



Research Review

Recent Research Publications Relevant to the Department: October – December 2005

Introduction

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The Department's Analytical Services monitors recently published research that has relevance to the work of the Department and, each quarter, produces a list of that work for wider dissemination. The list for the quarter ending December 2005 follows.

The research articles in the quarterly review are listed under the four areas that are seen as key in delivering the Department's strategic objectives; enhancing the provision of learning and skills, increasing the level of research and development, helping individuals acquire jobs and developing and maintaining the framework of employment rights and responsibilities.

While much of the research is not focused directly on Northern Ireland, much of it remains very relevant to strategic and policy issues faced here. The appropriate web addresses have been listed from which articles and full reports can be downloaded.

If you are aware of any other bodies that conduct research relevant to this Department but are not covered in the attached, please let the department know so those can be monitored in future. Contact details are set out on the left hand side of this page.

The Department also commissions work to meet specific research needs. The DEL Research Agenda provides details of current and planned research for the period 2007 -2009. It can be accessed from the following link. <http://www.delni.gov.uk/index/publications/pubs-stats/research-reports-2/researchagenda0709.htm>

Enhancing Provision of Learning and Skills

(a) Skills

TITLE	AUTHOR	DATE	DESCRIPTION
Evaluation of the impact of basic skills learning : Report on Wave 1	H Metcalf & P Meadows & N Coleman, J Wapshott H Carpenter	Nov - 05	This report provides descriptive information on participation in literacy and numeracy courses, based on analysis of Wave 1 of the Longitudinal Learners' Survey and of the Skills for Life Survey. All data have been reweighted to be representative of the population. http://www.dfes.gov.uk/research/data/uploadfiles/RW50.pdf
Evaluation of the Impact of Skills for Life Learning: Report on Sweep 2	P Meadows & H Metcalf	Nov - 05	The Skills for Life programme was designed to improve literacy, numeracy and ESOL training is provided free of charge to those without literacy or numeracy qualifications at level 2. The evaluation is based on a longitudinal survey of skills for life learners and of a comparison group (the 'Longitudinal Learners' Survey'). This report describes the impact after one year and it also examines qualification gain and dropout. http://www.dfes.gov.uk/research/data/uploadfiles/RR701.pdf
Assessing the Impact of Skill Shortages on the productivity performance of high-tech firms in Northern Ireland	J Bennett, S McGuinness	Oct - 05	This paper utilises data from three separate skill related surveys of firms in the Northern Ireland IT, Electronic Engineering & Mechanical Engineering industries in order to assess the extent to which the performance of high-tech firms are being constrained as a result of hard-to-fill and/or unfilled vacancies. http://www.erini.ac.uk/dsp_publications.cfm/PublicationCAT_key/0/publication_key/2097/
Sectors Matter: An International Study of Sector Skills and Productivity	N Jagger, L Nesta, V Gerova, P Patel	Oct - 05	This report details the results of a project undertaken jointly by the Institute for Employment Studies (IES) and the Science Policy Research Unit (SPRU) for the Sector Skills Development Agency (SSDA). The project developed a range of skills indicators and calculated Total Factor Productivity (TFP) growth. This data was obtained for 23 sectors across 16 Organisation of Economic Co-operation and Development (OECD) countries. By removing the Country-specific effects, the impact of the skills indicators on TFP levels and growth at the sectoral level was examined. http://www.employment-studies.co.uk/summary/summary.php?id=ssdarr14
Briefing November 2005	Policy and Communications Team	Nov - 05	This edition of LSDA's monthly newsletter includes a report on work with disengaged teenagers, articles on learning on and in work, engaging employers and integrating electronic learning; an update on ongoing work implementing the Disability Discrimination Act, a summary of LSDA's current work on learning brokerage, an interview with Stephen Marston, Director General, Lifelong Learning and Skills, Department for Education and Skills plus up-to-date listings of events and publications. https://www.lsda.org.uk/cims/order.aspx?code=052235&src=XOWEB

CoVEs focus on future skills	J Baines, J Cohen, J Brannigan & G Strachan	Nov - 05	The project builds on the work analysed in the publication 'Contributing to Sustainable Development - Centres of Vocational Excellence'. The CoVE chosen were those that had established strong employer links and developed business that is contributing to sustainable development (SD). Working with three CoVE, the project has provided an insight into new and emerging skills for SD and a model of embedding SD into the sector's priorities. A key feature of this model was working in partnership with employers, sector skills councils, professionals, trade organisations and other sector groups. https://www.lsd.org.uk/cims/order.aspx?code=052270&src=XOWEB
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b) Higher Education

