Hampshire Learns (ACL)

Centre Handbook

2023-24

	Date of last review / update
	February 2023
	Claire Allen / Sue Muldowney / Paul Whitehead

Welcome

Dear colleagues,

Welcome to our ACL 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 and Adult & Community 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 ACL delivery partners. We continue to operate in a very dynamic space where the full impact of the pandemic is still to be recognised. Our ACL providers have been truly amazing through this difficult time, you've flexed the curriculum, made constant adjustments to ensure learning is still accessible and maintained your sense of humour! I do not underestimate the scale of the challenges before us as we move out of the pandemic and look to repair our economy and support our staff and learners to have happy fulfilling lives.

This handbook is designed to support you our ACL 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 dee.john@hants.gov.uk.

Best wishes for the new academic year.

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

Contents

Hampshire Learns (ACL) Centre Handbook
'The contents of this handbook are an integral part of the HA Quality Assurance Framework'.

1.0 Introduction

The purpose of our Community Learning 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 who's mental health and wellbeing has been affected by the public health crisis.

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

We want to work in partnership with our 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
- Online SAR tool
- 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 management meetings will take place throughout the academic year with the first meeting in the autumn term. Further meetings may be required in cases where issues or concerns are raised. Both Hampshire Achieves and Providers may request meetings at any point throughout the year to discuss areas of concern or share good practice.

Contract monitoring of all 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 providers via email, telephone and/or face to face/online meetings as required or requested by both parties. Providers are monitored through Hampshire Achieves Provider Overall Confidence 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 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 provider.
- 100% attendance at mandatory CPD events (or evidence of provider's own CPD calendar agreed with HA and staff attendance confirmed)

Other performance indicators used to monitor provision.

- Performance against learner 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 via Mesma
- 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.)

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	- Final 2022/23 ILR data submitted by providers - Audit of 2022/23 observations, and planning for 2023/24 - Provider 2022/23 SAR & QIP submissions due (via Mesma by 4th Aug) - Providers update EBS with new delivery - Course templates for 2023/24 issued - Providers begin delivery of new academic year learning activities - External providers submit first invoice for 25% of contract value which will be paid on receipt of a signed order acceptance - Internal depts./schools will be paid by results, monthly - Initial Provider Contract & Quality Management meetings - Delivery Contingency Plans shared - Review of QIP
September	- Final reconciliation payments (2022/23) made to all providers - Observations of teaching, learning and assessment - Provider Contract & Quality Management meetings (as agreed) - Performance monitoring, - Provider to submit Monthly Return (due 1st September) - Review of QIP
October	- Final 2023/24 ILR submitted - Observations of teaching, learning and assessment - Provider Contract & Quality Management meetings (as agreed) - Performance monitoring - Provider to submit Monthly Return (due 6th October) - Review of QIP - HCC ACL SAR moderation
November	- Observations of teaching, learning and assessment - Provider Contract & Quality Management meetings (as agreed) - Performance monitoring - Provider to submit Monthly Return (due 3rd November) - Review of QIP - HCC whole organisation SAR (22/23) and QIP finalised - Providers with significant under-performance against target numbers challenged re realistic year end performance (in scope for clawback)
December	- ACL Provider Event (6th December) - Provider Contract & Quality Management meetings (as agreed) - Provider profile performance review (December) - Performance monitoring - Provider to submit Monthly Return (due 1st December) - Review QIP - Observations of teaching, learning and assessment - Quality audit - HCC whole organisation SAR (22/23) sent to Ofsted
January	- Observations of teaching, learning and assessment - Observation standardisation (10th Jan) - An end of term impact report SAR uploaded to Mesma with associated case studies (31st Jan) - Provider Contract & Quality Management meetings (as agreed)

	- Performance monitoring
	    ○ Provider to submit Monthly Return (due 5th January)
	    ○ Review QIP

February	- Observations of teaching, learning and assessment
	- Provider Contract & Quality Management meetings (as agreed)
	- HCC ACL SAR moderation
	- Performance monitoring
	    ○ Provider to submit Monthly Return (due 2nd February)
	    ○ Review QIP
	
	- Providers with significant under-performance against target numbers challenged re realistic year end performance (in scope for clawback)

March	- Observations of teaching, learning and assessment
	- ACL Provider Event (25th March)
	- Provider Contract & Quality Management meetings (as agreed)
	- Provider profile performance review (March)
	- Performance monitoring
	    ○ Provider to submit Monthly Return (due 1st March)
	    ○ Review QIP

