

**Case study:**


MediPro – Advancing healthcare  
apprenticeships with Aptem



**Founded in 2007, MediPro is one of the largest independent medical education providers in the UK, delivering both to the NHS and the private healthcare sector.**

## **Contents**

Introduction	3
Challenges and decision to choose Aptem	4
Transforming the learner experience	5
Advancing healthcare education	9
Aptem Apprentice for NHS Trusts	10



**Celebrating its 17th anniversary in June 2025, MediPro supports up to 1,000 active learners at any time, recognising the need for continuous adaptation to the evolving medical landscape. With a 93.3% achievement rate across its programmes, which include associate ambulance practitioner and ambulance support worker, MediPro is leading the way in clinical, health and medical education.**

**1,000** 

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## Challenges and decision to choose Aptem

### The NHS and wider healthcare sector requires two key things from an apprenticeship management system:

- ✓ A simple, easy and excellent learner experience at its heart, which keeps the learner on programme and progressing.
- ✓ The ability to flex and customise the system to the unique requirements and ongoing changes in medical education.

MediPro went to market for a new technology provider in 2023 and following an extensive and detailed procurement process decided to move to Aptem. *“Throughout the procurement process the Aptem team proved to be highly responsive, offering superior support and engagement and addressing any issues promptly. This combined with a number of features within the system offering a more tailored and enhanced experience for our learners and tutors, made us confident in the move to Aptem,”* explains Kirsty Wharton, Director and Founder at MediPro.

MediPro didn't want to disrupt learners already on programme so ran two end-to-end apprenticeship management systems in parallel over an 18-month period. *“This was a challenging time for the team, but solidified our decision to move all learners onto Aptem”* said Kirsty.



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**Kirsty Wharton**, Director and Founder, MediPro



## Transforming the learner experience

**With Aptem, MediPro has streamlined processes and introduced features that significantly enhance the learning experience:**



### Onboarding

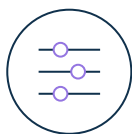
*“NHS learners have to go through two onboarding processes at the same time, so any opportunity to prevent duplication is essential,”* said Kirsty. Aptem’s onboarding is highly customisable and flexible, including the ability to change the order of onboarding steps to mirror the NHS process, renaming things in a consistent style, and adding bespoke assets and content to individualise the experience and make it more engaging for the learner. Aptem also allows for custom fields to capture information that is bespoke to NHS learners.

Aptem fully integrates with BKSb so learners can take their functional skills assessments within Aptem.

Aptem also offers its own cognitive assessment – Aptem Assess, built into the onboarding process to identify any learning needs. This ensures needs are recognised and a plan is put in place to support a learner before they start their programme.

*“From the learner’s perspective, having everything seamlessly integrated into Aptem makes the experience so much less stressful”,* said Kirsty.



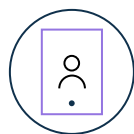


### Customisable learning plans

*“Customisable learning plans that you can change throughout the duration of a course are essential when delivering into the NHS. Learners are on programme for a significant amount of time, during which regulations change and new advice is given, so the ability to modify content is essential, and the Aptem system supports this,”* said Kirsty.

In Aptem, changes can be made at programme, cohort or individual level, at any point in time, within existing programmes. Changes can also be synchronised against cohorts of learners. Learning plans can be individualised according to learner requirements, which leads to higher engagement and better outcomes.

*“The other thing that’s extremely useful about the learning plans in Aptem is the ability for the learner to see the whole programme by month and then have control over their learning. If they know they have a particularly busy period coming up in the workplace they can learn ahead or catch up after. We’ve also had learners finish quicker as a result of this. Learners enjoy seeing how they make progress.”* said Kirsty.



### Interactive Learning

Full eLearning delivery is enabled using SCORM in Aptem, or alternatively assets can be created within the platform. MediPro combines eLearning within Aptem with classroom-based learning, because of the practical skills required to be useful on a ward from day one.

