

Learning & Development Policy

This policy sets out Bromford Flagship LiveWest's approach to learning & development, in support of delivering safe, fair and responsive services to our customers. It is underpinned by legal duties, regulatory expectations, and a commitment to fairness, accountability, and transparency.

Department	Culture and Talent: Academy
Policy owner	Head of Leadership, Learning & Development
Approved date	28/9/26
Date for review	30/9/28
Approving body	Customer Committee
Associated legislation/regulation	Consumer Regulations
Legal advice from	n/a
Equality impact assessment date	14/8/26
Version number	1.0
Publication status	Internal intranets and customer websites
Approval	This policy was approved by the BFL Customer Committee, and is applicable to: • Bromford Flagship LiveWest Ltd • Bromford Housing Association Ltd (operating as Bromford) • Bromford Home Ownership Ltd (operating as Bromford) • Merlin Housing Society Ltd (operating as Bromford) • Flagship Housing Limited (operating as Flagship) • LiveWest Homes Ltd (operating as LiveWest) Any references to Bromford Flagship LiveWest should be interpreted as equally applicable to all the above.

Purpose/principles

The purpose of this policy is to articulate our approach to the development of the skills, knowledge, experience and behaviours required of our colleagues.

The policy aims to clarify how we ensure that our colleagues are skilled and qualified to contribute to improved service quality, stronger customer relationships, greater inclusion and a culture of professionalism

Scope

The policy applies to all colleagues across Bromford Flagship LiveWest (BFL).

Roles/responsibilities

- Head of Leadership, Learning & Development is responsible for updating this policy
- Chief People Officer is the accountable Executive

Policy content

1.Overall approach to Learning & Development

BFL recognises the value of continuous learning, and as such offers a range of learning opportunities for our colleagues to grow in their current role, or to develop skills for future roles.

In addition, our learning is designed and delivered with accessibility front of mind. We want all learners to access and benefit from our learning offers.

Our learning offers are designed to support the development of the skills, knowledge, behaviours and qualifications defined as relevant to BFL colleagues today and into the future. As such we support colleagues to:

- Obtain professional qualifications (mandatory and developmental)
- Develop technical and professional skills (mandatory and developmental)
- Develop leadership and management skills
- Develop the Behaviours that demonstrate the BFL Values

2.Defining the Skills, Knowledge, Experience and Behaviours required

Each role has the following documented as part of its **'The Part I Play'** role profile:

- Mandatory qualifications required
- Essential skills, knowledge or experience
- Desirable skills, knowledge or experience
- The BFL Values and Behaviours expected of us all towards colleagues and customers

The recruitment and selection process involves a review of the above.

3. Induction and Probation

All colleagues joining BFL attend a Corporate Induction session delivered by The Academy. This induction has the BFL values and behaviours woven throughout, to ensure that expectations are clear from Day 1.

Within each colleague's probation period (3 months, with possible extension to 6) they are expected to complete all mandatory training allocated to them. Without this being completed, the probationary period cannot be passed.

4. Mandatory and Compliance training

Our Mandatory and Compliance training is at the core of our learning offer. It consists of:

- Modules that must be completed by all colleagues
- Additional, role specific modules

All modules have defined renewal timeframes (agreed between the topic business owner and the Academy). Completion of mandatory and compliance training is reported monthly, and leaders within the business are responsible for taking any action required to improve compliance performance within their teams. Training compliance targets are set at 97%.

5. Professional Qualifications and Memberships

Certain roles are required to hold professional qualifications as a **regulatory requirement**. Where this is the case, BFL will pay for that qualification to be undertaken. If a colleague is unable to obtain their required qualification, or chooses not to, their Line Manager will work with the HR Team in adopting the appropriate process with that colleague. Ultimately, this could result in the colleague not being able to undertake that role.

Where colleagues wish to undertake a professional qualification or training that is **not a regulatory requirement**, BFL will consider each application on its merits (for example: business priority, available budget, succession planning requirements etc). If approved, BFL will fund the qualification / training subject to a Training Agreement.

