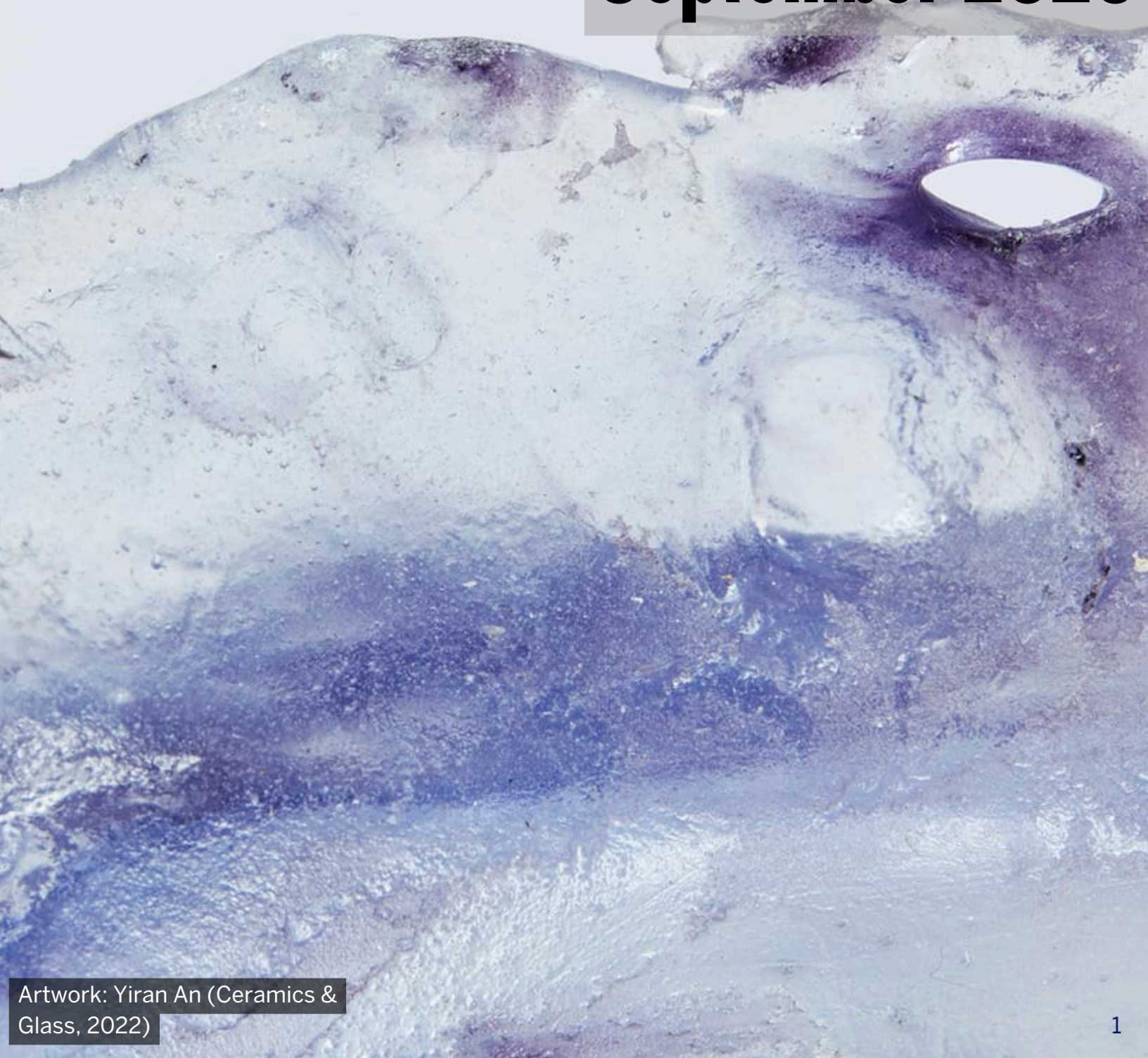


RCA

Learning Development and Academic Literacies Coordinator September 2026



Artwork: Yiran An (Ceramics &
Glass, 2022)

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Photo: Richard Haughton

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WELCOME TO THE RCA



Photo: Iwan Baan

Founded in 1837, the Royal College of Art is the world's largest postgraduate-only community of art and design students. It has been ranked number one in the world 12 consecutive years (QS World University Rankings by Subject 2015-2026).