April	- Observations of teaching, learning and assessment
	- Observation Standardisation (16th April)
	- Provider Contract & Quality Management meetings (as agreed)
	- Performance monitoring
	    ○ Provider to submit Monthly Return (due 5th April)
	    ○ Review QIP
	- Quality audit
	- Issue of Expressions of Interest for next academic year
	- An end of term impact report (SAR) uploaded to Mesma with associated case studies (

May	- Observations of teaching, learning and assessment
	- Provider Contract & Quality Management meetings (as agreed)
	- Performance monitoring
	    ○ Provider to submit Monthly Return (due 3rd May)
	    Review QIP

June	- Observations of teaching, learning and assessment
	- Provider Contract & Quality Management meetings (as agreed)
	- Performance monitoring
	    ○ Provider to submit Monthly Return (due 7th June)
	    Review QIP

July	- Observations of teaching, learning and assessment
	- Provider Event (25th July)
	- Provider Contract & Quality Management meetings (as agreed)
	- Performance monitoring
	    ○ Provider to submit Monthly Return (due 5th July)
	    ○ Review QIP
	- Observation standardisation (17th July)
	- Quality audit
	- End of year SAR (Mesma) to be submitted by 2nd August deadline.
	- Provider to submit all outstanding actions before final invoice

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 ACL 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 HL16b form recorded on the MIS;
- Electronic copies of the HL16b 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 most courses, the course information

should be on the MI system at least six weeks before 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. Courses that do not appear on the MI system before the start of the course will not be funded.

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.

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 HL16b for each learner.

Return to HA:
- summarised learner evaluation information;
- HL16b 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 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 Pound Plus

Hampshire Learns Adult and Community Learning providers will be expected to continue to add value to the public contribution (via the Agency) by attracting additional revenue and making costs savings.
 In particular, providers are required to:

- Lever-in additional funding through fee income, sponsorship grants, funding from other government departments and/or commercial sales
- Secure savings from contributions in kind, volunteer activities, sharing services and/or pooling resources.

The value of the Pound Plus contribution is expected to be at least three times the value of the funding of the Hampshire Learns programme.

7.0 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 subcontracted providers self-assessment); and RARPA (recognising and recording learners progress and achievement).

The Learning Provider 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 learning 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, or be working towards, Level 5 subject specialist teaching qualification in the relevant subjects. 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 Framework terms and conditions 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:

- o Safeguarding and Prevent Policy in place and have effective systems for monitoring its implementation.
- o Senior named person with specific responsibility for safeguarding and prevent issues.
- o Single Central Record for all staff involved with the delivery of Adult and Community Learning.
- o 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.**

8.0 Self-Assessment Report

An annual Hampshire Achieves self-assessment report and quality improvement plan 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 sub-contracted 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 provider focused self-assessment reports should be updated termly (January, April, August) within the Mesma software at www.mesma.co.uk. 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 statement about 'what we do', 'what we do well' e.g., strengths areas that are considered to be of a high standard within the provision, as well as those areas that require improvement/weaknesses e.g., 'Areas for Improvement', and to include relevant evidence/data to support comments made either by uploading evidence or by providing a link to evidence.

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

Where any areas for improvement were noted in the self-assessment report these should be addressed in the providers Quality Improvement Plans (QIP) and again recorded on Mesma software. 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 (within Mesma) 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 a focus of any quality improvement monitoring visits.

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.

9.0 Intervention Plan

Contract and Quality monitoring of all 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 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 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 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 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, providers profile performance will be reviewed in December 2023 and March 2024, 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 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 provider.

