

# **Hampshire County Council**

## **Adult Tailored Learning (ATL)**

### **Centre Handbook**

### **2024-25**

Date of last review / update
September 2024
Claire Allen / Sue Muldowney

## **Welcome**

Dear colleagues,

Welcome to our ATL Centre Handbook, we hope that this will be an invaluable tool for you as you deliver teaching and learning to the residents of Hampshire.

Based in Children's Services, Hampshire Achieves (HA) is the name given to our single curriculum area within the Skills & Participation Service. We provide a range of directly delivered and sub-contracted learning programmes including; Apprenticeships, Supported Internships, Pathways and Adult Tailored Learning programmes at different venues and schools across the county.

We are very proud of the work we do to support young people and adults to achieve economic wellbeing and quality of life. We couldn't do this without the support of our highly professional ATL Partner Providers. You provide a breadth of programmes that support some of our most vulnerable and disadvantaged learners in the county.

This handbook is designed to support you our ATL Partner Providers to deliver high quality provision to meet the needs of our learners, if you feel that there is more we could do in this regard, please do not hesitate to let me know at [karen.northover@hants.gov.uk](mailto:karen.northover@hants.gov.uk).

Best wishes for the new academic year.

**Karen Northover**

Head of Service (Hampshire Achieves)  
Skills & Participation  
Hampshire County Council

## Contents

<b>1.0 Introduction.....</b>	<b>1</b>
<b>2.0 Performance Indicators .....</b>	<b>1</b>
<b>3.0 Contract and Quality Management Cycle .....</b>	<b>3</b>
<b>4.0 Data .....</b>	<b>6</b>
<b>5.0 Learner and Learning Support.....</b>	<b>8</b>
<b>6.0 Quality Assurance Framework .....</b>	<b>8</b>
<b>7.0 Self-Assessment Report.....</b>	<b>11</b>
<b>8.0 Intervention Plan .....</b>	<b>12</b>
<b>9.0 Payment Process.....</b>	<b>14</b>
<b>10.0 Invoicing .....</b>	<b>14</b>
<b>11.0 Policies.....</b>	<b>15</b>
<b>13.0 Contact Information.....</b>	<b>15</b>

## **Adult Tailored Learning (ATL) Centre Handbook**

'The contents of this handbook are an integral part of the HA Quality Assurance Framework'.

### **1.0 Introduction**

The purpose of Adult Tailored Learning (ATL) that was previously called Adult Community Learning (ACL) is to develop the skills, confidence, motivation, and resilience of adults of different ages and backgrounds to:

- progress towards formal learning or employment and/or
- improve their health and well-being, including mental health and/or
- develop stronger communities.

Our headline priority is to provide skills programmes for Hampshire residents facing unemployment and needing support to return to the job market. This includes helping people develop their digital skills and responding to the needs of those whose mental health and wellbeing has been affected by the public health and cost of living crisis's.

Partner Providers need to note the delivery area is the geographical area of Hampshire County Council and should ensure provision reflects local needs.

We want to work in partnership with our Partner Providers towards these aims and as the lead contract holder we offer a variety of ways in which we can support you to achieve our aims.

These include but not limited to:

- Regular supportive contract and quality management
- EBS and data input training and support
- Quality Assurance Monitoring (SAR & QIP)
- Support and training for new staff throughout the year
- Safeguarding and prevent training and support
- CPD courses and support
- Communities of Practice
- Monthly newsletter sharing updates and best practice
- Networking opportunities

### **2.0 Performance Indicators**

Formal contract and quality management meetings will take place throughout the academic year with the first meeting early in the autumn term. Additional meetings may be required in cases where issues or concerns are raised. Both Hampshire Achieves and Partner Providers may request meetings at any point throughout the year to discuss areas of concern or share good practice.

Contract and quality monitoring of all Partner Providers is carried out throughout the academic year, and this includes assessment of learner performance; financial and data management; data analysis; and observations of teaching, learning and assessment, ensuring that requirements outlined in the Hampshire Achieves' Quality Assurance Framework and Ofsted's Education Inspection Framework are followed.

Continuous communication will be maintained with all Partner Providers via email, telephone and/or face to face/online meetings as required or requested by both parties. Partner

Providers are monitored through Hampshire Achieves Provider Overall Performance Indicators.

It is likely that requests to sample relevant documents and to talk to learners, tutors and other members of staff will take place throughout the year. This will usually be via observations, learning walks, and on-site or remote quality assurance meetings where a review of sample documents within tutor course files will take place.

