Havebury Homes

Havebury Homes
Learning & Development Policy

POD 021

Relevant corresponding Policy/Procedure number (if applicable)	*N/A*		
Approved by (inc date)	*Leadership Team on 23 April 2026* *PRNC 01/06/2026*		
Date Version Approved	*01/06/2026*		
Date due for review	*06/2029*		
Author *(Document Owner)*	*Assistant Director of People & Organisational Development*		
Accountable Director (*Relevant ED)*	*Assistant Director of People & Organisational Development*		
Consultation	**Consultee**	**Y / N**	**Date**
	Resident Voice	Y	05/26
	JNC	Y	06/26
	Other	-	-
Equality & Diversity Impact Assessment Outcome	Low		
Legal Advice (inc date)	N/A		

1 Policy statement

1.1 This policy sets out how we will ensure our teams can build the skills, knowledge, and behaviours they need to do their job well and underpins our values of respect engage and fair.

1.2 This has been refreshed considering the Competence and Conduct Standard and this expands across skills, knowledge, experience and behaviours as well as technical and mandatory qualifications required within some specific roles. These includes roles such as our technicians or accountants in the business, where these are required, as well as those roles who require a Level 4 & 5 qualification; and includes training which we determine mandatory, such as cyber security or customer service or LEAD, our management framework for line managers. Whilst this standard doesn't apply to all roles in the business, the broad principles of this will and ultimately, we all have a part in delivering great services to residents.

1.3 **Learning helps us:**

- deliver safe and high-quality services
- improve the experience for prospective and current residents
- Keeping skills up to date
- prepare for future changes

1.4 We see learning as a key part of how we improve services, deliver good quality customer services and planning for the future through successions.
A key measure of this policy is feedback from residents; we know that developing and investing in our teams means a happier workforce, which in turn should mean better services delivered to residents. We know from resident feedback that resident generally value our teams, but we will continue to listen, learn and invest in training and development so we can further improve the consistency and quality of the services we deliver.

2. Purpose

2.1 This policy is a mandatory requirement under the Competence and Conduct Standard. However, the existing policy has been reviewed in light of this legislation, and we recognise the benefit this has for our teams and wider, in professional development and succession planning. This sits alongside our recruitment policy and performance improvement policy.

3. Scope

3.1 This policy applies to all team members, including Board members regardless of their role or contract type.

3.2 It applies to contractors we use also; whilst not directly employed by us, they deliver services to our residents and we therefore expect the same levels of knowledge and behaviours, The contractor element is covered in our pre-contract specification and onboarding booklet.

4. Responsibilities

4.1 Every team member has responsibility under this policy. From Leadership team setting the strategic direction to everyone taking responsibility for their own learning and training in roles.

4.1.1 **Leadership team will**:

- set clear direction for learning and development
- make sure learning supports our priorities
- provide the resources needed to deliver this policy

4.1.2 **Assistant director of people and organisation development will**:

- engaging with the wider business, lead the learning and development framework
- ensure learning supports our people strategy
- ensure learning supports our culture and values

4.1.3 **Line managers – your manager will:**

- identify and discuss learning needs. This will be through check in's (a minimum of four a year), where training and learning requirements will be recorded, and inductions, as well as wider conversations.
- support team members to take part in learning. For some roles, such as field-based teams, this will mean blocking out time to allow any learning and development to be completed, for example.
- review the progress and impact training within team, individually and collectively

4.1.4 **Each team member is expected to:**

- take responsibility for their own learning and identification of training needs
- taking part in learning and development activities
- applying what's learned within the context of role

5. Our learning framework

5.1 Key learning pathways

Our core learning offer will vary depending on the role and personal learning preferences, where we can reasonable do this. This will include:

5.1.2 **Mandatory and compliance training**

5.1.2.1 This ensures all roles will meet legal safety and regulatory requirements. This will also include mandatory training which applies to all such as cyber security. In terms of the Competence and Conduct Standard requirement for specific qualifications, we have assessed the following:

- Chartered Institute of Housing (CIH) Level 5 qualification – director of operations
- CIH Level 4 qualification – assistant director of asset management; assistant director of housing and customer service; head of repairs, head of compliance, head of assets and aftercare and sales manager, Head of Housing, Head of Customer Experience.

5.1.2.2 However, this is the bare minimum, and we will continue to support professional training and development, as we have always done.

6. Role-specific development

This will help build the skills and knowledge needed for your role. These will be identified and agreed at your check-in's and recorded on your Personal Development Plan.

7. Leadership and management development

This is a specific leadership programme, that supports managers throughout the business.

- Elevate (for current managers)
- Aspire (for aspiring future managers)

8. Apprenticeships and talent pathways

This supports early careers and helps reduce time to competence. Talent pathways are linked to succession planning for business-critical roles and future skills needs, helping us build internal pipelines and reduce time to competence.

9. **Personal and career development**

We support career development where it aligns with our needs. This means development that helps you grow whilst also improving our ability to deliver safe, high-quality, resident-focused services. Our needs include meeting legal and regulatory requirements, building capability in priority areas, improving performance and customer service, and developing future skills and internal talent pipelines through succession planning.

