

Academic Literacy and Learning Support Policy

Document History

Version	Date of Review	Date of Implementation	Change(s)
1.0	Mar–May 2016	3 June 2016	-

Approved by: **Academic Board** on **3 June 2016**

Distribution List

To: RCDC Academic Staff
 All Student Services Staff
 Associate Colleges, College Directors

Cc: Chair, Council
 Chair, Senior Management Committee

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1 Purpose

Raffles College is committed to providing quality education and outstanding teaching and learning. This document outlines the learning support policy, which is designed to ensure students' success through academic support.

2 Scope

This policy applies to all Raffles staff, and students enrolled with Raffles College of Design and Commerce (RCDC), including those enrolled at offshore campuses.

3 Rationale

The learning support programs aim to improve students' knowledge of study skills, academic literacy and learning. The programs are designed to assist students achieve the learning outcomes of the course in which they are enrolled.

4 Definition of Terms

Academic Literacy: Academic literacy refers to critical and analytical thinking, listening, reading, writing and speaking skills acquired within the context of academic setting.

Learning/Study Skills: Skills and techniques required to learning effectively in any context and academic context in particular.

5 Principles

RCDC holds paramount fostering a supportive educational environment for all students and staff to maximize learning and teaching outcomes considering a need-supportive, transformative and personalized approach. The Academic Literacy and Learning Support Program strives to deliver a range of programs that support and enhance a range of learning skills and literacies.

Mainstream Learning Support

Mainstream learning support services aim to provide effective learning skills and techniques to maximise academic achievements. They include providing skills in:

- time management, active attendance and participation
- group study, peer assessment, review and feedback
- academic skills by developing their understanding and knowledge of academic context
- other academic and learning skills, such as plagiarism, referencing, library database searches, and use of authentic information and resources
- identifying and utilising authentic resources; facilitating the students' access to resources and to fostering learning autonomy in an academic context
- effective reading techniques such as Skimming, Scanning and SQ3R (Survey, Question, Read, Recite, and Review)
- enhancing the students' abilities to express and discuss facts, reasons, explanations and analysis
- academic writing through developing critical and analytical skills

6 Academic Literacy Program

The Academic Literacy Program aims to:

- develop the students' explicit knowledge of language and effective learning strategies in a new academic context
- improve the student's explicit knowledge of the four macro skills (listening, reading, writing and speaking)
- introduce and allow practise of effective tips and appropriate techniques to improve the student's proficiency level in English
- cover the key stages of writing process, focusing on task writing regarding form, type, style, essay and paragraph structure, outline and topic, critical and analytical content, and creativity
- cover the stages in listening, reading and speaking effectively, to improve task achievement, attain a higher proficiency level, and expand the students' vocabulary, terminology, grammar and syntax knowledge
- explore techniques to construe meaning in complex contexts, extract the main ideas, or find a specific piece of information in the content, and heighten the students' autonomy in learning and understanding of language differences for self-assessment and self-study purposes.

Program Introduction and Induction

Students will be provided comprehensive information regarding the Learning Support Program by the Student Services team as part of the enrolment and initial student induction plan. The service will be further publicized and promoted through following channels:

- Learning Support Introduction Presentation (orientation/class-based)
- Student Handbook, Flyers, posters and signs
- E-learning news page and welcome e-mail
- Library website and news page
- Social Media and app news update for the program
- Lecturers, librarian, other staff
- Student referral scheme and intervention program.

Consideration

Subsequent to the initial observation, need analysis and evaluation, the program will consider:

- Learning diversities/Cultural variations
- Cross-cultural outlook
- Differentiation, Special Consideration and Expansion
- Need-based/Field-based approach (Content/assessment)
- On-going and Touch-based approach (Follow-up sessions)

7 Supporting or Related Documents

The following procedures, related documents and policies support the production, implementation and execution of the current policy:

- RCDC Academic Literacy and Learning Support Procedure
- RCDC Admissions Policy and Procedure
- RCDC English language Proficiency Policy
- RCDC Student Handbook
- Australian Core Skills Framework (ACSF)
- International English Language Testing System (IELTS)
- Common European Framework of Reference for Languages (CEFR)