The following **key performance indicators** will be used to monitor partner providers:

- Attendance and punctuality rates (91%)
- Learner achievement rates (95%)
- 100% Observations of teaching and Learning (OTLA) including timely report completion) with actual number agreed, normally 50/50 split with partner providers.
- 100% attendance at mandatory CPD events (or evidence of partner provider's own CPD calendar agreed with HA and staff attendance confirmed)

**Other performance indicators used to monitor provision.**

- Performance against enrolment number targets
- Policies and procedures in place
- Compliance with data collection deadlines
- Outcomes data including progress tracking as requested
- Quarterly impact measures included in termly and annual Self-assessment report (SAR) & Quality Improvement Plan
- Quality documentation in place including tutor file, course info sheet, ILPs, RARPA, Curriculum Plans, with samples available on request for Quality Assurance monitoring
- Resolution of actions by due date (OTLA/Quality Audits/Quality Improvement Plan (QIP), etc.)

**Partner Providers should refer to the terms and conditions regarding recovery of sums due for failure to deliver against these performance indicators.**

### 3.0 Contract and Quality Management Cycle

Month	Activity
August	<ul style="list-style-type: none"> <li>• Final 2023/24 ILR data submitted by Partner providers</li> <li>• Audit of 2023/24 observations, and planning for 2024/25</li> <li>• Provider 2023/24 SAR &amp; QIP submissions due (via Mesma by 2<sup>nd</sup> Aug)</li> <li>• Partner provider updates EBS with new delivery</li> <li>• Course templates for 2024/25 issued</li> <li>• Partner provider begin delivery of new academic year learning activities</li> <li>• Partner provider submits first invoice for 25% of contract value which will be paid on receipt of a signed order acceptance</li> <li>• Internal departments will be paid by results, monthly</li> <li>• Initial partner provider Contract &amp; Quality Management meetings <ul style="list-style-type: none"> <li>○ Delivery Contingency Plans shared</li> <li>○ Review of QIP</li> </ul> </li> <li>• Performance monitoring <ul style="list-style-type: none"> <li>○ Partner Provider to submit final Monthly Return for 2023/24 (due 2<sup>nd</sup> August)</li> </ul> </li> </ul>
September	<ul style="list-style-type: none"> <li>• Final reconciliation payments (2023/24) made to all Partner Provider</li> <li>• Observer Update training (for current observers), 4th September</li> <li>• Observations of teaching, learning and assessment</li> <li>• Partner provider Contract &amp; Quality Management meetings (as agreed)</li> <li>• Performance monitoring, <ul style="list-style-type: none"> <li>○ Partner Provider to submit Monthly Return (due 6<sup>th</sup> September)</li> <li>○ Review of QIP</li> </ul> </li> </ul>
October	<ul style="list-style-type: none"> <li>• Final 2023/24 ILR submitted</li> <li>• Observations of teaching, learning and assessment</li> <li>• Partner provider Contract &amp; Quality Management meetings (as agreed)</li> <li>• Performance monitoring <ul style="list-style-type: none"> <li>○ Partner provider to submit Monthly Return (due 4<sup>th</sup> October)</li> <li>○ Review of QIP</li> </ul> </li> <li>• HCC 2023/24 ACL SAR moderation</li> </ul>
November	<ul style="list-style-type: none"> <li>• Observations of teaching, learning and assessment</li> <li>• Partner provider Contract &amp; Quality Management meetings (as agreed)</li> <li>• Performance monitoring <ul style="list-style-type: none"> <li>○ Partner provider to submit Monthly Return (due 1<sup>st</sup> November)</li> <li>○ Review of QIP</li> </ul> </li> <li>• HCC whole organisation SAR (2023/24) and QIP finalised</li> <li>• Partner provider with significant under-performance against target numbers challenged re realistic year end performance (in scope for clawback)</li> </ul>
December	<ul style="list-style-type: none"> <li>• ATL Partner Provider Event (12<sup>th</sup> December)</li> </ul>

