

How can we improve the effectiveness of learning support for adults?

Independent evidence

Learning support workers (LSWs) can enhance the inclusion and success of learners with a wide range of individual needs in addition to any learning difficulties. This can include support with time management and organisation, help with study skills or language support if English is not their first language. Close communication and team-working between tutors and other staff are seen as key to the effectiveness of the support i.

Your evidence and reflections

What do you know about the individual needs of the adults in your class? Use a list of your students to note down any issues you are aware of or suspect with regard to:

- language support (ESOL) needs
- basic skills
- physical or mental illness
- other issues.

Refer back to your institutions' data on your group to see if these issues have been recorded, or if there are any issues declared at enrolment you are unaware of.

Putting the evidence to work

Consider your approaches to teaching and learning in the light of your reflections. Are there particular conditions you are now aware of where you are not sure what the implications are for your teaching – dyslexia, for example? Speak with your information, advice and guidance (IAG) team about the resources you can draw on to support students with learning difficulties and disabilities. You may be able to call upon support workers and specialist advice from within your institution or from other organisations.

i Find out more about the roles of learning support workers in the learning and skills sector at: www.lsneducation.org.uk/pubs/pages/062568.aspx

You'll find more information about the role of learning support workers in the learning and skills sector in this LSN report:

<http://www.lsneducation.org.uk/user/order.aspx?code=062568&src=XOWEB>

The Teaching and Learning Research Programme (TLRP) Further Education Commentary is available at: <http://www.tlrp.org/pub/documents/FEcommentary.pdf>