



Hampshire  
County Council

Hampshire Achieves

# Hampshire Achieves

Supported Internship  
&  
Pathways Programmes

Parent/Carer Handbook

September 2025

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## **Welcome to Hampshire Achieves**

Thank you for supporting your young person to enrol on one of our programmes. We offer a range of programmes, all with the aspiration of supporting young people and young adults in Hampshire to successfully participate in education, training and employment and progress to a positive outcome, employment, or further study.

We greatly value the work and support you do at home to ensure your young person attends and completes all the work required to achieve their qualifications and get the most from this programme. We will be in regular contact with you and this Handbook will support you to know who you need to speak to and provides further detail on the content of the programme. We work hard to ensure everyone achieves when they take part in one of our courses, and we look forward to working with your young person towards achieving their own personal and academic successes.

Your young person's safety is our prime concern, we will be covering a whole range of topics throughout their induction and then during the course which will support them to understand 'safeguarding,' how to keep themselves safe and if they have any concerns, how to report them.

This short handbook has been designed to help outline our key people, services, and policies. It also provides details for whom to contact should you have further questions or queries. We will be running parent/carer events throughout the year and look forward to seeing you during these events.

### **Karen Northover**

Head of Service (Hampshire Achieves)  
Participation and Lifelong Learning  
Hampshire County Council

## **What is a Supported Internship?**

A Supported Internship is a study programme specifically aimed at young people aged 16 to 24 who have an Education Health Care plan (EHCP). They are intended to enable young people with learning difficulties and/or disabilities the opportunities to gain the valuable skills needed for employment. All young people should be helped to develop the skills and experience and achieve the qualifications they need to succeed in their careers.

Supported internships are structured study programmes that are based in both the classroom, the outdoors and workplace. A Skills Coach will support the young person both in the classroom and outdoor environment and in the workplace with a view to reducing that support as the programme progresses.

The aim for all interns is to move into paid part-time or fulltime employment, an apprenticeship or voluntary employment by the end. Interns complete a personalised programme which includes the chance to study for a work-related qualification and relevant qualifications in English, maths (to an appropriate level). Essential Digital Skills is also embedded into the delivery of the programme.

The programme includes completion of a NCFE qualification in Skills for Independence at Work including units on:

- Independent Travel
- Money Management
- Teamwork & Communication
- IT (Information Technology)
- Skills for the Workplace.

Throughout, learners and employers are supported by our team of Tutors and Skills Coaches.

Interns are expected to attend their learning sessions on 2 days per week. Work experience will be completed on the other day/s.

Training and support are tailored to the individuals' needs and the requirements of the employer to aid the transition into the workplace.

### **Aims of the Course:**

Supported Internships aim to, where possible, enable young people with learning difficulties and/or disabilities to achieve paid or volunteer work by equipping them with the skills they need for work through learning in the workplace.

Where the learner is not in paid or volunteering work, they will still be equipped with the skills for future employment. These skills include:

- developing an understanding of the world of work and key skills to enable positive progression into employment
- working towards improving maths, English, and digital skills levels and where relevant achieve appropriate qualifications alongside
- developing an understanding of independent living and travel skills
- accessing a workplace internship placement, fulfilling a real business need, to help build confidence and experience
- improving their knowledge and understanding and gain experience of a workplace setting, and tasks associated with a specific role
- developing personal skills and attributes that are essential for working life and employment
- travelling independently to and from the class sessions and workplace
- identifying and implement strategies to overcome barriers to work
- gaining a greater insight into the working world and identify potential vocational areas of further interest
- developing confidence in own ability to perform successfully in the workplace.

### **What is a Pathways Programme?**

Pathways is a study programme designed for young people, 16 – 24-year-olds and up to the age of 25 years old, with a SEND (Special Educational Needs and Disability) need who want to develop their personal and social skills to enable them to take the next step in their future, which may include employment or further study. Everyone is different and we want to make sure that we find the best available path for them.

The Pathways programme supports young people to build confidence in making personal and independent choices, as well as helping them to understand how these impacts on their wellbeing, confidence, social skills, planning skills, social awareness, and motivation.

The course will start with a three-week induction where they will get to know the other people in their class as well as the staff team. This is the time to tell us as much as possible about their future plans so that we know the best way to support them into work. Throughout, learners are supported by our team of Tutors and Skills Coaches.

Training and support are tailored to the individuals' needs. Learners will attend classes three days per week. They will receive support in English, Maths, and Essential Digital Skills through engaging and relevant activities tailored to their personal development. In Year 1 of the Pathways course, they will work towards the Level 3 Award in Personal and Social Development. In Year 2, they will work towards the Level 3 Award in Employability and the Level 1 Award in Personal and Social Development. Both programmes include participation in outdoor education and completion of the Duke of Edinburgh award(s).