	<ul style="list-style-type: none"> <li>• Partner provider Contract &amp; Quality Management meetings (as agreed)</li> <li>• Partner provider profile performance review (December)</li> <li>• Performance monitoring <ul style="list-style-type: none"> <li>○ Partner provider to submit Monthly Return (due 6<sup>th</sup> December)</li> <li>○ Review QIP</li> </ul> </li> <li>• Partner provider to submit a Learner Impact Study</li> <li>• Observations of teaching, learning and assessment</li> <li>• Quality audit</li> <li>• HCC whole organisation SAR (2023/24) sent to Ofsted</li> </ul>
January	<ul style="list-style-type: none"> <li>• Observations of teaching, learning and assessment</li> <li>• Observation standardisation, date/venue to be confirmed</li> <li>• An end of term impact report SAR submitted with associated case studies (31<sup>st</sup> Jan)</li> <li>• Partner provider Contract &amp; Quality Management meetings (as agreed)</li> <li>• Partner providers with significant under-performance against target numbers challenged re realistic year end performance (in scope for clawback)</li> <li>• Performance monitoring <ul style="list-style-type: none"> <li>○ Partner provider to submit Monthly Return (due 3<sup>rd</sup> January)</li> <li>○ Review QIP</li> </ul> </li> </ul>
February	<ul style="list-style-type: none"> <li>• Observations of teaching, learning and assessment</li> <li>• Partner provider Contract &amp; Quality Management meetings (as agreed)</li> <li>• HCC ATL SAR moderation</li> <li>• Performance monitoring <ul style="list-style-type: none"> <li>○ Partner provider to submit Monthly Return (due 7<sup>th</sup> February)</li> <li>○ Review QIP</li> </ul> </li> </ul>
March	<ul style="list-style-type: none"> <li>• Observations of teaching, learning and assessment</li> <li>• ATL Partner Provider Event (26<sup>th</sup> March)</li> <li>• Partner provider Contract &amp; Quality Management meetings (as agreed)</li> <li>• Performance monitoring <ul style="list-style-type: none"> <li>○ Partner provider to submit Monthly Return (due 7<sup>th</sup> March)</li> <li>○ Review QIP</li> </ul> </li> <li>• Partner Provider to submit a Learner Impact Study</li> </ul>
April	<ul style="list-style-type: none"> <li>• Observations of teaching, learning and assessment</li> <li>• Observation Standardisation, date/venue TBC</li> <li>• Partner provider Contract &amp; Quality Management meetings (as agreed)</li> <li>• Performance monitoring <ul style="list-style-type: none"> <li>○ Partner provider to submit Monthly Return (due 4<sup>th</sup> April)</li> <li>○ Review QIP</li> </ul> </li> <li>• Partner providers with significant under-performance against target numbers challenged re realistic year end performance (in scope for clawback)</li> <li>• Quality audit</li> </ul>

	<ul style="list-style-type: none"> <li>• Issue of Expressions of Interest for next academic year</li> <li>• An end of term impact report (SAR) submitted</li> </ul>
May	<ul style="list-style-type: none"> <li>• Observations of teaching, learning and assessment</li> <li>• Partner provider Contract &amp; Quality Management meetings (as agreed)</li> <li>• Performance monitoring <ul style="list-style-type: none"> <li>○ Partner Provider to submit Monthly Return (due 2<sup>nd</sup> May)</li> </ul> </li> <li>• Review QIP</li> </ul>
June	<ul style="list-style-type: none"> <li>• Observations of teaching, learning and assessment</li> <li>• Partner provider Contract &amp; Quality Management meetings (as agreed)</li> <li>• Performance monitoring <ul style="list-style-type: none"> <li>○ Partner provider to submit Monthly Return (due 6<sup>th</sup> June)</li> </ul> </li> <li>• Review QIP</li> </ul>
July	<ul style="list-style-type: none"> <li>• Observations of teaching, learning and assessment</li> <li>• Partner provider Event (23<sup>rd</sup> July)</li> <li>• Partner provider Contract &amp; Quality Management meetings (as agreed)</li> <li>• Performance monitoring <ul style="list-style-type: none"> <li>○ Partner provider to submit Monthly Return (due 4<sup>th</sup> July)</li> <li>○ Review QIP</li> </ul> </li> <li>• Partner provider to submit a Learner Impact Study</li> <li>• Observation standardisation, date/venue TBC</li> <li>• Quality audit</li> <li>• End of year SAR to be submitted by August deadline (date to be confirmed).</li> <li>• Partner provider to submit all outstanding actions before final invoice</li> </ul>



## 4.0 Data

To satisfy all the data requirements of the Education & Skills Funding Agency (ESFA) we require:

- complete course information for each course entered onto the Management Information System (MIS) including the details required for the Course Search and national Course Directory;
- venue information for each venue used for face-to-face delivery;
- tutor information for each tutor;
- learner information from the enrolment form entered onto the MIS;
- details of all learner enrolments entered onto the MIS;
- summarised Learner Evaluation information for each course returned as part of the Monthly ATL Provider Return;
- learner attendance entered onto the MIS within 24 hours of the completion of the session;
- learner achievement and intended destination information from the HA16b recorded on the MIS;
- Electronic copies of the Tutor Record of Learner Progress and Achievement HA16b form for all courses;
- Progression (learner actual destination) information for learners recorded on the MIS.