Studying at the RCA is the starting point for UK and global creative leaders. With more than 30,000 RCA alumni all over the world, the College's graduates form a diverse international network of artists, designers, creators and innovators.

Around 2,500 students are spread across three schools – Architecture, Arts & Humanities, Communication & Design - and in the RCA's Research Centres. The College creates an environment that champions exploration, collaboration and interdisciplinary learning - using art and design to reframe the possibilities of the humanities, technology, and ethics; and equipping graduates for new futures and opportunities

Research is at the heart of the RCA's impact. In active discussion with the world, the College brings interdisciplinary researchers and partners together in vital areas such as climate and sustainability, technology and society, and leads the field in practice-based research. As a result, the RCA is ranked as one of the most research-intensive specialist art and design universities in the UK [under the Research Excellence Framework 2014 and 2021].



Photo: Richard Haughton

The RCA champions exploration, collaboration and interdisciplinary learning - using art and design to reframe the possibilities of the humanities, technology, and ethics. We experiment, question and discover, putting research and practice at our heart, to equip students for new futures and opportunities and build on current knowledge.

Current 'real world' practices of our disciplines are fully integrated into our teaching delivery and student learning. The RCA model also consciously uses both the high research active levels of faculty, and the absence of undergraduate provision, to provide concentration and focus, in order to use research to creatively 'disrupt' the learning experience.

Our People



Photo: Richard Haughton

The strength of the RCA lies in its people: our students, academic community, researchers, technical specialists, professional services teams and our global network of alumni and partners.

The RCA's Chancellor is Sir Jony Ive, one of the world's most influential designers. The Pro-Chancellor and Chair of Council is Sir Peter Bazalgette, and the President & Vice-Chancellor — the College's Chief Executive — is Professor Christoph Lindner, who joined the RCA in 2024.

The RCA's academic faculty bring world-leading expertise and industry knowledge to the College's model of teaching. All faculty are actively engaged in their relevant industries and professional practice beyond academia, and the RCA is the only specialist art and design university where all of our permanent academic staff are also research active and included in the RCA's submissions to the UK Research Excellence Framework.

The RCA has a total academic and research workforce of over 400 people, which includes Associate Lecturers, Visiting Professors and Guest Lecturers who bring 'live industry' experience into the taught curriculum

The RCA also employs a team of over 100 highly skilled technicians, many of whom themselves have postgraduate qualifications and are well established and recognised practitioners in their fields of specialism. Our skilled technical staff and technical resources are integral to delivering an interdisciplinary approach which is a key part of the student experience.



OUR STRATEGIC DIRECTION: TOWARDS THE RCA AT 200 (2026–2030).

The RCA's new Strategic Plan sets out a transformational five-year phase as we begin our journey towards our bicentenary in 2037. Our ambition is to become the world's most influential art and design community, with a global footprint and a renewed approach to research, education, partnerships and organisational culture.

By 2030:

- The College will operate across two revitalised central London campuses, including a reimagined Darwin Building at Kensington.
- We will establish research and education hubs outside the UK for the first time.
- We will strengthen our global partnerships, increase access to scholarships and widen participation for students from all backgrounds.
- We will be recognised for leadership in emerging creative technologies, especially AI, and for our contribution to sustainability, regenerative practice and public good.

Our work is underpinned by the RCA's four values — Collaboration, Curiosity, Inclusion and Integrity — and by commitments to long-term resilience, financial sustainability, staff and student wellbeing, and a culture where creativity and innovation thrive.



The College's ambitions will be delivered through three Strategic Pillars:

Strategic Pillar One

Creating and delivering the best art and design education, dialogue and research.

Strategic Pillar Two

Championing a community with outstanding potential who are diverse, inclusive and connected.

Strategic Pillar Three

Convening transformational exchanges of art and design expertise and ideas.

Our Values



Photo: Shaun James

The RCA community operates in line with four agreed values:



We have a tenacious commitment to innovation and openness to change. We positively interrogate ideas, assumptions and plans and welcome the honest scrutiny that is alive in a learning community.



