LEARNING DEVELOPMENT TUTOR

CORE OFFER

We work with course teams to enhance student retention and success.
We can support you in developing a reflective toolkit for course reviews. Our consultative support can help to highlight opportunities for greater inclusivity.

Our team can support you in developing assessment that matches the needs of your students. We can advise on alternative assessment strategies and on what support may be needed to be put in place for students to succeed on your course.

Participating in course design and planning meetings, we can advise on developing inclusive approaches to teaching and learning. Our focus is on ensuring outcomes meet assessment aims and that additional provision for students has been mapped out and embedded into their timetables around key dates throughout the academic year.

Our team can support you by collaboratively designing workshops to be embedded in your course design. See our embedded workshops page for more information on workshops we have previously delivered.

Learning Development Tutors offer Group Tutorials to develop collaborative learning and peer feedback opportunities for students on your course. For those students who require additional, and more focused support, limited 1:1 tutorials are offered: these must be booked through Gateway Services.
What We Do

“Learning Development Tutors have helped in strengthening both the academic rigour of the course and the student’s ability to communicate and contextualise their work within a professional business context.” - Phil Rowland, Subject Leader MA Fashion Design Rochester.

“The team have consistently taken the time to develop material tailored to the needs of the unit and the cohort, producing really incisive and useful materials and workshops.” Dr James Trafford, Senior Lecturer in Contextual Studies in the School of Communication

Learning Development Tutors work with course teams to enhance student learning. Through consultation, we can offer tailored support for scrutiny events, contributing to the provision of flexible, inclusive and interdisciplinary learning on your course. Our approach to inclusive course design and delivery actively promotes internationalisation and works to close equality gaps at UCA.

We offer opportunities to work together on course planning, co-taught seminars and embedded workshops, sharing effective learning and teaching practices, assessment design, implementing learning technologies, course validation and course review. Popular topics include: understanding project briefs and assignments; reading and writing skills; organisation and time management; critical thinking, analysis and reflection; subject-specific language development; presenting ideas and getting the most from lectures, seminars and tutorials. All of these can be adapted as required.

For students in need of additional support, Learning Development Tutors provide group tutorials and 1:1 tutorials supporting students.
The Learning Development Tutors

Each campus has a dedicated learning development tutor who can support you in the development of inclusive approaches in course design to close UCA's equality gaps.

**Canterbury**

**Steven Dixon-smith**  
sdixon-smith@uca.ac.uk

Before joining UCA in 2015, I developed and delivered context-specific language and study skills provision at a range of universities. I was a reluctant participant in my own education until an MSc in Social and Political Theory got me interested. An MA in English Language Teaching and Applied Linguistics provided a bit more encouragement. Now I am doing an ESRC-funded PhD study into notions of identity and inequality in Higher Education. As a Senior Fellow of the Higher Education Academy and an active member of the British Educational Research Association, I am motivated by a concern to advance social justice both in and through Higher Education. I regularly talk at conferences about the practical, methodological and theoretical dimensions of my practice and research.

**Epsom**

**Ugo Ejionye**  
ugoejionye@uca.ac.uk

In a previous life, I worked for several years in Project Management, Business and Social Welfare where I developed an interest in Widening Participation and Social justice which in turn lead to a career change into teaching. Before joining the UCA in 2018, I taught in a number of FE/HE institutions across London in the areas of Literacy and Language Development, ESOL and EAP. I possess a BA in Modern Languages (German and French), a PGCE (post compulsory) with an ESOL and Literacy specialism and a PRINCE2 qualification. As part of my personal and professional development, I am currently pursuing an MA in Applied Linguistics and Communication with my research interests centred around understanding how student-teacher interactions affect language learner motivation in Higher Education.

