton-on-Tees TS18 3EB
- Shri Guru Nanak Gurdwara and Sikh Community Centre, 31a Allensway, Thornaby, Stockton-on-Tees TS17 9HA
- Atisha Kadampa Buddhist Centre, 81 Victoria Rd, Darlington DL1 5JQ
- Darlington Hebrew Congregation, 15 Bloomfield Rd, Darlington DL3 6RZ
- Stockton Baptist Church, The Square, Stockton-on-Tees TS18 1TE

SPIRITUALITY AND FAITH

Newmarket

- All Saints Church, All Saints Road, Newmarket, CB8 8ES.
- Church of our Lady Immaculate and Saint Etheldreda, 14 Exter Road, Newmarket, CB8 8LT.
- Newmarket Community Church, Unit 11, Studlands Park Avenue, Newmarket, CB8 7AU.
- Cambridge Muslim Community Centre and Masjid, 4 Devonshire Road, Cambridge, CB1 2BH.
- Beth Shalom Reform Synagogue, Auckland Road, Cambridge, CB5 8DW.
- Cambridge Gurdwara, 150 Ardbury Road, Cambridge, CB4 2JQ.
- Cambridge Buddhist Centre, 38 Newmarket Road, Cambridge, CB5 8DT.

Bristol

- St. Marys Church, Church Road, Almondsbury, Bristol, BS32 4DT.
- Holy Family Catholic Church, Southsea Road, Patchway, Bristol, BS34 5DY.
- Daru Al-Moameneen, Grovesland House, Woodlands, Bradley Stoke, Bristol, BS32 4JT.
- Nirman Sewak Jatha-Sikh Temple, 11 Summerhill Road, Bristol BS5 8HG.
- Bristol Buddhist Centre Triratna, 162 Gloucester Road, Bishopston, Bristol, BS7 8NT.
- Little Stoke Baptist Church, Kingsway, Little Stoke, Bristol, BS34 6JW.
- Park Row Synagogue, 9 Park Row, Bristol, BS1 5LP.



GETTING HELP

Should you as the mentor have any questions relating to the academic element of the apprentice's programme, please contact their Clinical Tutor. Should you have any other queries please contact the below personnel:

Rebecca Robson
Practice Placement Facilitator
rebecca.robson@medipro.co.uk
01325 609030 Ext. 306

Melissa Dickson
Education Planning Lead
melissa.dickson@medipro.co.uk
01325 609030 Ext. 305

Paula Pears
Apprenticeship Lead
paula.pears@medipro.co.uk
01325 609030 Ext. 308

Please ensure you make yourself aware of who to contact in case of an emergency for your employer and/or placement provider.

Kirsty Wharton / Rebecca Robson
Safeguarding
safeguarding@medipro.co.uk
01325 609030 Ext. 306

Neil Chandler
Functional Skills
neil.chandler@medipro.co.uk
01325 609030 Ext. 332

Pastoral Support Lead
support@medipro.co.uk

Learner Complaints

Should an apprentice wish to make a complaint, please scan this to our live learner complaints Policy



APPRENTICE SUPPORT

All learners are given their own copy of the following textbooks:

Level 3 Diploma in Ambulance Emergency & Urgent Care Support

- *Ambulance Care Essentials*, R Pilbery & K Lethbridge

Level 4 Diploma Associate Ambulance Practitioner

- *Ambulance Care Practice*, R Pilbery & K Lethbridge
- JRCALC

MediPro offer all our learners/apprentices a comprehensive range of support services, and we encourage you to take full advantage of the facilities as you need them. These services are delivered both by MediPro staff and in some instances by partner organisations. Support available includes:

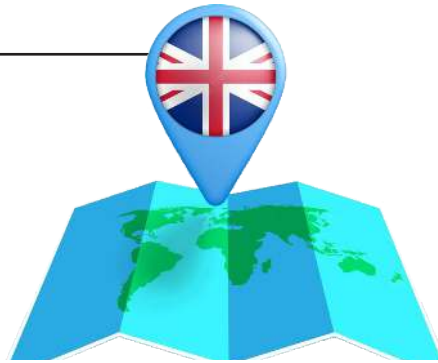
- Confidential information, advice, and guidance
- Occupational health (where applicable)
- Academic Support
- Additional educational support
- Pastoral support
- Safeguarding

PREVENT REFERRAL FORM

[Prevent Referral Form](#)



SCAN ME



[Prevent Referral Form](#)

This form is to make a referral regarding MediPro Learners and/or staff. Where you have a concern regarding a colleague (non-MediPro learner) or service user, please use your employers internal Prevent referral process.

In a bid to help keep yourself safe, we recommend keeping yourself up to date with your local crime statistics to assist in making informed choices when it comes to keeping yourself and others safe.



www.police.uk

MEDIPRO SAFEGUARDING APP



Should you have a safeguarding concern – safeguarding@medipro.co.uk or download our Safeguarding APP, available in the Apple and Google store.



GET IT ON
Google Play



Download on the
App Store

MediPro[★]

MediPro Limited, Faraday House, Stockton on Tees, TS18 3TT

Tel: 01325 609 030 Monday – Friday 08:00 - 17:00

www.medipro.co.uk