Pathways will support young people to either progress to the Supported Internship or to other education programmes.

### **Expectations – Learners**

- Sign and abide by a learner agreement (code of conduct) which outlines the commitment they make to the programme.
- Participate fully in their chosen programme of study by maintaining full attendance, completing assignments, and meeting required deadlines and for Interns, completing a substantial work placement.
- Inform the tutor of any absences (in advance, if possible).
- Behave in a way that supports the health and safety, of all those in the class and ensures that our caring, safe, and inclusive ethos is actively maintained.
- To participate and become an independent learner.

### **Expectations – Parents**

- Support 100% attendance on the programme.
- Ensure learner has necessary transport in place to attend the programme.
- Ensure this Hampshire Achieves programme is a priority in the learner's eyes.
- Inform the Tutor of any issues/reasons for non-attendance as soon as possible.
- Where for any reason there has been non-attendance, to support and encourage the learner to engage with the missed content/assessments.
- Provide a quiet place for the learner to study at home.
- Inform the Tutor if you are an appointee for the learner, as this is a requirement for our Access to Work Forms (Supported Internships only).

Learning will take place both within traditional classroom settings, outdoors and virtually – online via Microsoft Teams or via the Virtual Learning Environment. Online learning assists learners with developing employability skills. This will cover aspects such as time management, online collaboration skills, research, and preparation for future online courses.

### **Virtual Learning Environment (VLE)**

Once learners have been enrolled on the programme, they will be given a username and login to the Participation and lifelong learning VLE. This is an online space where the learner will find lots of information about careers and other information and activities to help to them complete their learning and support them with next steps.

### **Internet Safety and E-Safety**

Hampshire Achieves aims to provide a safe and secure learning environment for all staff and learners. Hampshire Achieves is committed to ensuring a consistent approach is adopted in respect of internet and e-safety for all staff and learners.

All learners will complete the Education and Training Foundation, Side by Side course modules which covers:

- British Values
- Online Safety
- Radicalisation and Extremism
- What can you trust?

To improve learner safety **Hampshire Achieves suggest learners have a separate email account** that can be used just for their learning. This will ensure other personal accounts are secure.

### **Online Acceptable Use Statement**

Use of the Internet and email by learners is permitted and encouraged where such use supports the goals and objectives of the learning programme.

HA has a policy for the use of the Internet and email whereby learners must ensure that they:

- follow any given guidelines to stay safe online
- comply with current legislation
- use internet and email in an acceptable way
- do not create unnecessary business risk to HA, or to their Learning Provider, by their misuse of the internet/email.
- use Hampshire Achieves IT equipment for their intended use only i.e. learning activities.

### **Unacceptable behaviour**

The following behaviour by a learner is considered unacceptable:

- use of HA or Providers communications systems to set up personal businesses or send chain letters
- distributing, disseminating, or storing images, text or materials that might be considered indecent, pornographic, obscene or illegal
- distributing, disseminating, or storing images, text or materials that might be considered discriminatory, offensive, or abusive, in that the context is a personal attack, sexist or racist, or might be considered as harassment
- accessing copyrighted information in a way that violates the copyright
- broadcasting unsolicited personal views on social, political, religious, or other non-business-related matters
- transmitting unsolicited commercial or advertising material
- introducing any form of computer virus or malware into the corporate network.

### **Code of Conduct**

When participating in the Supported Internship and Pathways programmes, the following behaviour is expected of all learners:

- Act in a responsible way to safeguard your own health and safety and that of others (in line with the Hampshire Achieves Health and Safety Policy)
- Respect the different backgrounds, experiences, and lifestyles of others
- Act in ways which do not discriminate against people of diverse backgrounds
- Do not use language which could offend others, e.g., racist, sexist, homophobic, ageist, or language offensive to people with a disability
- Comply with any other Hampshire Achieves policies
- Comply with the information contained within this Handbook.

### **Attendance & Punctuality**

We expect learners to aim for 100% attendance, and to arrive at least 10 minutes before sessions start. Excellent attendance and punctuality will increase success on the course and will prepare them for the high attendance expected by future employers.

Attendance that falls below expectations will be addressed in line with our Relationship and Behaviour Policy and Guidance.

### Sickness / Absence

If a learner is ill or unable to attend, they should contact their Tutor or Skills Coach before the session and give a reason for absence. When on a work placement, if they are ill or unable to attend, then they should contact their employer/line manager and Skills Coach before the start of the working day.

### Bad Weather

If a class is cancelled due to bad weather, then a member of the course team will telephone on the morning or previous evening of the planned session. If you are unsure whether a class will run, please speak to one of the team using the contact numbers included in this handbook.

### Mobile Phones

These should be put away, switched off or on silent during sessions, and whilst on work placements, unless Tutors ask for them to be used as part of the learning programme.