We celebrate diversity and embrace difference as a source of strength. We strive for an inclusive RCA community, removing barriers and challenging exclusionary and discriminatory practices.



We value what happens together and we help and support each other to achieve our collective goals. We work in partnership with our students, staff, alumni, institutions and communities across the globe to make a lasting difference.



We are always willing to listen, we offer constructive feedback and we promote accountability, building relationships of mutual trust and respect. We are resilient in the face of challenges, pursuing outcomes with individual, cultural, societal and economic impact.

Learning Development and Academic Literacies Coordinator



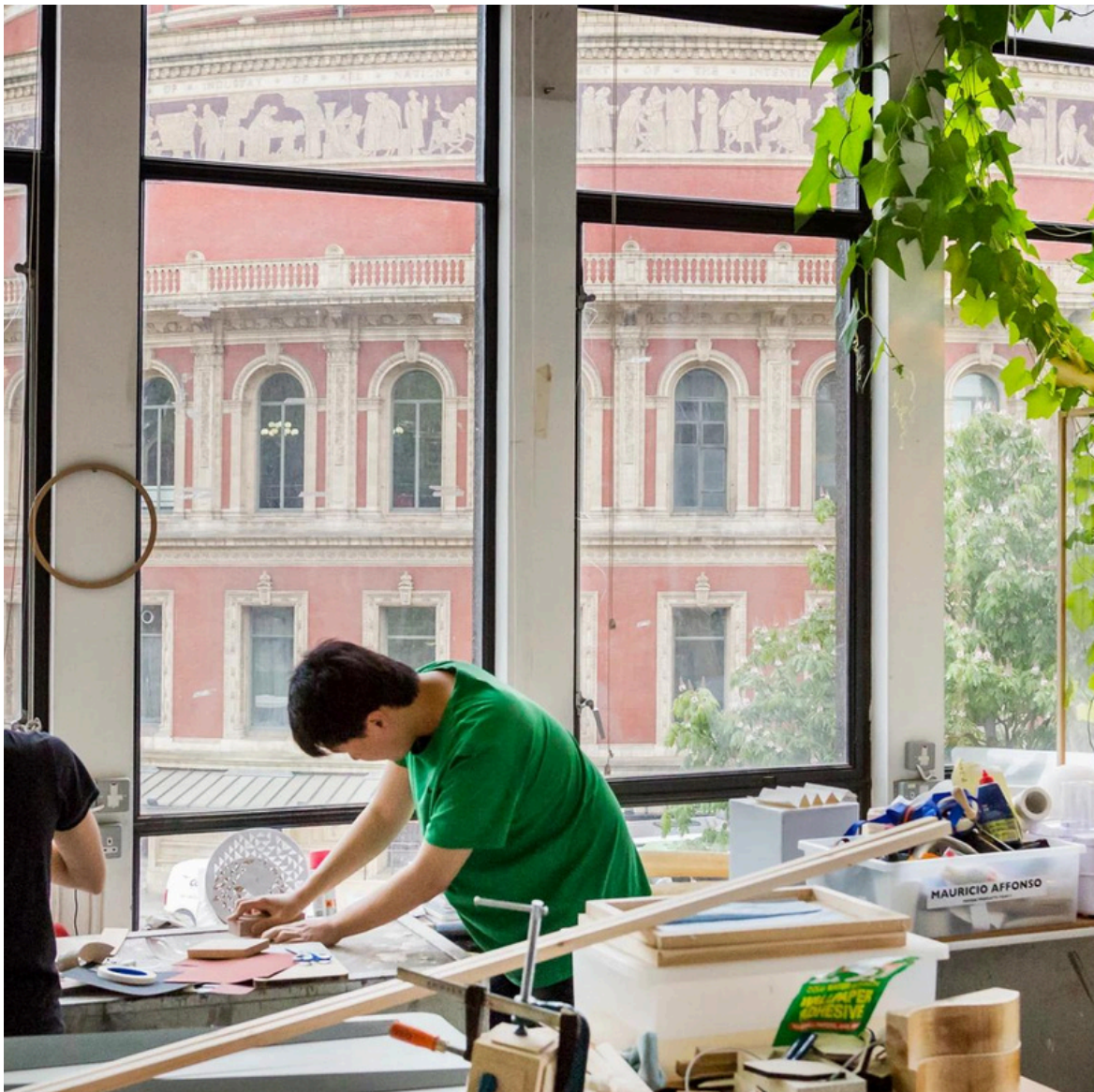
Role Purpose

The Learning Development and Academic Literacies Coordinator will lead the operational development, coordination, delivery and enhancement of in-session learning development, academic literacies and academic communication provision for postgraduate students across the College.