TITLE	AUTHOR	DATE	DESCRIPTION
Deferred and Income-Contingent Higher Education Fees: An empirical assessment using Belgian, German & UK data.	V Vandenberghe & O Debande	Oct - 05	Arguments for Shifting part of the Higher Educational cost burden from Public spending to Individuals, largely rest on the capability to offer deferred and income-contingent payments. This paper considers the different ways of financing the cost of income-contingency and shows that investing less on students opting for less profitable programs helps mitigate the risk of poor course selection. http://cep.lse.ac.uk/seminarpapers/04-11-05-VAN.pdf
The Class of '99 – A Study of the Early Labour Market Experiences of Recent Graduates	K Purcell, P Elias, R Davies, N Wilton	Oct - 05	This report presents results from a detailed investigation of the early careers of graduates who gained their degrees in the mid and late 1990's. The investigation was designed to relate the experience of higher education to later outcomes, notably career opportunities, given the expansion of higher education and significant changes in the funding of undergraduate degree programmes which took place during the 1990's. http://www.dfes.gov.uk/research/data/uploadfiles/RR691sum.pdf The NI version of the report, published by DEL and can be found at: http://www.delni.gov.uk/index/publications/pubs-stats/research-reports-2/northern-irelands-graduates-the-classes-of-95-and-99.htm
Education as a Graduate Career: Entry and Exit from Teaching as a profession	K Purcell & N Wilton, R Davies & P Elias	Oct - 05	This study was undertaken to throw light upon the early career decisions of recent graduates who chose to train as teachers. The key questions addressed include: 1 - Who trained to become a teacher and why? 2 - Who left the teaching profession, why and what are they doing instead? 3 - What did these recent recruits to the teaching profession think of their occupations and jobs- and what were their future career intentions? http://www.dfes.gov.uk/research/data/uploadfiles/RB690.pdf
Beyond the Financial Benefits of a Degree	M Wilberforce	Oct - 05	This article highlights how getting a degree is not only about money but that graduates and society benefit in a far wider and more profound sense from a high-skill workforce. For

			<p>example, Research suggests that graduates enjoy higher quality jobs than non-graduates and they also enjoy better health outcomes as they're less likely to smoke etc.</p> <p>http://www.prospects.ac.uk/cms/ShowPage/Home_page/Labour_market_information/Graduate_Market_Trends/Beyond_the_financial_benefits_of_a_degree_Autumn_05_/pleXeLcmm;jsessionid=a630ba2e7967\$3F\$3F\$3</p>
Graduate Employability Digest	Graduate Market Trends	Oct - 05	<p>This article looks at some of the recent research and arguments relating to graduate employability issues which reveal that History teaches many of the key employability skills and graduates of the discipline are generally well-prepared for the jobs they enter.</p> <p>http://www.prospects.ac.uk/cms/ShowPage/Home_page/Labour_market_information/Graduate_Market_Trends/Graduate_employability_digest_Autumn_05_/pleklFgei;jsessionid=a630ba2e7967\$3F\$3F\$3</p>
Influences of Age on Graduates' Early Destinations	Graduate Market Trends	Oct - 05	<p>This article reveals some of the key findings of the recent study on graduates' early destinations and how these differed by age at graduation, using data from the latest Destinations of Leavers from Higher Education (DLHE) survey, provided by the Higher Education Statistics Agency (HESA).</p> <p>http://www.prospects.ac.uk/cms/ShowPage/Home_page/Labour_market_information/Graduate_Market_Trends/Influences_of_age_on_graduates_early_destinations_Autumn_05_/pleLaXfib;jsessionid=a630ba2e7967\$3F\$3F\$3</p>
Graduate Earnings and Employment from the Labour Force Survey	Graduate Market Trends	Oct - 05	<p>This article investigates graduates' and non-graduates' earnings and employment, including analyses by type of occupation and region of work, using data from the government's Labour Force Survey (LFS).</p> <p>http://www.prospects.ac.uk/cms/ShowPage/Home_page/Labour_market_information/Graduate_Market_Trends/Graduate_earnings_and_employment_from_the_Labour_Force_Survey_Autumn_05_/pleLaXfge;jsessionid=a630ba2e7967\$3F\$3F\$3</p>
What do graduates do?	Prospects	Nov - 05	<p>Information on the destinations of graduates from 2004 six months after graduation. Covering 28 subjects, this section shows how many graduates are in employment, the types of jobs they go into, and how many go onto further study</p> <p>http://www.prospects.ac.uk/cms/ShowPage/Home_page/What_do_graduates_do_2006/p!efbcdLp;jsessionid=a6309b481e5a\$3F\$3FH\$</p>
Survey of Higher Education students' attitudes to debt and term time working and their impact on attainment	HEFCE	Nov - 05	<p>This study aimed to investigate full-time higher education students' attitudes to debt and term time working and their impact on academic studies and attainment. The findings are based on a postal survey of final year, full-time home undergraduates in seven universities across the UK and on focus groups with students and university staff.</p> <p>http://www.hefce.ac.uk/pubs/rdreports/2005/rd15_05/</p>
Student Income and Expenditure Survey	Scottish Executive	Nov - 05	<p>This study – covering the 2004/05 academic year – showed that the average income, expenditure and debt of students at Higher Education Institutions (HEIs) in Scotland is lower than that of their counterparts in England and Wales.</p> <p>http://www.scotland.gov.uk/News/Releases/2005/11/24102207</p>