Membership of one professional body is funded by BFL for each colleague where relevant.

6. Training Agreements

Training Agreements between a colleague and BFL are put in place where BFL has agreed to fund developmental or non-mandatory training or qualifications. These agreements set out the repayment terms if a colleague does not complete the training, or leaves BFL within certain timeframes after completion.

Training Agreements are not put in place where training or a qualification is mandatory or required by the regulator.

7.Continued Professional Development

BFL expects colleagues to maintain up to date and ongoing Continuing Professional Development (CPD) appropriate to their profession and role

8.Leadership Development

Our leadership development offer consists of structured development programmes (both internal and external), coaching, mentoring, and access to shorter developmental sessions

9.Quality control

The Academy holds overall accountability for the quality of learning activities and products within BFL. As such, the Academy's approval is required for any new formal learning product launched within the business.

10.Performance and Development conversations

In addition to regular 121s between colleagues and their leaders, colleague performance and development are formally reviewed at a set frequency.

Where a colleague's performance does not meet the required standard, they will be subject to the relevant process to support their improvement.

11.Defining ongoing training needs for the business

BFL has adopted a regional learning model, whereby a Regional Learning Manager partners with the relevant business leaders in the regions to define key learning requirements and to build a plan for their delivery. Inputs into these learning plans include:

- Workforce planning
- Customer feedback (complaints, compliments, Tenant Satisfaction Measures)
- Current and future skills requirements within teams
- Leadership development requirements
- Talent Mapping and Succession Planning outputs
- Specific Project learning requirements
- Compliance and mandatory learning recurrency needs
- Groupwide initiatives

12.Competency Assurance – summary

Element	Responsible	Accountable	Consulted
Design of competency frameworks and behaviours	Culture & OD	Culture & OD	Academy HR Services Leaders Customer Groups Colleague Groups
Defining role specifics skills, qualifications, knowledge	Leaders	Leaders	Academy Customer Groups Colleague Groups Health & Safety
Mandatory training matrix	Academy	Academy	Health & Safety Leaders / SMEs Customer Groups Colleague Groups
Design and delivery of training	Academy	Academy	Leaders / SMEs Customer Groups Colleague Groups
Reporting on training compliance	Academy	Academy	Health & Safety Risk & Regulation Group
Assessing colleague competency and managing performance	Leaders	Leaders	HR Services

13.Accessibility

Our learning is designed with accessibility in mind. Where colleagues have specific accessibility needs or reasonable adjustment requests, these can be made via the Regional Learning Teams.

14.Accreditation

As an accredited centre, we comply with all awarding organisation policy requirements, these include but are not limited to malpractice and maladministration, learner appeals, IQA, reasonable adjustments and special considerations and the training complaints policy.

15. Training content

As we build our BFL-wide learning catalogue, it will include a range of training to support key priorities such as Health & Safety, Customer Service, and Leadership skills. The BFL Values and Behaviours will be embedded throughout.

EIA statement

An Equality Impact Assessment was undertaken for this policy on 14/08/2026. A number of positive impacts were identified, and all negative impacts have been mitigated

We recognise that we may not have identified all adverse impacts on one or more protected characteristics. We welcome any feedback on, or examples of, things that we may have overlooked so that we can continuously improve our policy.

Training statement

This policy reflects existing processes, and will not require training. It will require communicating to all colleagues and customer groups.

Measuring effectiveness

The effectiveness of this policy will be measured through audits, training compliance data, learning programme evaluation data, professional qualification data, and customer feedback

Review period

This policy will be reviewed every 2 years by the Head of Leadership, Learning & Development or sooner in response to significant regulatory or organisational changes. It is approved by Group Customer Committee.

Supporting documents

- Equality Impact Assessment

Version control

Note: minor updates approved by delegated authority increase version number by 0.1; major updates and formally approved versions increase version number by 1.0.

Version	Detail	Approved by	Date
1.0	First issue	Customer Committee	28/9/26