Working within Library and Academic Enhancement, the postholder will have responsibility for the effective operation and continuous development of this College-wide area of provision, bringing together individual, group and embedded forms of student support and ensuring that provision is coherent, visible, accessible and aligned with programme learning, assessment and student success priorities.

The role will support students to develop the critical, reflective, communicative and independent learning practices required for postgraduate study, including academic writing, critical reading, research, reflection, presentation, feedback use, assessment literacy and academic integrity.

This is a service leadership, management and delivery role. The postholder will balance direct student-facing teaching and tutorial work with service planning and development, staff and workload management, resource development, evaluation, stakeholder engagement and direct line management of the In-Sessional Associate Lecturer.



Working within the strategic direction set by the Head of Library and Academic Enhancement, the postholder will exercise professional judgement and delegated responsibility for the organisation, prioritisation and development of in-session learning development and academic literacies provision, responding to changing patterns of student and programme need.

The postholder will work closely with academic programmes, Schools, Library colleagues, Registry, Student Support, EAP colleagues and other professional services teams to ensure that learning development and academic literacies provision is responsive to student need, embedded where appropriate, and informed by evidence, student feedback and sector good practice.

Main Duties and Responsibilities

1. Leadership, Coordination and Delivery of Provision

- Lead and coordinate the planning, delivery, evaluation and continuous development of in-session learning development, academic literacies and academic communication provision across the College.
- Develop, manage and review an annual programme of support, including workshops, tutorials, embedded teaching, online resources, induction activity, assessment-related support and targeted interventions, determining priorities in response to student demand, institutional priorities and available resources.
- Ensure provision is inclusive and responsive to the needs of a diverse postgraduate student body, including international and multilingual students, disabled and neurodivergent students, students returning to study and students from underrepresented backgrounds.
- Work with academic programmes and Schools to identify learning development and academic literacies needs within disciplinary, studio, research and assessment contexts, advising colleagues on appropriate approaches and interventions.
- Manage the deployment and scheduling of staff and teaching resource for in-session learning development activity, ensuring that provision is delivered effectively and that students and staff can access support at appropriate points in the academic year.
- Ensure provision complements induction, library teaching, EAP provision, academic skills activity and wider student support services, resolving areas of overlap or gaps in provision in consultation with relevant colleagues.
- Lead the development and implementation of a coherent learning development and academic literacies model that connects academic literacies, research literacy, information literacy, learning development and academic communication within the wider Library and Academic Enhancement portfolio.
- Contribute specialist advice and recommendations to the Head of Library and Academic Enhancement on priorities, resource requirements, emerging student needs and future development of the service.



Main Duties and Responsibilities

2. Teaching, Learning and Student Support

- Design and deliver high-quality teaching, workshops, tutorials and learning resources in learning development, academic literacies and academic communication.
- Support students to develop confidence in critical reading, academic writing, reflective practice, research, presentation, argumentation, feedback use, assessment literacy, academic integrity and independent learning.
- Develop inclusive, accessible and discipline-sensitive teaching materials appropriate for postgraduate art, design, communication, architecture, humanities and practice-based research contexts.
- Lead and support the development of embedded and curriculum-integrated approaches to academic literacies, working with programme teams to align support with assessment, learning outcomes and disciplinary expectations.
- Provide individual and small-group support to students where appropriate, ensuring clear boundaries, effective referral and alignment with wider student support services.
- Maintain and enhance digital learning resources through the VLE and other approved platforms, ensuring clarity, accessibility and effective student engagement.
- Promote dialogic, reflective and practice-based approaches to learning development, recognising the distinctive learning cultures of creative higher education.