An enrolment form captures all the details required from the learner. This form, or an electronic version containing the same information, must be completed, and signed by each learner. The signature may be a “wet” signature or electronic/digital but where an electronic/digital signature is used you must have wider systems and processes in place to assure us that learners exist and are eligible for funding. These forms have been designed to capture the information required by the ESFA and the information you need for your own records so you must retain these forms for the retention period specified by the ESFA (currently 5 years). Acceptable evidence of electronic/digital signature includes:

- an email from the learner’s email address with details of the confirmation and their typed name at the end of the message;
- a typed name on an electronic form or document emailed from the learner;
- a signed scanned document attached to an email from the learner;
- photo taken on a camera/digital medium of the signed document attached to an email from the learner.

Learner attendance at each session should be recorded directly onto the Management Information System preferably by the tutor at the start of each session. If, due to exceptional circumstances, the tutor is unable to submit the attendance information then the centre manager must plan for the register to be marked online within the 24-hour deadline. A paper register for each session may still be needed for health and safety reasons but these do not need to be returned to us. The data entered electronically is the source data for all attendance rate calculations.

**Please note that adult enrolment and evaluation forms are required for all courses.**

The timetable for returning the data should be as follow.

**Before the start of the course** – Enter detailed Course information onto the MI system

(Tribal ebs) as soon as the details are finalised. For the majority of courses, the course information should be on the MI system a term in advance, prior to the start of the course to take advantage of the opportunity for increased publicity from appearing on local and national course search websites. Courses that are not to be advertised to the general public may be added at the shorter notice of two weeks before the course start. Courses added within two weeks of the start date will only be funded with the prior approval of the Programme Manager. Courses due to be led by a new tutor, or a tutor who has not been observed in the academic year, that are entered within two weeks of the course start date will only be approved in exceptional circumstances.

**Within 2 weeks after the start of the course** – All enrolments are recorded on the MI system. For the tutor to be able to mark the register electronically, the learners need to have been entered onto the MI system and so this should be completed as soon as possible.

The electronic register can be used by the tutor prior to the enrolments being added to the MI system by the tutor manually adding the learner names to the register before marking it. Once the enrolment forms have been processed the register marks for the tutor-added learners will need to be merged with the enrolments. Registers need to be completed during the lesson and any students arriving late need to be marked accordingly, including details of how late they arrived. Registers will be monitored via the BI dashboard.

**During the course** – Record any late enrolments or withdrawals from the course on the MI system. The attendance and punctuality should be recorded by the tutor completing the e-register at the start of each session. If this is not possible, centre admin staff must enter the attendance and punctuality information on behalf of the tutor, using a paper register completed by the tutor during the session. In either case, the information must be recorded on the MI system within 24 hours of the end of the session.

**Completion** – Record on the MI system the achievement and intended destination data from the Tutor Record of Learner Progress and Achievement HA16b for each learner.

Return to HA:

- summarised learner evaluation information;
- HA16b Tutor Record of Learner Progress and Achievement;
- Destination and Progression Outcomes must be recorded on ebs when a learner completes their learning and recorded on the Monthly Provider Return form.

### **Attendance and Punctuality Monitoring**

Attendance and punctuality will be monitored by both the provider and Hampshire Achieves from the information recorded on the MI system. Tutors need to ensure registers are completed at the start of a class and absence and lateness is recorded accurately. The timely submission of attendance information will also be monitored.

**For a full description of our all data requirements please refer to the full [Data Collection Guidance](#) notes.**

## 5.0 Learner and Learning Support

Learner support relates to discretionary support for learners on courses that are expected to enhance their skills, competence, or personal development, to contribute to their future training, education, employability, or self-employment, e.g., transport or assistance toward crèche facilities. It is likely that were such support not available, the learner may be excluded from the provision.