**Farnham**

**Ellen Brown**  
ebrown4@uca.ac.uk

I have a BA in Fine Art, specialising in oil painting, and have studied lacquer painting and crafts in studios in Vietnam, Japan and China. Additionally, my teaching qualifications include a PGCE in English and Media, a TESOL cert, an MA in Applied Linguistics, and over twenty years of English Language teaching experience, both overseas and in Higher Education in the UK. Active in research, I am currently doing a PhD on Vietnamese Lacquer painting, which is an investigation of art historiography from a postcolonialism perspective.

**Farnham**

**Elizabeth Thomson**  
ethomson2@uca.ac.uk

Before joining UCA in 2018, I taught in a number of FE/HE institutions across London in the areas of Literacy and Language Development, ESOL and EAP. I possess a BA in Modern Languages (German and French), a PGCE (post compulsory) with an ESOL and Literacy specialism and a PRINCE2 qualification. As part of my personal and professional development, I am currently pursuing an MA in Applied Linguistics and Communication with my research interests centred around understanding how student-teacher interactions affect language learner motivation in Higher Education.
I have worked in Learning Enhancement, specifically teaching art and design language and academic approaches, in a range of universities for over twenty-five years. I have also taught English to Speakers of Other Languages and English as a Foreign Language in the UK and overseas. As a mentor I gained broad experience working with students from diverse backgrounds and with particular educational requirements. Throughout this time, I have continued to develop as a practicing artist and regularly exhibit. I had to fight for my education and benefitted from the widening participation initiative. I gained a BA (hons) in Fine Art, a PGC in Creative Arts Education and I am a Fellow of the Higher Education Academy. I am currently studying on an MA Fine Art programme.

I am a former UCA graduate with a BA (hons) in Photography and Video Arts and have carried my passion for digital media throughout my career both in education and the creative arts. My teaching qualifications include a PGCE with a Cultural and Linguistic Diversity specialism, QTS and TEFLcert. I have eight years of experience teaching English Language in both Taiwan and the UK, in addition to delivering CPD to teachers in Kent as a NCETM Maths Mastery Specialist. Since returning to the UK, I have continued to study Mandarin Chinese and am currently pursuing further qualifications in Chinese Language and Culture Studies in the UK.

I manage the teaching and learning development team across the four UCA campuses. I am a chartered librarian and Principal Fellow of Advance HE. I am currently completing my Doctorate in Education (EdD) at the University of Roehampton, on the reflective teaching practices of creative arts lecturers.
Embedded Workshops & Collaborative Teaching

All workshops scheduled in with the Learning Development team, are designed and tailored specifically to courses to enable student learning at point of need.

Managing Self-Selected Creative Projects
Students explore the difficulties faced when devising original ideas through sketchbooks, research journals and reflective writing.
The workshops include, but are not limited to:
• mind-mapping techniques;
• strategies to extrapolate ideas from mindmaps;
• identifying decision making in relation to influences and preferences;
• opportunities to challenge expectations of what drawing and annotation is/isn’t and
• evaluating a project's potential.

Sketchbook Research & Annotation, Design for Theatre, Film & Performance
Support provided by peers and staff enable students to build on existing knowledge to develop competencies in:
• principles of the sketchbook;
• student-generated glossaries;
• idea generation through the core text;
• selecting, articulating, interpreting specific library sources and
• reflective enquiry.

Analysing and Understanding Briefs
In this workshop, Learning Development Tutors support students’ understanding of the assignment’s outcomes, aims and assessment criteria. Sessions may include:
• understanding and extracting key terms within a brief;
• examples of how to show awareness of a subject;
• setting out a plan and creating deadlines;
• clarifying links with practical aspects of a course and lectures and
• understanding and interpreting assessment criteria.

Cultural Context for Architects
This series of workshops supports first year students’ transition into Higher Education.
Students learn about the relationship between researching, reading and writing in their discipline through practical tasks in which they:
• evaluate research sources;
• critically analyse contexts,
• produce academic references;
• analyse the structure and language of architectural case studies;
• write spatial analysis and
• identify plagiarism.