Main Duties and Responsibilities

3. Line Management, Workload and Staff Development

- Directly line manage the In-Sessional Associate Lecturer and coordinate other staff contributing to in-sessional learning development provision where required.
- Set clear expectations for workload, teaching delivery, student support, professional conduct and contribution to service and team objectives.
- Undertake regular one-to-one meetings, workload planning, objective-setting and performance review in line with College policies and procedures.
- Plan, allocate and review staff duties and teaching capacity, making operational decisions about the deployment of available resource to respond effectively to student and programme demand.
- Conduct teaching observations and provide constructive feedback to support high-quality, inclusive and reflective teaching practice.
- Support staff professional development, including engagement with academic literacies, learning development, inclusive pedagogy, digital learning, assessment literacy and EAP-informed practice where relevant.
- Identify staff development and capacity requirements and make recommendations to the Head of Library and Academic Enhancement where additional or different resource is required.
- Foster a collaborative and supportive working environment, enabling shared development of resources, teaching approaches, evaluation methods and reflective practice.



Main Duties and Responsibilities

4. Quality, Evaluation and Enhancement

- Take responsibility for the quality and effectiveness of in-sessional learning development and academic literacies provision, establishing appropriate service standards and approaches to evaluation.
- Monitor the quality, reach and impact of provision through attendance data, student feedback, programme feedback, learning analytics where appropriate, and qualitative evaluation.
- Analyse patterns and trends across provision and determine appropriate service-level responses, including changes to delivery, targeting of interventions and development of new resources.
- Produce reports, briefings and recommendations for the Head of Library and Academic Enhancement on student need, engagement, outcomes, risks, resource implications and areas for development.
- Lead annual planning, review and enhancement activity for learning development and academic literacies provision, agreeing priorities with the Head of Library and Academic Enhancement.
- Identify patterns of student need and make evidence-informed recommendations for targeted interventions, resource development and curriculum enhancement.
- Contribute to institutional priorities for student engagement, progression, retention, completion, attainment and belonging through high-quality learning development and academic literacies provision.
- Lead and support the dissemination of effective practice in academic literacies, learning development, EAP-informed provision and student success across the College.

5. Collaboration and Institutional Engagement

- Build effective working relationships with academic staff, programme leaders, School leadership teams, Library colleagues, Student Support, Registry, EAP colleagues and other professional services teams.
- Act as the principal operational point of expertise for in-sessional learning development and academic literacies within Library and Academic Enhancement, providing professional advice to colleagues across the College.
- Work collaboratively with programme teams to ensure support is appropriately timed, contextualised and communicated, negotiating priorities where demand exceeds available capacity.
- Contribute to and, where appropriate, lead workstreams within cross-College initiatives relating to student success, transition, inclusive education, academic integrity, assessment literacy and feedback literacy.
- Represent Library and Academic Enhancement at relevant internal meetings, working groups and committees as required, providing specialist advice and contributing to institutional decision-making within the remit of the role.
- Contribute to communities of practice around academic literacies, inclusive pedagogy, postgraduate learning and learning development.

Main Duties and Responsibilities



6. Professional Practice and Continuous Improvement

- Maintain up-to-date knowledge of sector developments in learning development, academic literacies, EAP-informed pedagogy, inclusive education and postgraduate student support.
- Engage with relevant professional networks, scholarship and evidence-informed practice to inform the development of provision.
- Initiate and lead appropriate evaluation, scholarship or enhancement projects relating to learning development and academic literacies, translating findings into improvements in institutional practice.
- Contribute to internal development sessions, conference presentations, publications or external practice-sharing where appropriate, enhancing the visibility of the College's work in learning development and academic literacies.
- Work flexibly across the academic year to meet periods of increased student demand, including induction, assessment points, progression moments and dissertation or final project periods.
- Exercise independent professional judgement in resolving operational issues within the remit of the role, escalating significant risks or resource matters to the Head of Library and Academic Enhancement as appropriate.
- Undertake any other duties commensurate with the grade and purpose of the role.