Learning support refers to arrangements that are required to provide direct additional support for learning by individual learners, over and above that which is normally provided in a standard learning programme. The additional learning support is required to help learners progress towards and successfully achieve, their learning goals. The need for additional support may arise from a learning difficulty or disability, e.g., specialist computer keyboard or mouse for a disabled learner; specialist software for a blind student; or additional / specialist advice and guidance at the end of a course to enable progression.

Learner and Learning Support funding is limited and targeted at exceptional cases. Funding for whole cohort support is not available through this funding and should be costed within the course funding learning support using the ['Application for Learner/Learning Support' form](#), to outline specific details of the level of support required. The funding is allocated on an individual learner basis, according to the resource available.

Evidence of expenditure for learner and learning support will be required for audit purposes. Any learning support equipment purchased will remain the property of Hampshire County Council.

## 6.0 Quality Assurance Framework

The quality processes are designed to help achieve the aims of the framework include; adherence to all policies and procedures; a programme of observations of teaching, learning & assessment; contract reviews; performance data analysis; learner feedback analysis; quality audits; production of an overall Hampshire Achieves self-assessment report and quality improvement plan (including input from partner providers self-assessment); and RARPA (recognising and recording learners progress and achievement).

Partner providers shall ensure that adequate and effective quality assurance procedures are maintained to ensure that the standards set out in the Framework Agreement are met.

As a partner provider you:

- must meet the quality requirements of Hampshire Achieves which aligns with the Ofsted's [Education Inspection Framework](#) and any subsequent updates, and the quality requirements of relevant Awarding Organisations.
- must provide one lead contact, good management and leadership of the learning process supporting tutor observations and audits as required.
- must clearly show the intent, implementation, and impact of your curriculum, and be supported by an annual self-assessment report and quality improvement plan evaluated and shared as required.

- provide termly impact reports relating to successes of individual courses and/or of learners with associated case studies supported by an annual self-assessment report and quality improvement plan evaluated and shared as required.
- must ensure learning is delivered and assessed by competent and appropriately qualified staff. All teaching staff will need to have subject specialist qualifications and/or experience; to have achieved, as a minimum, the Level 3 Award in Education & Training or its equivalent; to have, or be working towards, further teaching qualifications / professional status; and to undertake regular Continuous Professional Development as appropriate. Tutors delivering Family English, Maths and Language should have a minimum Level 5 teaching qualification (or equivalent) and hold a minimum Level 3 subject specialist qualification and/or evidence of teaching English/maths/Language. All tutors will be observed on an annual basis following Hampshire OTLA systems and processes.
- recognise the benefits of rewarding learner achievement through the award of credit for the achievement of units and qualifications. And, where possible, make accredited provision available to learners. The [Regulations and Qualifications Framework](#) provides a framework that gives individuals the opportunity to work towards qualifications in a flexible way through credit accumulation.
- must meet legislation and statutory regulations as mentioned in the Adult Tailored Learning Guidance document especially regulations in respect of Health and Safety; Equality and Diversity; Safeguarding: Prevent; Data Protection and Employment Law.
- have the responsibility to promote wellbeing, provide a safe, healthy and supportive learning environment, whether online or face-to-face, which meets the needs of learners, and ensure that learners adopt safe working practices. Learning providers should note the following requirements:
  - Safeguarding and Prevent Policy in place and have effective systems for monitoring its implementation.
  - Senior named person with specific responsibility for safeguarding and prevent issues.
  - Central Staff Record for all staff involved with the delivery of Adult Tailored Learning.
  - Health and Safety Risk Assessments evidenced.
- must have due regard to equality and diversity and provide learner support where appropriate and take reasonable steps to ensure the provision is accessible to a wide and diverse range of learners, whilst considering the adjustments required and the cultural background and beliefs of individuals when offering support.
- must ensure that learning opportunities are coherently planned and sequenced, meet the needs of learners, include planned progression, and have appropriate strategies to evaluate impact.
- must ensure that all learners are fully supported to meet the learning outcomes and their agreed personal goals which should be recorded and reviewed on learning plans and progress records.
- must take reasonable steps to minimise dropout rates, deliver high completion and

achievement rates with appropriate progression.

