

Academic Staff Development Policy

1. Introduction

Walbrook Institute London (Walbrook) is committed to supporting the development of all academic and other teaching staff, including those involved in the delivery of apprenticeship programmes. This policy consolidates the provisions previously set out in Chapter 12 of the Code of Practice for Quality Assurance (Higher Education) and in the Apprenticeship Staff Development Policy.

The policy sets out how Walbrook ensures that all academic faculty, apprenticeship Personal Tutors and administrative staff meet the standards appropriate to their roles, and how development needs are identified, supported and monitored.

Walbrook provides equal opportunities for staff to engage in development activities that meet their diverse academic, professional and sector development needs.

Sections 4 and 5 set out additional provisions specific to academic faculty and to apprenticeship Personal Tutors respectively.

2. Alignment with external frameworks and standards

Walbrook aligns its approach to staff development with the QAA's UK Quality Code for Higher Education, with particular reference to the QAA's Advice and Guidance on Learning and Teaching, and for apprenticeships, to Ofsted's expectations.

Walbrook works closely with appropriate accreditation agencies to ensure that the professional development programmes and activities provided to those involved in the delivery of its higher education and apprenticeship programmes meet the UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education and, where applicable, the relevant apprenticeship standards.

Walbrook benchmarks its educational standards through networking with higher education, apprenticeship and professional institutions, particularly those with comparable programmes, recruitment profiles and collaborative arrangements.

3. Professional development

Walbrook is an accredited *Investor in People*, reflecting its commitment to recruit and develop the skills required of its staff.

All new staff members are required to attend a general induction programme, which sets out Walbrook's strategy, values and approach to delivering its educational provision.

The Institution is committed to fostering a culture of continuous professional development in which all staff are encouraged and supported to undertake learning and development that enhances their effectiveness, supports career progression, and contributes to the achievement of institutional objectives.

All staff are expected to maintain and develop the knowledge, skills and behaviours necessary to perform their roles effectively. Professional development should be proportionate to individual responsibilities and aligned with current and anticipated organisational needs.

Development opportunities may include formal qualifications, professional body activities, accredited and non-accredited training, workshops, conferences, seminars, peer observation, mentoring, coaching, self-directed learning, participation in professional

networks, scholarly activity, and engagement with relevant internal development programmes.

Academic staff are expected to maintain currency in their subject discipline and to develop expertise in learning, teaching and assessment, including the effective use of educational technologies and evidence-informed pedagogical practice. Staff are also encouraged to engage in scholarship, research, professional practice, or other activities appropriate to their discipline that contribute to maintaining subject expertise and enhancing the student learning experience.

Where staff are involved in the design, delivery or support of apprenticeships, they are expected to maintain an up-to-date understanding of the apprenticeship landscape, including relevant funding and regulatory requirements, employer engagement, workplace learning, and the specific pedagogical approaches associated with apprenticeship provision.

Staff work with their line managers to identify development objectives, the achievement of which is monitored through the performance review process. Training and development needs identified through this process are supported by guidance from the People team.

Development needs are also identified through departmental operational planning, for example in matching qualifications and skills to strategic aims. The qualification support policy sets out the parameters for assistance with further study undertaken as part of professional development.

Staff participate in continuing professional development (CPD) activities appropriate to their role, supported through faculty meetings, away days, conferences and other channels of communication.

4. Academic staff

All academic staff are required, through their contract of employment, to commit to continuing professional development.

New academic staff undertake induction activities relevant to their role and are allocated a mentor from the faculty, who provides ongoing guidance and support.

All teaching staff undergo formal teaching observation as set out in the HE Teaching Observation Policy or Apprenticeship Teaching Observation Policy as appropriate.

Teaching staff who do not hold a recognised teaching qualification or membership of Advance HE or equivalent are required to seek Advance HE fellowship at the appropriate level.

Faculty contributing to programme delivery at collaborative partners are considered separately, to reflect local customs, while their practice remains equitable with the quality and standards maintained in the UK.

Faculty teaching on apprenticeship programmes are recruited, developed and monitored in line with the quality assurance practices applied to faculty delivering higher education programmes, as set out above. Given the specialist nature of apprenticeship delivery, such faculty are also encouraged to maintain awareness of current developments and debates within the apprenticeship environment.

5. Apprenticeship Programme Personal Tutors

Recognising the specific obligations that Walbrook has with regard to apprentices, there are some particular requirements in regard of apprenticeship Personal Tutors:

5.1 Recruitment and probation

Personal Tutors are recruited with relevant professional experience and are subject to the same probationary arrangements as academic faculty, set out above, supplemented by observation and review of their tutoring support during this period. Where a serving faculty member has already completed probation, the Academic Lead and the Academic Dean agree a programme of monitoring that avoids duplicating existing review.

5.2 Monitoring, review and appraisal

Monitoring and review of Personal Tutors' performance is undertaken by the Academic Lead. Personal Tutors receive an annual observation visit from the Academic Lead or a designated, appropriately qualified and experienced faculty member, normally through attendance at a progress review with an apprentice and employer.

Personal Tutors' performance reviews are normally conducted by the Academic Lead through the annual appraisal process, which includes discussion of pastoral care activity, CPD and any additional development needs.

5.3 Continuing professional development

Through their contract, Personal Tutors are required to commit to CPD, including attendance at a minimum of one development event each year to maintain subject expertise and awareness of developments within the apprenticeship environment.

Walbrook offers Personal Tutors a range of development opportunities, including centrally organised training, sponsored external sessions, and sector-specific coaching and pastoral care support. Participation is monitored through the performance review process.

Walbrook organises an annual HE Conference, providing an opportunity for Personal Tutors and faculty to share best practice and build mutual understanding of their respective roles.

Personal Tutors and lecturers have access to educational journals, texts and technical articles, and to a shared apprenticeship area within the Virtual Learning Environment (VLE) containing resources, guidance and exemplars for all staff involved in apprenticeship delivery.

5.4 Mandatory training

Given the specialist skills required for pastoral care and the particular needs of apprentices, Personal Tutors are required to complete, and have recorded, the following mandatory training:

- Safeguarding
- Confidentiality and data protection
- DBS checks
- GDPR
- PREVENT Duty
- Mental Health Awareness
- Harassment and Sexual Misconduct
- Awareness of the relevant apprenticeship standard(s) and assessment plan(s)

6. Research and scholarship

Staff are expected to engage in research and scholarship as laid out in Walbrook's Research and Scholarship Policy, that contributes to society, that enriches learning, teaching and that enhances employability outcomes.

Related policies

This policy should be read alongside the following:

- Research and Scholarship Policy
- Qualification support policy
- HE Teaching Observation Policy
- Apprenticeship Teaching Observation Policy

7. Document Governance

Version:	2.2
Approval:	Academic Board
Owner:	Academic Dean
Approval date:	12 August 2026
Implementation Date:	1 October 2026
Review:	Annually (next review due September 2027)