Essential Criteria

Qualifications and Professional Knowledge

- A postgraduate qualification in a relevant field such as education, academic literacies, learning development, EAP, applied linguistics, TESOL or a related discipline, or equivalent professional experience.
- A recognised teaching qualification, or demonstrable equivalent experience in higher education teaching.
- Strong understanding of current practice and scholarship in learning development, academic literacies, academic communication and inclusive postgraduate education.
- Knowledge of the academic communication, critical thinking, research and independent learning demands of UK higher education.
- Understanding of the needs of diverse student groups, including international and multilingual students, and a commitment to inclusive approaches that support all students to succeed.

Experience

- Substantial experience of coordinating and developing learning development, academic skills, academic literacies, EAP or related student-facing provision in a higher education context.
- Experience of designing and delivering high-quality teaching, workshops, tutorials and online learning resources.
- Experience of working collaboratively and influencing practice across academic departments, programme teams and professional services.
- Experience of line managing staff, including workload allocation, objective-setting, performance management and staff development.
- Experience of using student feedback, engagement data and evaluation evidence to make decisions about service development and improvement.
- Experience of working with a VLE and digital tools to support teaching, learning, communication and resource development.
- Experience of developing or improving provision across multiple programmes, departments or disciplinary contexts.





Skills and Abilities

- Excellent teaching, facilitation and communication skills, with the ability to work effectively with diverse postgraduate learners.
- Strong organisational and management skills, with the ability to plan and manage College-wide provision, staff capacity and competing institutional priorities.
- Demonstrable ability to lead, manage, motivate and develop staff constructively and to address performance or workload issues appropriately.
- Ability to develop inclusive, accessible and engaging learning materials for varied disciplinary contexts.
- Strong analytical and evaluative capability, with the ability to interpret evidence, identify institutional patterns of need and translate findings into service and educational enhancement.
- Ability to work independently, exercise sound professional judgement, make operational decisions and manage competing priorities.
- Ability to build trusted relationships and influence colleagues across organisational and disciplinary boundaries, including academic leaders and professional services managers.
- Strong written communication skills, including the ability to prepare concise reports, briefings, proposals and recommendations for senior colleagues.
- Ability to take ownership of an area of professional service provision and manage its continuous improvement within an agreed strategic framework.
- Commitment to equality, diversity, inclusion and the removal of barriers to student success.