- must take reasonable steps to ensure the Service is accessible to all learners and, where appropriate, provide standard financial learner support for individual learners, e.g., assistance towards childcare or transport costs. Discretionary learner support funding is available on an individual learner basis.
- must ensure learners' needs for additional support, for example because of a learning difficulty or because of literacy, numeracy or language support needs, are identified and recorded through initial and ongoing assessment. Appropriate learning support to meet a learner's identified needs should be delivered: for example, this may involve the use specialist equipment or a learning support assistant within the classroom. Funding to support reasonable requests for learning support is available on an individual learner basis and evidence of the assessment of the need should be kept. Continuing need should be reviewed, and the outcomes of assessment recorded.;
- **must be aware that funding may be withheld at any point in the contract if quality standards have not been fulfilled.**

## 7.0 Self-Assessment Report

An annual Hampshire Achieves self-assessment report (SAR) and quality improvement plan (QIP) is currently produced by the middle of the autumn term for the proceeding academic year.

Hampshire Achieves determines the countywide strengths, weaknesses, support needs and possible areas of development of its provision by collating information contributed by internal staff teams and Partner Providers, from individually produced self-assessment reports and quality improvement plans. This information contributes to the overall Hampshire Achieves self-assessment report, which in turn forms the basis of the Service's quality improvement plan. These documents provide the required sources of evidence for our own quality improvement processes; for Ofsted; and will support the bid for future funding from the ESFA.

The Partner Provider focused self-assessment reports should be updated termly (January, April, August) on the pro-forma provided. Please include a brief introduction of the provision; the context in which it is being delivered; a description of the self-assessment process within the team/setting; and any learner involvement strategies (Intro / Scope).

All contributors are asked to consider the following areas **Quality of Education:** Intent; Implementation; Impact. **Behaviour and Attitudes;** Expectations and attitudes; Attendance; Respect and culture. **Personal Development:** Wider development; Progression; British values. **Leadership & Management:** Vision; Continuous professional development; Information, advice, guidance and support; Engaging the community; Staff workload and wellbeing; Governance and legal duties; Safeguarding staff and learners; Quality improvement and Performance management.

Once each area has been considered then within the **Self-assessment report** add a brief evaluation/impact statement. Include strength areas that are considered to be of a high standard within the provision, as well as those areas that require improvement/weaknesses, and to include relevant evidence/data to support comments made.

Finally based on the evidence collected and data which can be reviewed through partner providers own Business Intelligence dashboards partner providers are asked to grade each of the areas.

Where any areas for improvement were noted in the self-assessment report these should be addressed in the partner providers Quality Improvement Plans (QIP) Proforma to be provided. The QIP will identify the key issues highlighted in the self-assessment report. In addition, you may also wish to record planned actions for other criteria (i.e., norms or strengths) in order to develop provision and/or to disseminate good practice. Use your QIP to indicate how the actions will be implemented and monitored by setting SMART targets (tasks), and carrying out regular monitoring, and finally recording the impact (include evidence).

Progress against your QIP should be monitored and updated regularly and the plan reviewed by the Centre Manager. The QIP will be submitted with provider returns and reviewed at Contract Compliance and Quality meetings.

All SARs will be reviewed by Hampshire Achieves and where relevant, written feedback will be given within the note's sections of your Self-assessment report.

## 8.0 Intervention Plan

Contract and Quality monitoring of all Partner Providers is carried out throughout the academic year, and this includes assessment of learner performance; financial and data management; data analysis; and observations of teaching, learning and assessment, ensuring that requirements outlined in the Hampshire Achieves Quality Assurance Framework and the Ofsted Education Inspection Framework are followed.

Hampshire Achieves will support Partner Providers through the contract and quality management process to meet contractual obligations as well as the provider monitoring their own provision and taking corrective action when necessary. Hampshire Achieves will identify and raise performance issues with providers through the various means detailed in this handbook and the individual policy and procedures (see Appendices).

Intervention by Hampshire Achieves will be implemented should partner providers fail to address performance issues as detailed above, with the objective being to support the provider to meet the contract performance indicators. Intervention by Hampshire Achieves will follow as detailed below:

**Contractual Intervention:** Should a Partner Provider fail to comply with any aspect of the contract, as agreed as detailed within the Framework Agreement / Service Specification, and if a response from the partner provider does not provide sufficient confidence of a speedy resolution, then Hampshire Achieves will give a 2-day notice of a contract-intervention. For example, Partner Provider profile performance will be reviewed in December 2024 and March 2025, under performance may result in a reprofiling exercise and funding reduction.