Featured in the Advance HE knowledge hub
https://www.heacademy.ac.uk/node/39024

Research Development for Fashion Designers
A set of two workshops co-designed with the course tutor and the Learning and Teaching Librarian and co-taught with the TLT. The workshops challenge creative identity and develop new perspectives to design work. The underlining ethos is to take a lyrical rather than a literal approach. Students:
• analyse fashion house/brand identity;
• distinguish individual style narrative;
• identify individual design aesthetic and
• produce relevant - Harvard referenced - research materials.
Course Design

Are your students:
- struggling to link the theory with the production and analysis of practical work?
- unable to understand the expectations of unit briefs?
- struggling to engage with academic reading?
- not engaging in workshop/seminar discussions?
- unsure of how to respond to formative and summative feedback?
- not attending sessions?

We can help you:
- to develop a reverse delivery order;
- identify opportunities to scaffold language;
- embed reflective models for students to apply in written and practical work;
- develop peer feedback opportunities;
- make assessment criteria transparent to students and
- address challenges around vocabulary, key terms and concepts and advise on strategies to make text resources more accessible for all.

We can help your students:
- to succeed in contextualising theory to their practical and written work;
- produce critical and analytical writing;
- engage actively with academic reading;
- use thinking and talking frameworks and active glossaries and
- feel confident to participate in academic discussions and engage with, and reflect on, summative and formative feedback.
Tutorials

Group Tutorials

Group Tutorials can give students opportunities to share their learning and support each other as they develop their research and academic writing skills. The Group Tutorials run by Learning Development Tutors can help promote internationalisation, further embed personalised learning and help to close the equality gap by ensuring that students are given an accessible friendly forum to develop their learning with their peers.

What might a Group Tutorial look like on my course?

Group Tutorials are hands-on active sessions where students, in larger cohorts, may be grouped by the question they’ve selected or differentiated by skillset. Activities for self/peer reflection and assessment are integrated into the sessions so that the students can unpack and refine their understanding of the relationship between outcome and assessment criteria on their course.

1:1 Tutorials

For those students who still require additional support, limited 1:1 appointments are available with Learning Development Tutors. These appointments can be made through Gateway Services.

Prior to the appointment, students must complete a short appointment form outlining the support they need for their tutorial.

A 1:1 tutorial can support students on your course with:

- understanding project briefs and assignments;
- reading and writing on their course;
- organisation and time management;
- critical thinking, analysis and reflection;
- language development for their course;
- presenting their ideas and
- getting the most from their lectures, seminars and tutorials.

Book a Tutorial

Canterbury
gatewaycanterbury@uca.ac.uk

Epsom
gatewayepsom@uca.ac.uk

Farnham
gatewayfarnham@uca.ac.uk

Rochester
gatewayrochester@uca.ac.uk

Embedded Workshops (hours)

In 2018-19, our team delivered over 580 hours of embedded workshops on courses throughout UCA. This is not inclusive of the additional support offered through tutorials and induction.

580 embedded workshop hours

6,348 student attendances
Useful Links

UCA Study Guides
https://www.uca.ac.uk/library/academic-support/study-guides/

Harvard Referencing, A Brief Guide
http://webdocs.ucreative.ac.uk/Harvard%20Referencing%20(Brief)-1524064320002.pdf

E-Guide to Academic Writing
https://research.uca.ac.uk/eguide_academic_writing/index.htm

Journal of Useful Investigations In Creative Education
https://juice-journal.com/

InfosmART: Interactive information and research skills training modules produced by the Glasgow School of Art Library.
https://lib.gsa.ac.uk/infosmart/

Cog-ignition: An audio-visual tutorial created by the UCA Library providing an introduction to research for creative arts students.
https://research.uca.ac.uk/572/1/index.htm

In-Cite Interactive Support for Referencing
https://research.uca.ac.uk/incite/index.htm

Safari: A web-based tutorial developed by the Open University to help develop your skills in accessing, finding and reviewing information.
http://www.open.ac.uk/safari/