*“SCORM within Aptem allows us to offer a much more interactive experience for our learners,”* explains Kirsty. *“You have to remember that a lot of NHS apprenticeship learners are young people who have been in a schooling system driven by technology. They expect interactive learning. PowerPoint won’t cut it. The learning content has to be really engaging and an apprenticeship management system has to be able to support this. This was one of the main reasons we switched to Aptem.”*



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### Progress reviews

*“A simple user experience is required to ensure maximum engagement from learners and line managers at progress reviews”, said Kirsty. “These are time-pressured people on wards, working shifts and rotations, so reviews have to be easy to schedule, reschedule, complete the pre-work, and administer. Systems with pre-set questions make it difficult to engage with.”*

Aptem’s review features are designed to be fully customisable, traceable and trackable. Reviews can be sent in advance to line managers to complete, which helps with time-constraints and engagement. There is a reportable audit trail for documentation. Meeting notes and reviews are stored in Aptem, and transcripts from meetings are automatically pulled through from Microsoft Teams, removing the need to capture notes separately.



### Supporting LLDD learners

Aptem support learners with learning difficulties or disabilities in a number of ways. *“Aptem has a number of features that make it much easier to support every learner. Assessments within Aptem support identification of LLDD throughout the programme. There is also the flexibility to add resources for learners on an individual basis, such as setting additional questions and tasks that are more interactive.”* said Kirsty.

Customisation ability within learning plans mean specific support needs can be facilitated. Learning goals can be adjusted. Progress reviews can be adapted to reflect LLDD support goals. The user-interface is designed to be user-friendly and compliant with accessibility standards (WCAG 2.2). The in-platform messaging enables regular contact between tutors, other support staff and learners to provide ongoing encouragement, check-ins and tailored guidance.



Aptem helps us to offer a structured, inclusive and responsive learning environment.

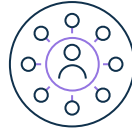
**Kirsty Wharton**, Director and Founder, MediPro



## Reporting

*"Reporting progress is really important. NHS teams are operating on a timeline based on when someone will be fully qualified. Having data on whether a cohort and individual is keeping pace with the learning, or not, is essential to know in advance. Aptem offers a suite of reports that track learner progress, highlighting if a learner isn't on track. This enables my team to work with the line managers in a triangulated way to support the learner," said Kirsty.*

Aptem offers a suite of detailed built-in dashboards for learners, employers, managers, and tutors. Extensive OData fields can be pulled out of the system to create bespoke reports. Custom reports can also be extracted using UGR.



## Integration with End-Point Assessment

Aptem offers an integration with EPAPro, which is used by MediPro to ensure a smooth end-point assessment process for learners.

*"Automatic transfer of learner and programme data eliminates the need for duplicate data entry and mistakes," said Kirsty. "This saves the team administrative time and ensures that the data sent to the Awarding Organisation is timely and accurate. Our learners definitely benefit from a much more streamlined experience as a result of this integration within Aptem."*







## Advancing healthcare education

At the heart of any apprenticeship programme lie two main objectives: keeping the learner on programme, and keeping them progressing. To do this learner engagement and tutor engagement are key.

*“Aptem has enabled us to create a learning experience that is more enjoyable for our tutors to deliver and our learners to experience. As a result we meet our objective to deliver qualified, engaged individuals into the NHS and wider healthcare sector, who go on to do extraordinary things.”*, Kirsty Wharton, Director and Founder, MediPro.