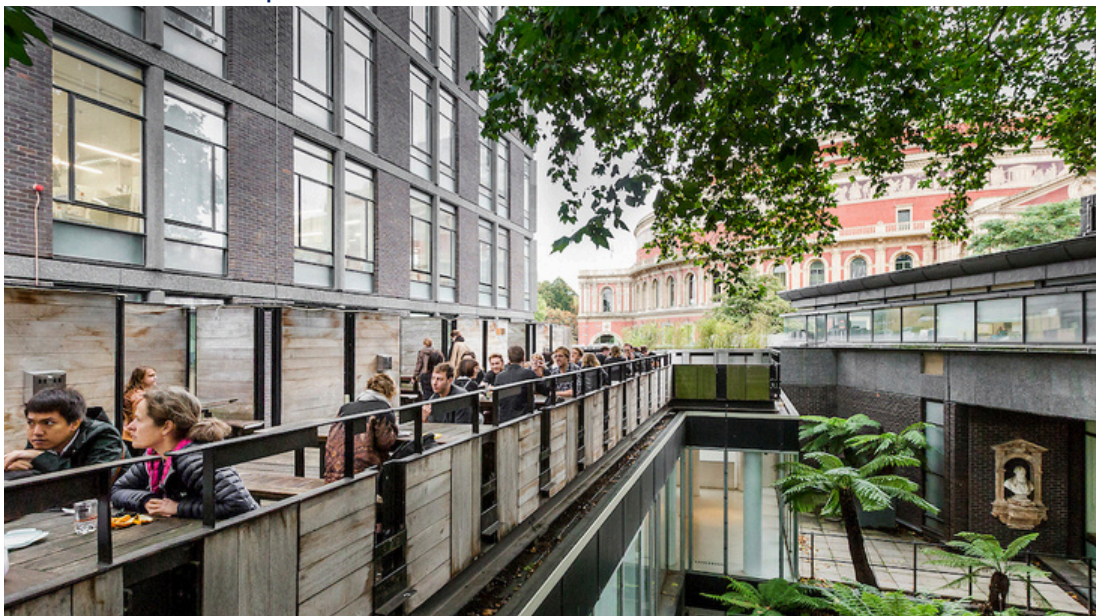
Desirable Criteria

- Fellowship of Advance HE, or willingness to work towards it.
- Experience of working in art, design, creative arts or practice-based higher education.
- Experience of embedded academic literacies or curriculum-integrated learning development models.
- Experience of supporting postgraduate taught and/or postgraduate research students.
- Experience of developing CPD for Associate Lecturers, tutors or academic colleagues.
- Experience of action research, scholarship of teaching and learning, conference presentation or publication in learning development, academic literacies or EAP.
- Knowledge of academic integrity, assessment literacy and feedback literacy in higher education.
- Membership of, or engagement with, relevant professional networks such as ALDinHE, BALEAP, Advance HE or similar.
- Experience of service planning, workload or resource planning within higher education.

Key Relationships

The postholder will work closely with:

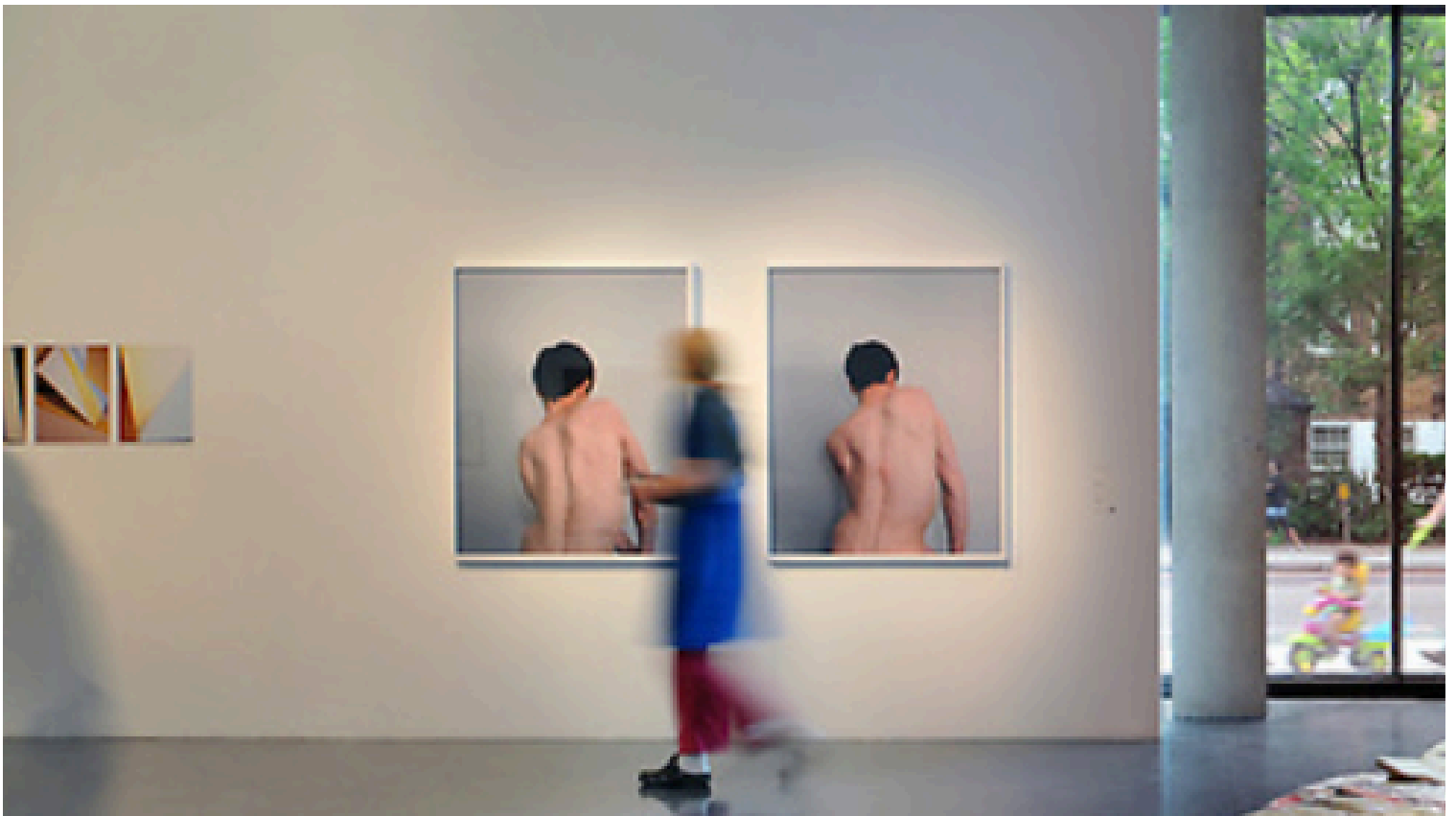
- Head of Library and Academic Enhancement
- In-Sessional Lecturer and other teaching staff contributing to the provision
- EAP colleagues
- Library and Academic Enhancement colleagues
- Programme Leaders and academic staff
- School leadership teams
- Registry
- Student Support
- Digital learning and educational technology colleagues
- Students and student representatives