Review of the Teaching Funding Method : consultation on changes to the method	HEFCE	Oct - 05	This document is the first formal consultation on the proposals being made as a result of the review process. It outlines a two cycle approach to the review of the funding method. The first cycle will address issues that require attention and put in place the foundations for changes that may be required in the future. The second cycle will address changes that might be needed post – 2009. http://www.hefce.ac.uk/pubs/hefce/2005/05_41/
Higher Education admissions: assessment of bias	HEFCE	Nov - 05	This study re-examines previous research carried out by Shiner and Modood that suggested particular biases in higher education admissions. http://www.hefce.ac.uk/pubs/hefce/2005/05_47/
UNESCO, OECD guidelines for quality provision in cross-border higher education	OECD	Dec - 05	With more and more people taking university degrees from foreign providers, there is growing need for safeguards against low-quality services. New Guidelines on Quality Provision in Cross-border Higher Education jointly developed by UNESCO and OECD aim to meet this need. http://www.oecd.org/document/11/0,2340,en_2649_201185_35793227_1_1_1_1,00.html
Brain Drain: Migration of Academic Staff to and from the UK	B Bekhradnia & T Sastry	Oct - 05	Brain drain or brain gain? This report examines migration of academic staff to and from the UK in the past decade, drawing on research from WSA and Evidence Ltd. http://www.hepi.ac.uk/downloads/19BrainDrain.pdf
The Education and Training of Medical and Health Professionals in Higher Education Institutions	HEPI	Nov - 05	This report investigates the education and training of medical and health professionals in the UK's universities and colleges, and the relationship between the NHS and the higher education system. The report consists of two separate but related investigations into: the way in which universities and colleges are funded for training health professionals and the implications of the different funding regimes for the nature of provision; and the extent to which, a decade after its absorption into the HE sector, nursing has become a 'normal' academic subject. http://www.hepi.ac.uk/downloads/20EducatingMedicalandHealthProfessionalssummary.pdf
SkillsActive: Higher Education and Advanced Apprenticeships	SSDA	Dec - 05	Following a two year project initiated by the National Learning and Skills Council (LSC), this comprehensive guide, produced by the University Vocational Awards Council, aims to open up higher education for 'non-traditional' learners. Together with the LSC, SkillsActive created a comprehensive proposal which secured three key hub partnerships with forward thinking universities. The project reflects governmental targets which aim to increase the participation of higher education by 50% by 2010. http://www.ssda.org.uk/ssda/Default.aspx?page=2307
Employability and Career Progression for Fulltime UK Masters Students	H Bowman , P Hodgkinson & H Colley	Nov - 05	This project was commissioned by the Higher Education Careers Service Unit (HECSU) from the Lifelong Learning Institute of the University of Leeds. It investigated the career development of fulltime UK Masters students, from the start of their course in September 2002, until 18 months after they had left, in April 2005. It sampled four students from each of six different Masters courses in two universities (one pre-1992, one post-1992). The work involved four sweeps of semi structured interviews with the students and with others significantly involved in their lives. The sweeps were conducted at the beginning and end of the Masters course,

