
Management Hierarchy's Expectations and Vision



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ABA Procurement Ltd

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ABA Procurement

EXPECTATIONS AND VISION FOR QUALITY AND HIGH STANDARDS IN
CIPS STUDENT AND APPRENTICESHIP TRAINING

Staff Structure

Lu Hales-Greer | Director of Education and Quality Manager

Evie de Belgeonne | Director of Operations and Finance

Beth Seager | Director of Curriculum and Head Tutor

Martin Higginson | Tutor

Adam Rieder | Tutor

Jim Goodhead | Tutor

Paula Jarvis | Tutor

Tim Young | Tutor

Alan Oxenbury | Tutor

Paul Robinson | Tutor

Tasha Ward | Tutor

Skills Coaches: Lu Hales-Greer, Evie de Belgeonne, Beth Seager

Mission

To exceed all expectations

This is at the heart of everything ABA does. As a company which is 100% owned by women under 35 we are all familiar to being underestimated and have worked throughout our careers to exceed any and all expectations. We've come together to bring that drive to teaching and learning and it is at the forefront of all that we do.

We will achieve this by:

- Consistently delivering excellent training for students and apprentices, which is evidenced by outstanding results and exceptional student feedback.
- To develop the skills, knowledge, and behaviours of our students and apprentices to produce confident members of the procurement community who add value to their employers.
- To maintain CIPS Centre of Excellence, the highest study centre award, annually.

Vision

To be a leading provider who is recognised for providing accessible and supportive learning to enable students to achieve their full potential.

Values

Setting high standards

We will achieve this by:

- Recruiting with integrity, ensuring all students and apprentices are on the right programme, at the right level, and are supported throughout their programme to achieve their qualifications and apprenticeship as well as preparing them to progress in their career and/or training
- Work with employers who demonstrate a strong commitment to supporting their apprentices and employees in their training and development, and building strong relationships with those employers.
- Employing staff with extensive industry experience and up to date knowledge, who will be supported through CPD to maintain their industry knowledge as well as improving their pedagogical skills.
- Develop and deliver apprenticeships which are designed with the needs of employers and their local economies in mind, which will be continuously improved through Quality Improvement Processes
- Supporting, stretching, and challenging students and apprentices and encouraging them to meet their potential
- Providing ongoing support and further opportunity on occasions when students and apprentices don't pass their exams.

Working with Employers

We work in a demanding sector, particular so since 2020, and are committed to supporting our apprentices and employers and maintaining a continuous dialogue with them and the Chartered Institute of Procurement and Supply. This approach enables us to revise our programmes, for example by increasing the length of the Standard following employer feedback and the needs of the sector.

We ensure all apprentices complete a skill scan and initial assessments in English and math prior to enrolling on their apprenticeship which begins to form the picture of their starting point.

High Quality, standards, and benchmarking

Quality of teaching and learning is at the heart of our programmes, ensuring all of our students and apprentices achieve high levels of success in their studies and careers. We have comprehensive quality improvement processes in place which are continuously monitored and updated to ensure this.

ABA has quality action plans which feed into Self-Assessment Reports and Quality Improvement Plans for apprenticeships. All staff involved with apprenticeship delivery, administrative and quality are involved in this annual process.

We continuously gather feedback from apprentices, employers and stakeholders, both formally and informally. Informally through conversations and anecdotal dialogue and formally via reviews, employer discussions, and apprentice surveys. Feedback is then collated and shared with relevant parties and addressed/acted upon accordingly. For example, the change to the duration of the apprenticeship programme based on employer feedback to better meet their staffing and skills needs.

All staff complete obligatory CPD each year and training requirements are identified and addressed through observation and feedback assessment.

We benchmark ourselves against national expectations and other providers delivering the same programme.