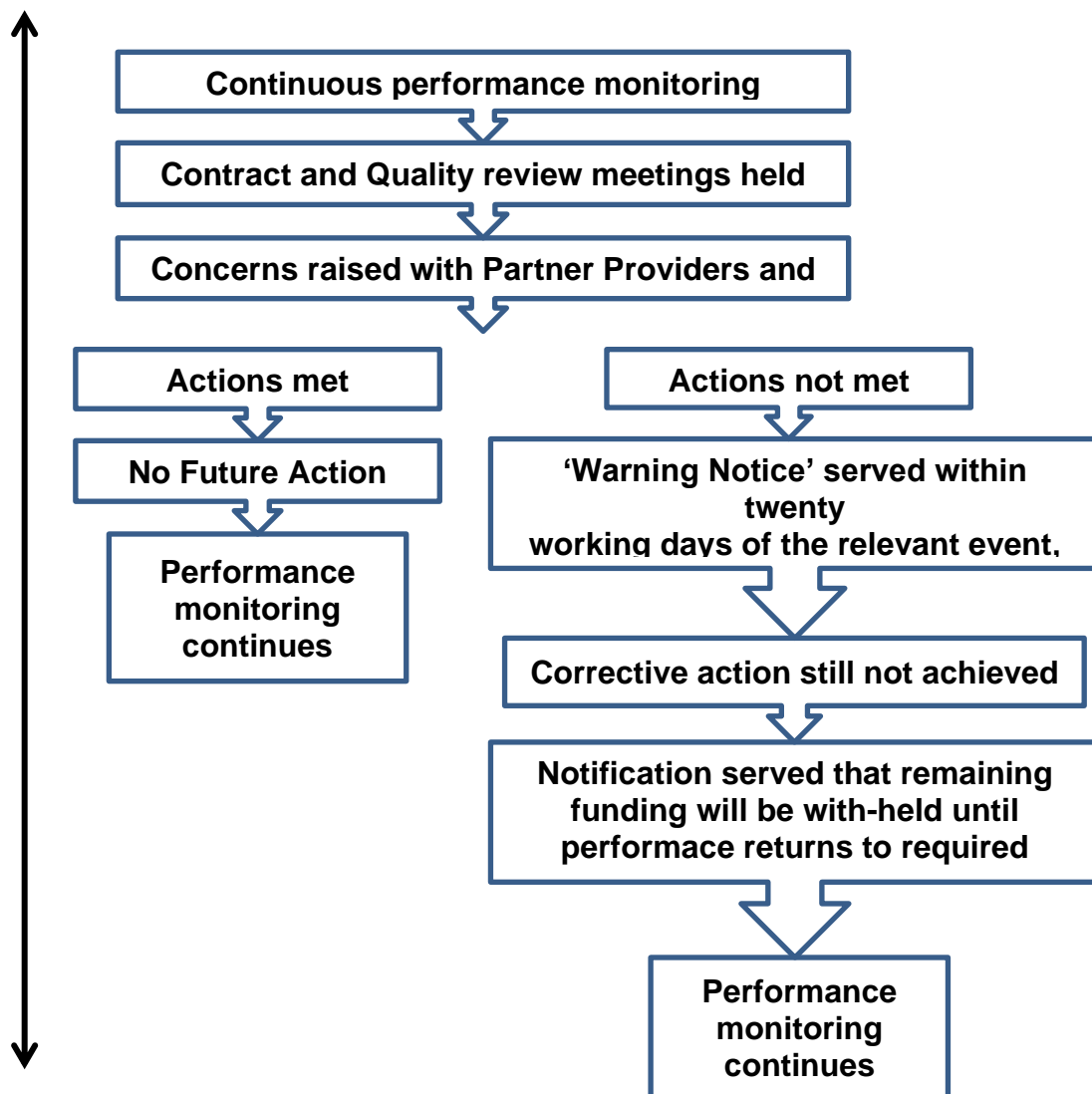
In this case, member(s) of the Hampshire Achieves team will call an intervention case conference with all interested parties to seek an immediate resolution to the issues that have arisen, and an intervention plan will be devised in conjunction with the partner provider with appropriate deadlines for action. It should be noted that if an intervention case conference is called, it, will be used to determine any future payments and contracts with the said Partner Provider.

**Quality Intervention:** Should a Partner Provider fail to comply with any aspect that affects the standard of teaching, learning and assessment or that which may give cause for concern regarding outcomes for learners, and if a response from the Partner Provider does not provide sufficient confidence of a speedy resolution, then Hampshire Achieves will give a 2-day notice of a quality-intervention.

