

Inspection of Aspire Procurement Training Ltd

Inspection dates:

14 to 17 January 2025

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Apprenticeships

Good

Overall effectiveness at previous inspection

Not previously inspected

Information about this provider

Aspire Procurement Training Ltd is an independent learning provider based in Portsmouth. It provides apprenticeship training in procurement and supply for employers throughout England.

At the time of the inspection, there were 109 apprentices in learning. There were 69 apprentices on level 4 procurement and supply chain practitioner (PASCP), 37 apprentices on level 3 procurement and supply assistant (PASA) and fewer than five apprentices on level 4 associate project manager apprenticeships. Three apprentices were aged 16 to 18 years old.

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

Apprentices receive high-quality training. This provides them with a strong understanding of the procurement and supply chain sector. Apprentices routinely apply their learning at work. This helps them to develop confidence and self-belief in their abilities. Apprentices are punctual and have high attendance to their training.

Employers greatly value the contributions that apprentices make to their businesses. Level 4 PASCP apprentices learn about leveraging suppliers to help them improve their business's products. Apprentices quickly become trusted members of their teams at work.

Apprentices value greatly the support they receive from their tutors and skills coaches. A few apprentices have fallen behind in their learning. Skills coaches have put appropriate interventions in place to help apprentices to overcome barriers that get in the way of them making progress.

Apprentices know that staff have a zero-tolerance approach to bullying and harassment. They feel safe and know how to report any concerns they may have about themselves or others.

Apprentices enjoy their training. Most apprentices pass their examinations and final assessments at their first attempt. Around one third of apprentices achieve a distinction grade in their final assessments.

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

Leaders have a clear rationale for their specialised curriculum offer. They are passionate about providing apprenticeships that develop procurement and supply chain experts to meet a wide range of employers' skills gaps.

Tutors teach knowledge in a logical order. For example, they teach level 3 PASA apprentices about the implications of sustainability, corporate social responsibility and how to recognise the potential environmental impact of procurement and supply operations. They build on this fundamental knowledge by learning how to identify the range of environments in which procurement and supply is expected to operate and the external factors that can impact on overall success. Most apprentices, including those with special educational needs and/or disabilities, make their expected progress.

Tutors and skills coaches are well qualified and experienced in teaching apprentices. They benefit from useful training such as adaptive learning and effective questioning techniques. Tutors and skills coaches are members of the Chartered Institute of Procurement and Supply. They routinely update their occupational knowledge through these professional memberships. Tutors and skills coaches benefit from a wide range of subject-specific updates such as ethical procurement and supply,

environmental procurement, fraud, and bribery and corruption. Consequently, tutors and skills coaches further improve both their subject knowledge and teaching skills.

Tutors teach their subjects effectively. As a result, most apprentices retain what they have learned in their long-term memories. For instance, level 4 PASCP tutors use relevant theories such as Mendelow theory to teach apprentices about strategic analysis. This helps apprentices develop secure knowledge about the influence that each stakeholder has over an organisation's objectives. They are then able to apply what they have learned at work when consulting stakeholders to prepare tenders.

Leaders' planning and coordination of on- and off-the-job training is effective. Most apprentices' line managers attend their apprentice's progress reviews. They discuss and agree on opportunities at work for apprentices to practise what they have learned in their training. If a line manager is unable to attend a progress review, the skills coach promptly emails them any relevant actions. This enables apprentices to quickly develop the knowledge, skills and behaviours they need to be successful at work.

Most tutors provide useful feedback to apprentices. For instance, tutors ask apprentices to provide more work-related examples to improve their written work. Apprentices amend their work and often attach relevant documents to bring their examples to life. Most apprentices' work improves over time.

Most apprentices receive appropriate careers guidance. Apprentices are keen to achieve their apprenticeships. Most apprentices know what job opportunities are available to them at work and in the sector. They talk about their career ambitions with their line managers and skills coaches. However, in a few instances, apprentices are not aware of the full range of careers available to them.

Leaders and managers use a range of information to gain a thorough and accurate oversight of apprentices' progress. Managers meet regularly with tutors and skills coaches. They discuss concerns and agree interventions. A few apprentices have not completed their apprenticeships on time. Managers and skills coaches work closely to ensure that apprentices catch up and complete, so they can move on to the next stage of their career.

Most apprentices complete their apprenticeship and continue in sustained employment. After completing their apprenticeship, most gain promotion, take on additional responsibilities or move on to further studies.

Governors have a clear understanding of the strengths and areas of improvement of their provision. Leaders provide them with useful reports, which they use to challenge senior leaders to bring about swift improvements. This has led to leaders improving aspects such as the quality of tutors' and skills coaches' feedback to apprentices.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Provide support to apprentices who have not completed their apprenticeships on time so they catch up swiftly.
- Provide apprentices with a consistently high standard of careers advice and guidance so they are aware of the full range of careers available to them when they complete their apprenticeship.

Provider details

Unique reference number	2717159
Address	The Base, Office 214 Dallam Lane Warrington Cheshire WA2 7NG
Contact number	01925717428
Website	www.cips-training.com
Principal, CEO or equivalent	Richard Slater
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the quality manager, 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 learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Kim Bleasdale, lead inspector	His Majesty's Inspector
Andrea Machell	Ofsted Inspector
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