Quality Intervention: Should a 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 provider does not provide sufficient confidence of a speedy resolution, then Hampshire Achieves will give a 2-day notice of a quality-intervention.
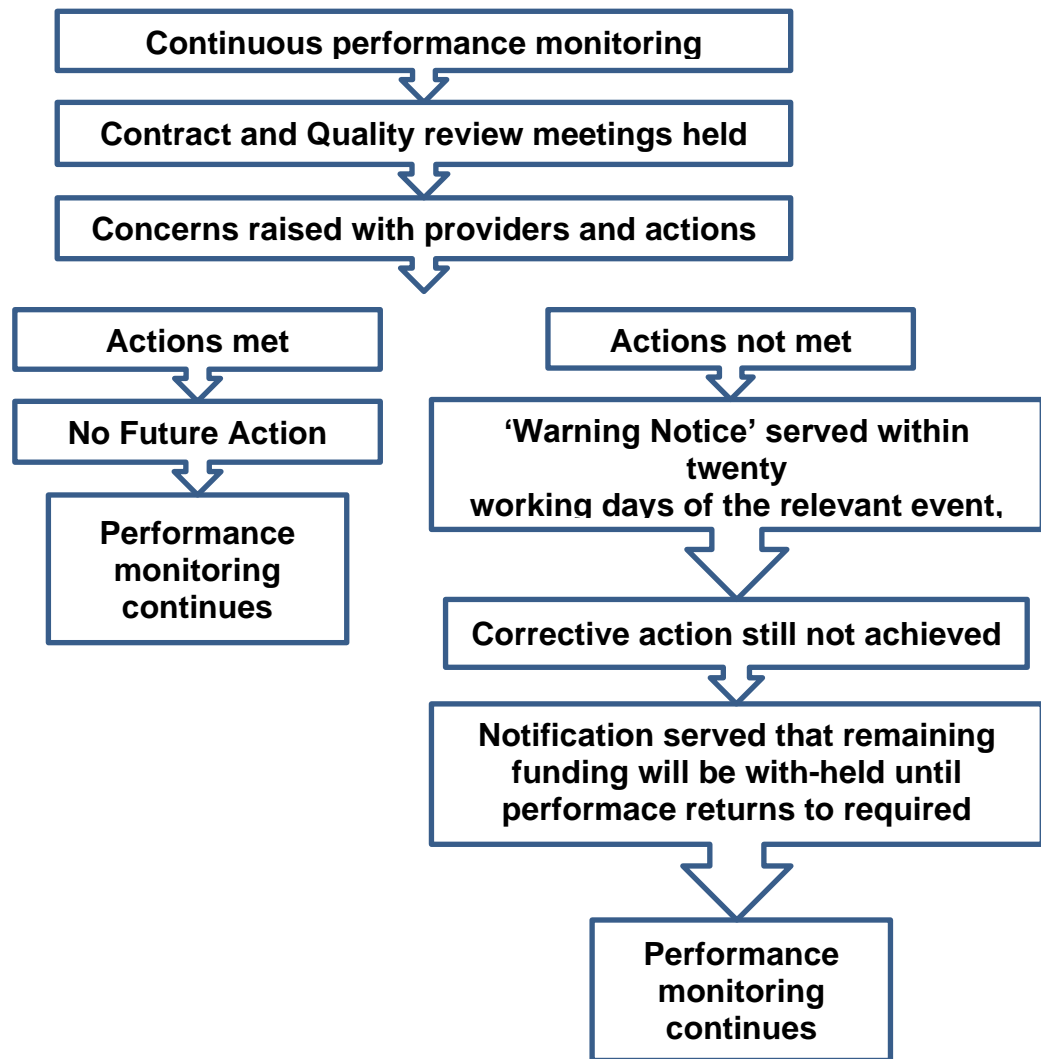
In this case, member(s) of the Hampshire Achieves team will call an intervention case conference with all interested parties to seek an immediate resolution to the issues that have arisen, and an intervention plan will be devised in conjunction with the provider with appropriate deadlines for action, 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 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. Providers need to be aware that the Intervention Plan, again, detailed within this document, can be instigated at any stage of this process.

Intervention Plan

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┌─────────────────────────────────────────────┐
│      Continuous performance monitoring        │
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┌─────────────────────────────────────────────┐
│    Contract and Quality review meetings held  │
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┌─────────────────────────────────────────────┐
│   Concerns raised with providers and actions  │
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Actions met	Actions not met

No Future Action

'Warning Notice' served within twenty working days of the relevant event,

Performance monitoring continues

Corrective action still not achieved

Notification served that remaining funding will be with-held until performace returns to required

Performance monitoring continues

10.0 Payment Process

This section details the payment process on Hampshire Learns (ACL) sub-contracted provison 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 providers to deliver work on behalf of Hampshire Achieves.

Once HA awards an external sub-contracted provider an allocation to deliver ACL, the provider will be provided with a purchase order. On receipt of the signed order, 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 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 and schools will be paid monthly by results, and on successful and compliant performance, via an internal trading document (ITD) which will be raised by HA.

11.0 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** or uploaded via Supplier Self-Service.

HA will return to the Learning 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.

12.0 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

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