10. **Identifying learning needs**

10.1 **Annual planning**

Each year we review learning needs through:

- workforce plans
- team plans
- Role specific development
- our people strategy

11. Performance and development check-ins

11.1 A minimum of four check-ins will be carried out every year and recorded on the Havebury Learning Academy. These will include:

- skills and/or performance gaps
- Role specific development needs
- career goals
- objectives

11.1.2 Any poor performance identified will be dealt with through the Performance Improvement Policy & Procedure (POD 003).

12 Learning methods

12.1 Learning and development will be provided via (although this is not an exhaustive list):

- eLearning via Havebury Learning Academy
- workshops and training sessions
- online learning

- qualifications and continuing professional development
- coaching and mentoring
- shadowing and project work

13. Competency and conduct standard

13.1 We take a proportionate, risk-based approach so learning and development is targeted and purposeful and focused on resident outcomes (not training for its own sake). We will use a mix of mechanisms to build and maintain competence:

- role-specific learning and development pathways
- supervision, coaching and mentoring
- professional qualifications and continuing professional development (CPD), where relevant
- regular check-ins and performance conversations
- performance improvement and conduct processes, where required
- Coaching, mentoring and supervision
- Professional qualifications or CPD where role-relevant
- Performance management or conduct processes

14. Competency areas

14.1 Competency areas are reflected across the full colleague lifecycle, from how we recruit and onboard people through to how we review performance and provide ongoing assurance of competence.

- recruitment and selection
- induction and probation
- supervision, check-ins and performance reviews
- service assurance, audit and management oversight
- Induction and probation arrangements
- Performance management and appraisal
- Leadership and management assurance processes

15. Skills, knowledge and experience

15.1 In practice, this means you are expected to understand the policies and standards that apply to your role, have (or work towards) the skills and any required qualifications needed to do the job, and build relevant experience over time. Your manager will support this through induction, coaching and regular check-ins.

16. Behaviours

16.1 Our behaviours are the standards we expect everyone to demonstrate when working with residents, colleagues and partners, and they reflect our values of respect, engage and fair. This means:

- **Respect and inclusion**
  You treat people fairly and with respect.
- **Integrity**
  You follow our policies and act honestly.

- **Adaptability**
  You respond positively to change.
- **Collaboration**
  You work well with colleagues, partners, and residents.
- **Professionalism**
  You represent us positively at all times.
- **Resident focus**
  You put residents first and value feedback.

17. Governance, oversight and accountability

17.1 Assurance on learning, competence and conduct is provided through Leadership Team oversight and Board reporting, aligned to the People & Organisational Development Strategy. This includes reviewing:

- workforce capability and skills data
- Learning impact and performance insight
- Conduct and disciplinary assurance
- Resident experience and complaints intelligence

17.2 The Assistant Director of People & Organisational Development is accountable for this policy and the overall approach to learning, competence and conduct assurance.

18. Learning funding and support

- Funding decisions will be prioritised where learning is essential to deliver safe services, meet regulatory or contractual requirements, or address higher-risk roles/areas.
- We will take a value for money approach, considering cost, benefit, and alternative options (e.g., internal training, eLearning, shadowing).
- Funding will normally be agreed where there is a clear business case, including intended outcomes and how learning will be applied in-role.
- Where we fund learning, we expect colleagues to complete it, use it in practice, and share learning with their team where appropriate.
- Funding will be applied consistently and fairly and may be subject to annual budget availability and service priorities.

18.1 Learner payback agreements

18.1.1 Where we fund significant learning for personal development (for example, qualifications or longer programmes requested by the colleague), we may ask colleagues to enter into a learner payback agreement to help protect the investment we make. Examples may include accredited housing qualifications (e.g., CIH), project management qualifications, coaching qualifications, or longer external programmes (such as leadership or management diplomas) that are not a mandatory requirement of the role.

18.1.2 Havebury will not ask for a payback agreement where we require you to attend the course (for example, mandatory, compliance, regulatory or role-essential training). Payback agreements will be proportionate, time-limited and confirmed in writing before learning starts, setting out the costs covered (e.g., course fees and required materials), the repayment period and how any repayment reduces over

time (typically on a sliding scale).

18.1.3 Payback will normally only apply if a colleague chooses to leave the organisation within the agreed period or does not complete the learning without an agreed reason; it will not be applied where employment ends due to redundancy, ill health or other circumstances agreed by the organisation. Any recovery will be discussed with the colleague and managed through payroll where appropriate, in line with relevant legal requirements.

18.2 **Professional memberships**

We may pay for professional memberships where they are needed for your role.

18.3 **Study leave**

We may approve study leave where learning supports your role or our plans.

19. Reviewing this policy

We review this policy every **three years**, or sooner if needed.

20. References

Related External Documents	
Reference	**Link to reference**
N/A	
Related Internal Documents	
TBC	

21. Document control

Uncontrolled version if printed or emailed

If you are viewing this document from your personal drive, via email or as a hard copy, it may not be the latest version The current version can be found on the HIVE.