### **Health & Safety**

Our aim is to minimise the risk of fire, injury to people or damage to property, within reasonable limits. Tutors will explain the Health & Safety Procedures and Emergency Evacuation Procedures to the learners at the first session and will reinforce these throughout the programme.

### Nut allergies

We ask that learners and staff keep our classroom spaces nut free. We are however unable to guarantee a nut free environment as we hire rooms in community venues and public libraries.

### **Safeguarding/Child Protection**

Hampshire County Council is committed to ensuring children, young people and adults are protected from harm and abuse and that their welfare is at the forefront of the Council's work. Hampshire Achieves aims to provide safe learning environments, and to promote well-being, safety, and security for all learners.

Hampshire Achieves has a zero tolerance of bullying, harassment, and anti-social behaviour. We are committed to ensuring all alleged instances of bullying; harassment and anti-social behaviour are investigated quickly and dealt with appropriately.

It is really important that we do all we can to safeguard our learners, we will be covering online safety in the classroom sessions, and we ask that you familiarise yourself with online safety, please visit [www.internetmatters.org](http://www.internetmatters.org) where you will find lots of help and support. If you have any queries at all, please contact the Skills Coach.

If you or the learner have a concern related to safeguarding you/they should in the first instance, contact our Designated Safeguarding Lead: Debi Copeland, Programme Manager whose contact details are at the end of this Handbook.

## **The Prevent Duty**

Learners need to be aware of the Prevent Duty, which is part of the Government's counter-terrorism strategy. Prevent is about safeguarding you from becoming radicalised. The Duty is not about preventing you from having political and religious views and concerns but about supporting you to express those concerns or act on them in non-extremist ways.

## **What is the Prevent Duty?**

Section 26 of the Counterterrorism and Security Act 2015 places a duty on certain bodies to have "due regard to the need to prevent people from being drawn into terrorism"

## **What is Extremism?**

The government has defined extremism in the Prevent strategy as: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs." This also includes calls for the death of members of the British armed forces

**If you feel that your young person may be affected by issues covered by Prevent or would like to know more, please speak to their Tutor.**

## **Qualifications**

### Examinations and Additional Support

Some course unit/s may require examinations. Please ensure your young person has given us details of all their qualifications to date and provided their Tutor with copies of their previous qualifications. Arrangements for additional support in exams must be made within the timescales set by exam awarding organisations (e.g., NCFE, Pearson). Learners have a responsibility to inform their tutor if they wish to be considered for special exam arrangements. Where tutors are aware of specific learning difficulties and /disabilities, then tutors will take all reasonable steps to discuss the option of special exam arrangements, in advance. If there is anything you think we need to know, please contact the Tutor.

### Plagiarism / Copying

Learners are required to produce all their own work. All sources of information should be acknowledged on work. Copying or plagiarism of another person's work, from the internet or other sources, will not be tolerated. This may result in withdrawal from course unit/s or from the entire course.

### Academic Appeals Procedure

There is a separate procedure for learners studying towards a qualification, and who wish to make a formal enquiry about an assessment decision that will contribute to their final award.

## **Parent/Carer Feedback**

Hampshire Achieves welcomes feedback to help us improve our service and support. Regular evaluation and reviews will be sought during the course, so you can provide feedback to us.

## **Feedback & Complaints Policy and Procedure**

### **Stage One**

If you have a concern regarding any aspect of the service please speak to the appropriate member of staff as soon as possible, for example this could be your course tutor; skills coach; senior tutor or curriculum manager. Most concerns and complaints are quickly and successfully resolved in this way.

### **Stage Two**

If it has not been possible to resolve your complaint at stage one, you may wish to consider progressing your complaint to the next stage. To do this you should make your complaint in writing or by telephone and asking to speak with the programme manager. The manager will investigate the issues raised, try to resolve them, and respond to you in writing. We aim to resolve your complaint within 5 working days and by 20 working days at the latest. If you are unhappy with the outcome at stage two and before moving to stage three, the manager will contact you. This will help to establish if there is anything further that can be done to resolve your complaint. The manager may arrange to meet with you to discuss your complaint in person.

### **Stage Three**

Finally, if the first two stages of the process have still not resolved your complaint, you may write to the Head of Service for Hampshire Achieves to consider your complaint. The relevant Head of Service will investigate and will make sure that your complaint is looked at again and that you are given a written response setting out the conclusions. The learner handbooks also outline our comments, compliments and complaints policy and includes details of how to make a complaint. We will not investigate any issues or complaints which are subject to an awarding organisation or end point assessment appeal or review process.

## **Confidentiality and Disclosure**

To attend our Supported Internship programme learners must have an EHCP, part of the application and enrolment procedure for this programme is to ensure that you give consent for us to share your information.

When sharing an EHCP with Hampshire Achieves learners/parents/carers are agreeing to share any confidential information it may contain as appropriate with professional colleagues, organisations or employers as required to support the learners needs and transition.

