

Consultation on Learning and Skills in Greater Merseyside 2002-2005



You may wish to use this form in responding to the consultation. If so, please complete the following and return by November 30, 2001

• by email to andrew.frith@lsc.gov.uk (electronic copies of this form are available from this address)

• by post to **Andrew Frith, Greater Merseyside Learning and Skills Council, 4th Floor, Tithebarn House, Tithebarn Street, Liverpool L2 2NZ**

Please complete the following:

Name _____

Organisation/Company _____

Address _____

_____ Postcode _____

Tel _____ Email _____

Please describe yourself as a respondent (eg learner, employer) _____

Our ambition and targets

1. Does our ambition express the LSC's task? Does it focus on the core learning issues?

Comments

2. We haven't yet identified any additional local targets. These would probably be a subset of a national target and reflect areas of specific local concern. We would need to be able to measure these targets and report on them locally. Are there additional local targets you would like to see set outside the national targets?

Comments

3. Setting targets at Greater Merseyside level masks wide disparities in performance at district (and sub-district) level. How do we address this?

Comments

4. Do you agree with our approach of mainstreaming equality of opportunity within our Plan?

Comments

Extending participation in learning by young people and adults

participation by young people

1. Have we correctly identified the challenge? If not, what have we missed?

Comments

2. We feel that there are two distinct issues relating to the participation of young people – keeping their engagement in learning at the end of compulsory learning and tackling that group of young people who have already disengaged from learning. Do you agree with this distinction?

Comments

3. We have identified, within the document, some of the ways in which we might achieve our objectives. What else do we need to do and what should we prioritise?

Comments

4. Do you disagree with any of the things we propose to do?

Comments

5. How best can we ensure that young people have an opportunity to influence what we do?

Comments

participation by adults

1. Have we correctly identified the challenge? If not, what have we missed?

Comments

2. The LSC is going to develop a target for measuring adult participation in learning, and is looking for views on how best this can be done. Do you have any suggestions for an adult participation target?

Comments

3. We have separated the challenge of increasing adult participation into three areas – creating demand for learning, facilitating access to learning and providing the right kind of opportunities for those returning to learning. Our focus here is very much on bringing into learning those adults who are not currently participating, although some of the services we describe will be available to all adults. We have also started to identify some of the groups we might want to target our resources on. Are there any potential target groups that we have not identified, and how can we prioritise these groups?

Comments

4. Do you agree with the way we have broken down our response to the challenge?

Comments

5. What else do we need to do to get more adults involved in learning, particularly in deprived parts of Greater Merseyside, and what activities should we prioritise?

Comments

6. Do you disagree with any of the things we propose to do?

Comments

7. What can we do to make basic skills provision more attractive to learners?

Comments

8. Should we incentivise learning for adults? What sort of incentives could we offer?

Comments

9. How can we ensure that adult learners are given a voice in evaluating our programmes?

Comments

Engaging employers in workforce development and meeting the skill needs of the economy

1. Have we correctly identified the challenge? If not, what have we missed?

Comments

2. Are we right to focus on the 16 growth sectors identified?

Comments

3. The LSC needs to develop a measure of employer engagement. The previous national learning target of liP recognitions was felt to be too narrow to fully reflect all that employers do in relation to developing their workforce. Do you have any suggestions for how we can best measure the extent to which employers are developing their workforces?

Comments

4. We have separated our response to the challenge of improving the skills of the workforce and engaging employers into three areas – understanding skills needs and sharing that knowledge, making available provision that meets those skill needs, and promoting economic growth. Do you agree with the way we have broken down our response to the challenge?

Comments

5. Currently, employers, individuals and the government invest in workforce development. What should be the balance between these three groups? Given our limited resources, in which circumstances should the LSC contribute to workforce development costs?

Comments

6. How do we engage employers and employees and ensure their involvement?

Comments

Increasing the achievement of young people

1. Have we correctly identified the challenge? If not, what have we missed?

Comments

2. We believe that whilst increasing participation and improving the quality of learning will make a big contribution towards increasing achievement, there are a number of specific actions we can take that will help to bring about an increase in achievement. Do you agree that we need to have a strategic objective focusing on driving up the achievement of young people?

Comments

3. Will our actions help us to achieve this objective and what should we prioritise?

Comments

Increasing the achievement of adults

1. Have we correctly identified the challenge? If not, what have we missed?

Comments

2. What else can we do to improve the achievement of adults and what should our priorities be?

Comments

Raising quality in learning provision

1. Have we correctly identified the challenge? If not, what have we missed?

Comments

2. Our response to this challenge is broken into three areas: developing a learning infrastructure that meets the demands of employers and individuals, improving the quality of teaching and training, and promoting excellence. Do you agree with the way we have broken down our response to the challenge?

Comments

3. Will the actions identified in the document help us to achieve this objective and what should we prioritise?

Comments

4. What should the balance be between learning that leads to qualifications and learning that does not, and how will the mechanisms for assessing quality differ?

Comments