In this case, member(s) of the Hampshire Achieves team will call an intervention case conference with all interested parties to seek an immediate resolution to the issues that have arisen, and an intervention plan will be devised in conjunction with the Partner Provider with appropriate deadlines for action, to improve outcomes for learners. It should be noted that if an intervention case conference is called, it, will be used to determine any future payments and contracts with the said Partner Provider.

The flow-chart below sets out the process in which HA may withhold funding if performance is non-compliant and/or fails to reach targets, which are detailed earlier within this document. Partner Provider need to be aware that the Intervention Plan, again, detailed within this document, can be instigated at any stage of this process.

# Intervention Plan





## 9.0 Payment Process

This section details the payment process on Adult Tailored Learning (ATL) sub-contracted provision as commissioned by Hampshire Achieves (HA), on behalf of Hampshire County Council. This payment process makes reference to clauses contained within the Framework Agreement signed by Partner Providers to deliver work on behalf of Hampshire Achieves.

Once HA awards a Partner Provider an allocation to deliver ATL, the Partner Provider will be provided with a purchase order. On receipt of the signed order, Partner Providers can invoice HA for 25% of the value of the purchase order as an initial payment at the start of the academic year. The remaining 75% (maximum) will be paid monthly on actual delivery after the first 25% has been earned. Delivery must be successful and compliant. The Partner Provider may invoice HA monthly for the additional performance to date, based on learner achievement, up to the maximum contract value. Payments will be generated based on the data return evidenced on EBS system as of the 14th of every month. Please note payments may be withheld for non-compliance of required performance standards.

Internal Hampshire County Council departments will be paid monthly by results, and on successful and compliant performance, via an internal trading document (ITD) which will be raised by HA.

## 10.0 Invoicing

Any submitted invoice must **include the following information:**

- Name, address, and telephone number of the Recipient
- Date of invoice
- Invoice number
- Contract number
- Details of the Service provided in the invoice period
- A breakdown of the costs in respect of the Services where appropriate
- Any other agreed costs
- Total cost of invoice (excluding VAT)
- Purchase Order Number

The exact layout and format of information required on the invoice is to be agreed with HA before the commencement of the contract. HA will pay all invoices submitted within thirty (30) days of the invoice date provided the invoice is accurate and all data and quality requirements have been met. Failure to transmit complete and accurate data to HA may result in funding being withheld or recovered.

Invoices must be addressed to:  
Integrated Business Centre  
EII East  
The Castle  
WINCHESTER  
SO23 8UB

Alternatively, invoices can be emailed as individual PDFs to [vimenquiries@hants.gov.uk](mailto:vimenquiries@hants.gov.uk) or uploaded via Supplier Self-Service.

HA will return to the Partner Provider, unpaid, any incorrect invoice for correction and resubmission. In such cases, the payment terms will take effect from the resubmission date and not the original date where the invoices were first submitted incorrectly.

## 11.0 Policies

- Attendance & Punctuality
- Feedback and Complaints Procedure
- Observation of Teaching, Learning and Assessment (OTLA)
- Teaching, Learning & Assessment
- CPD
- Internet & e-safety
- Fees
- Subcontracting Fees and Charges
- Equality, Diversity & Inclusion
- Safeguarding & Prevent
- Health & Safety

Copies of all policies and the Annual Commissioning plan can be found on the [Hampshire Achieves VLE](#)

## 13.0 Contact Information

Programme contact	Claire Allen Adult Tailored Learning Development Manager Mob: 07925 034 959 <a href="mailto:Claire.Allen@hants.gov.uk">Claire.Allen@hants.gov.uk</a>
Quality contact	Sue Muldowney Development Manager (Quality & Assessment) Mob: 07701 020 441 <a href="mailto:Sue.Muldowney@hants.gov.uk">Sue.Muldowney@hants.gov.uk</a>
MIS and Data contact	Richard Prosser Development Manager (Funding & Information) Mob 07922 580507 <a href="mailto:Richard.Prosser@hants.gov.uk">Richard.Prosser@hants.gov.uk</a>
Finance contact	Bob Standley Team Coordinator (Business Operations) Tel 03707 798501 <a href="mailto:Bob.Standley@hants.gov.uk">Bob.Standley@hants.gov.uk</a>

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VLE: [Hampshire Achieves ATL VLE pages](#)