## **Term Dates**

Parent review meetings will be held on a termly basis: 3 times per annum.

Programme dates: Monday 15 September 2025 – Friday 10 July 2026

Below is a list of useful term dates:

### **Autumn Term:**

Monday 15 September to Friday 3 October – 3-week Induction

Monday 6 October start of study programme

Monday 27 October - Friday 31 October – ILP/review week (appointments made with learners to attend)

Monday 22 December – Friday 2 January 2026 – Christmas Holiday

**Spring Term:**

Monday 5 January – First day of Spring Term

Monday 16– Friday 20 February – ILP/review week (appointments made with learners to attend)

Monday 30 March– Thursday 2 April – ILP/review week (appointments made with learners to attend)

Friday 3 April – Friday 10 April – Easter Holiday

**Summer Term:**

Monday 13 April – First day of Summer Term

Monday 25 May – Friday 29 May – ILP/review week (appointments made with learners to attend)

Monday 22 June -Friday 26 June Assessment week (tbc)

Monday 29 June – Friday 3 July – Review week for learners with outstanding assessments/ resits.

Monday 6 – Friday 10 July – Celebration of achievement week

**Days/weeks below will be closed for learning:**

Teaching and Learning Conference – Friday 24 October

Inset day –Thursday 11 December

Inset day – Monday 30 March

Inset day – Wednesday 8 July

Monday 22 December – Friday 2 January 2026 – Christmas Holiday

Easter Break – Friday 3 April – Friday 10 April

## Appendix 1 Staff Team Contacts

<b>Head of Service</b> Karen Northover	<a href="mailto:Karen.Northover@hants.gov.uk">Karen.Northover@hants.gov.uk</a>
<b>Programme Manager</b> Deborah Copeland	<a href="mailto:Deborah.Copeland@hants.gov.uk">Deborah.Copeland@hants.gov.uk</a> 07926 077442
<b>Curriculum Manager</b> Alison Long	<a href="mailto:Alison.Long@hants.gov.uk">Alison.Long@hants.gov.uk</a> 07751730897
<b>Senior Tutors</b> Helen McGregor Sherri Barney	<a href="mailto:Helen.Mcgregor@hants.gov.uk">Helen.Mcgregor@hants.gov.uk</a> 07542229114 <a href="mailto:Sherri.Barney@hants.gov.uk">Sherri.Barney@hants.gov.uk</a> 07928660083
<b>Tutors</b> Sarah Brown Georgia Saunders Nicky Alexander Andrea Hoyland Catherine Duke	<a href="mailto:Sarah.Brown4@hants.gov.uk">Sarah.Brown4@hants.gov.uk</a> <a href="mailto:Georgia.Saunders@hants.gov.uk">Georgia.Saunders@hants.gov.uk</a> <a href="mailto:Nicola.Alexander@hants.gov.uk">Nicola.Alexander@hants.gov.uk</a> <a href="mailto:Andrea.Hoyland2@hants.gov.uk">Andrea.Hoyland2@hants.gov.uk</a> <a href="mailto:Catherine.Duke@hants.gov.uk">Catherine.Duke@hants.gov.uk</a>
<b>Skills Coaches</b> Heather Rushton Ann-Marie Cooper Barry Barnett Bharun Begum Mia Humphrys Shona Robertson Keely Halewood Tracy Woodley Emma Marlton	<a href="mailto:Heather.Rushton@hants.gov.uk">Heather.Rushton@hants.gov.uk</a> 07745746291 <a href="mailto:Ann-Marie.Cooper@hants.gov.uk">Ann-Marie.Cooper@hants.gov.uk</a> 07784 264728 <a href="mailto:Barry.Barnett@hants.gov.uk">Barry.Barnett@hants.gov.uk</a> 07511166341 <a href="mailto:Bharun.Begum@hants.gov.uk">Bharun.Begum@hants.gov.uk</a> 07928 660079 <a href="mailto:Mia.Humphrys@hants.gov.uk">Mia.Humphrys@hants.gov.uk</a> 07704660382 <a href="mailto:Shona.Robertson2@hants.gov.uk">Shona.Robertson2@hants.gov.uk</a> 07707160078 <a href="mailto:Keely.Halewood@hants.gov.uk">Keely.Halewood@hants.gov.uk</a> 07720103943 <a href="mailto:Tracy.Woodley@hants.gov.uk">Tracy.Woodley@hants.gov.uk</a> 07743182614 <a href="mailto:Emma.Marlton@hants.gov.uk">Emma.Marlton@hants.gov.uk</a> 07701211015
<b>Safeguarding Contact</b> Deborah Copeland	<a href="mailto:Deborah.Copeland@hants.gov.uk">Deborah.Copeland@hants.gov.uk</a> 07962 077442