Pay & Benefits

Additional Information:

- Full time salary - Grade 9: £55,187 - £61,469 per annum including London Allowance:
- Permanent role
- Normal hours will total 35 hours per week over, 9.30am to 5.30pm with an hour each day for lunch
- 30 days annual leave plus extended breaks at Christmas and Easter. Pro rata for part time employees
- A contributory defined benefit pension scheme and interest free season ticket loan are available, alongside many other benefits
- Department: Library and Academic Enhancement
- Responsible to: Head of Library and Academic Enhancement
- Responsible for: In-Sessional Associate Lecturer and other in-sessional teaching resource as allocated
- Location: Kensington/Hybrid, with regular on-campus delivery



Pension

The Royal College of Art is a member of the Superannuation Arrangements of the University of London (SAUL) which is a contributory defined benefit pension scheme. The college will contribute a sum equal to 16% of your salary while you pay 6%.

Holiday

30 days paid leave a year plus bank and public holidays normally observed in England and Wales. In addition, the college is normally closed for six days a year, one day on either side of Easter and the remainder between Christmas and New Year. Part-time staff will be entitled to the pro rata equivalent.

Season ticket loans

Interest-free loans are available for staff to purchase annual season tickets.

Enhanced maternity and adoption pay

Qualifying employees are entitled to enhanced maternity/adoption pay: 26 weeks' full pay, 13 weeks Statutory Maternity/Adoption Pay. This compares to the statutory provision of 90% of average pay for 6 weeks followed by Statutory Maternity/Adoption Pay for 33 weeks.

Enhanced paternity pay

Qualifying employees are entitled to six weeks' paternity leave entitlement at full pay.

Enhanced sick pay

Occupational sick pay after three months' service is three months full pay/three months half pay.

24/7 confidential support

Staff and family members in their household have access to a free, external confidential support service for work, financial, legal, family and personal problems 24 hours a day, 365 days a year.

Occupational health

Occupational Health support for the College is provided by Imperial College's occupational health service at their South Kensington Campus.

Life Cover

Active members of the SAUL pension scheme automatically receive life cover. A lump sum of four times your salary together with a refund of your contributions and a 2/3 pension for your dependent/spouse is payable should you die whilst in employment.

Library

All staff are welcome to join the college library.

Events

All staff are welcome to attend exhibitions, lectures and private views held by academic schools and programmes.



Equality, diversity and inclusion - Disability and neurodiversity

Disability Confident

RCA is a Disability Confident Committed employer. You may recognise the logo from our job adverts.

Disability Confident is a government scheme designed to encourage employers to recruit, retain, and develop disabled people. RCA was originally awarded the Disability Confident certificate in October 2022, which broadens and deepens our existing commitment as an employer.

As a Disability Confident Committed employer, we commit to the below core activities:

- ensure our recruitment process is inclusive and accessible
- communicating and promoting vacancies
- offering an interview to disabled people who meet the minimum criteria for the job
- anticipating and providing reasonable adjustments as required
- supporting any existing employee who acquires a disability or long-term health condition, enabling them to stay in work
- at least one activity that will make a difference for disabled people





12 YEARS as the world's
N°1 University for Art & Design

QS World University Rankings by Subject 2015–26