			6 months after they left and 18 months after they left. http://www.prospects.ac.uk/downloads/documents/HECSU/Reports/Fulltime%20masters%20report07_06.pdf
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C) Further Education and Training

TITLE	AUTHOR	DATE	DESCRIPTION
Have school Vocational Education and Training programs been successful? (Australia)	A Anlezark T Karmel K Ong	Oct - 05	This report focuses on a cohort of students from the Longitudinal Survey of Australian Youth (LSAY), following them from Year 9 in 1998 through to 2001. It compares those who completed school VET programmes with those who didn't. This research raises several issues worth further consideration. http://www.ncver.edu.au/research/core/cp0302.pdf
Recruitment and retention in the post – 16 learning and skills sector	York Consulting Ltd.	Nov - 05	This study details the research findings, across a range of methodological elements, that explore the important issues of recruitment and retention of staff who work with learners across the post-16 learning and skills sector. http://www.dfes.gov.uk/research/data/uploadfiles/RR697.pdf
Attitudes to Fees in Further Education	DfES/COI	Nov - 05	This report presents the findings from the research with members of the general public aged 19 + in England, conducted by MORI Social Research Institute on behalf of the Department for Education and Skills (DfES) and COI. The objective of the research was to explore the attitudes of the public towards paying fees for further education (FE), and to identify whether people are aware of the current government subsidy of adult education and training. http://www.dfes.gov.uk/research/data/uploadfiles/RW54.pdf
Evaluation of Behaviour and Education Support Teams	K Hasley, C Gulliver, A Johnson, K Martin & K Kinder	Dec - 05	This report evaluates the effectiveness of Behaviour and Education Support Teams (BESTs). BESTs are multi-agency teams, which bring together a range of professionals, working to support schools, families and children (aged 5 to 18) who present or are at risk of developing emotional, behavioural and/or attendance problems. NFER was commissioned by the DfES to undertake a two-stage evaluation which sought to gather evidence of the impact and factors which contributed towards the effectiveness of each BEST. The key findings from both stages of the evaluation are included in this report. http://www.dfes.gov.uk/research/data/uploadfiles/RR706.pdf
Training participation by age amongst unemployed and inactive people	B Newton, J Hurstfield, L Miller, K Akroyd & J Gifford	Nov - 05	This project examines the evidence relating to training by age amongst people who are currently unemployed or economically inactive. The focus is on all adults aged between 16 and the state pension age (SPA) ¹ , since encouraging training throughout life is important to ensuring the supply of skills required by the economy. This summary presents findings of three strands of research: a review of the current evaluation and academic literatures; analyses of the Labour Force Survey (LFS) 2004, and National Adult Learning Survey (NALS) 2002, and 22 interviews with individuals from 16 organisations with in-depth knowledge that qualifies them to comment on relevant issues.

			http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep291.pdf
Intra and Inter-Generational Changes in the Returns to Schooling 1991-2002	S McGuinness, & J Bennett	Oct - 05	This report uses the British Household Panel Survey (BHPS) data from 1991 to 2002 to assess the extent to which Labour market returns have been affected by changes in the nature of educational supply. http://www.erini.ac.uk/dsp_publications.cfm/PublicationCAT_key/0/publication_key/2098/
Learning at Work: Strategies for Widening Adult Participation in Learning Below Level 2 via the Workplace.	P Bates, W Hunt, J Hillage	Oct - 05	This report details the findings of a scoping study into initiatives, methods and approaches designed to encourage a widening of adult participation in learning via the workplace below level 2. It presents the statistical evidence on participation in learning, a typology of the constraints to workplace learning, a typology of the factors supporting workplace learning, and its relationship to the constraints identified and also presents areas and issues in which there is a need for further research. http://www.employment-studies.co.uk/summary/summary.php?id=052230
Good practice transfer in post -16 learning: strategies that work	P Cox	Oct - 05	There is a growing body of evidence on why colleges, schools and other learning providers succeed. There has, however, been comparatively little attention given to how learning providers can successfully share and transfer good practice in order to improve organizational and staff performance. Drawing on different models of good practice sharing and using case study examples taken from across the learning and skills sector, this research shifts the focus of attention by examining the critical success factors for good practice transfer and improved performance from the standpoint of the recipients as well as the disseminators of good practice. https://www.lsdia.org.uk/cims/order.aspx?code=052242&src=XOWEB
Review of the future role of FE colleges	Sir A Foster	Nov - 05	This report by Sir Andrew has set out a vision for FE colleges and a clear set of values. It also sets out key recommendations that Sir Andrew believes need to be implemented if that vision is to be realised. http://www.dfes.gov.uk/furthereducation/fereview/
Students with Disabilities, Learning Difficulties and Disadvantages: Statistics and Indicators	OECD	Oct - 05	This book provides an internationally comparable set of indicators on educational provision for students with disabilities, learning difficulties and disadvantages. It looks in detail at the students concerned, where they are educated and what their level of education is. It also includes information on the physical provision and on student/teacher ratios and discusses policy implications concerning special education. http://www.oecdbookshop.org/oecd/display.asp?sf1=identifiers&st1=962005051P1
Education Trends in Perspective: Analysis of the World Education Indicators – 2005 edition	OECD	Oct - 05	This report is the fourth in a series that analyses indicators on key education policy issues, bringing together data from participating countries with comparable data from OECD countries. It focuses on trends in education between 1995 and 2003, identifying which countries have made progress and the contextual and policy factors that have contributed to the different educational outcomes. http://www.oecd.org/document/62/0,2340,en_2649_201185_35525374_1_1_1_1,00.html