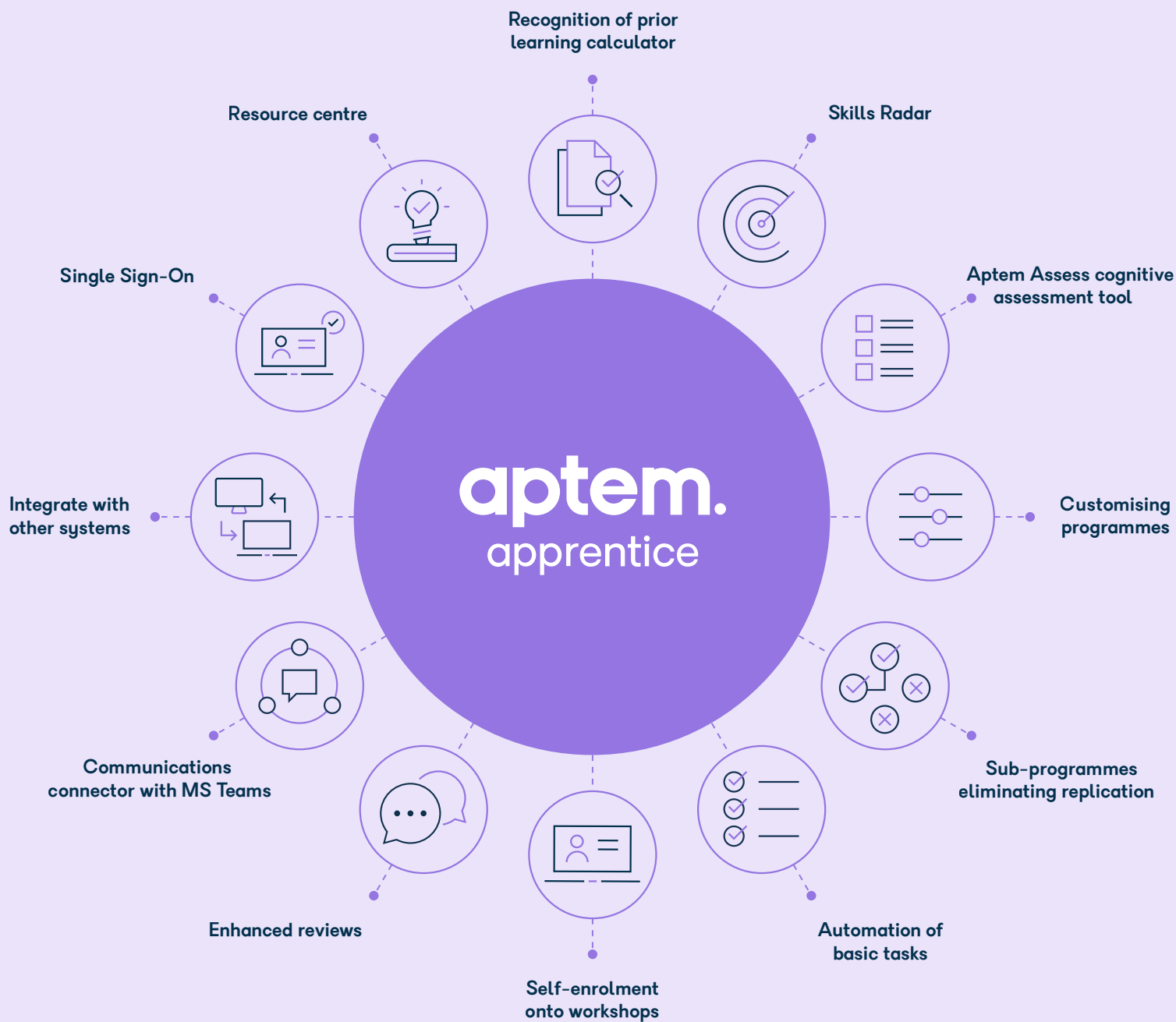
MediPro’s partnership with Aptem has reinforced its commitment to advancing healthcare education, delivering a superior learner experience, and maintaining flexibility in an ever-evolving field. As MediPro continues to grow and innovate, Aptem remains a pivotal tool in achieving its educational objectives.



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**Kirsty Wharton**, Director and Founder, MediPro

## Aptem Apprentice for NHS Trusts





The features within Aptem Apprentice offer a more tailored and enhanced experience for our learners and tutors.

Kirsty Wharton, Director and Founder, MediPro



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**020 3758 8540**

**[www.aptem.co.uk/nhs-trusts](http://www.aptem.co.uk/nhs-trusts)**

Aptem is one of the fastest-growing SaaS software companies to manage vocational training, skills and employability programmes. In addition to Aptem Apprentice, we offer a range of other solutions to support the development of vocational skills and re-employment.

- ✓ **Aptem Enrol**, remote onboarding of apprenticeship students, for colleges.
- ✓ **Aptem Employ**, a unique, flexible, award-winning employability system that helps to get people back into the workplace quickly and for the long term.
- ✓ **Aptem Skills**, our award-winning end-to-end delivery platform that enables fully compliant AEB course delivery and accelerates re-employment.
- ✓ **Aptem Assess**, a cognitive assessment tool that enables you to seamlessly identify and respond to learning needs.



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