LSDA responds: A single inspectorate for children and learners	Policy and Communications Unit	Nov - 05	This is LSDA's response to the consultation from the Department for Education and Skills A single inspectorate for children and learners. LSDA has an established track record of research and development activity in the inspection of post-16 education and training. https://www.lsda.org.uk/cims/order.aspx?code=052304&src=XOWEB
LSDA Responds: Youth Matters	Policy and Communications Unit	Nov - 05	This is LSDA's response to the youth Green Paper from the Department for Education and Skills. They fully support the principles underpinning the paper, particularly the provision of a more responsive and integrated service for young people. They also draw on their experience of managing the Post-16 Citizenship Development Programme and the Vocational Learning Support Programme for 14-19 year olds to provide much of the evidence for their response. https://www.lsda.org.uk/cims/order.aspx?code=052303&src=XOWEB
Data Analysis of In-Employment Education and Training in Ireland	Forfas	Nov - 05	The study analyses the data currently available in regard to participation in education and training by those in employment in Ireland. The study covers both public and private expenditure, provides an international comparative perspective on in-employment education and training and indicates where gaps exist in the current availability of relevant data http://www.skillsireland.ie/press/reports/

Helping Individuals Acquire Jobs

(a) Routes to Employment

TITLE	AUTHOR	DATE	DESCRIPTION
Work Focused Interviews for Partners and Enhanced New Deal for Partners: Qualitative evaluation, Phase One	A Thomas & R Griffiths	Oct - 05	<p>Work Focused Interviews for Partners (WFIPs) and the enhanced New Deal for Partners (NDP) were introduced in April 2004, requiring partners of working age benefit claimants to attend a mandatory meeting (a WFIP) with an adviser to discuss their work options. NDP is a voluntary programme involving assistance with job search, access to training and information about in-work benefits and Tax Credits.</p> <p>WFIPs and NDP form part of the policy to extend Jobcentre Plus services to all customers, bringing support and provision for partners into line with other groups, such as lone parents. In April 2004, the Department for Work and Pensions commissioned Insite Research and Consulting to conduct a qualitative evaluation of WFIPs and NDP. The aim of the research was to examine how the policies have been implemented, explore the characteristics of the partner customer group, establish for whom the policies are most and least effective and why, and explore the outcomes and impacts of the initiatives on Jobcentre Plus staff and customers. This report presents findings from the first phase of qualitative research.</p> <p>http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep283.pdf</p>
New Deal for Disabled People: Survey of Employers	S Dewson, H Ritchie & N Meager	Nov - 05	<p>This report presents the main findings from a representative national survey of nearly 1,500 employers who had recruited individuals registered under the New Deal for Disabled People (NDDP) during the period July 2002 to July 2003. It aimed to provide a quantitative assessment of the nature and scale of employer involvement with the programme, as a complement to two waves of qualitative research with employers (undertaken in 2002 and 2003).</p> <p>http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep301.pdf</p>
What employers look for when recruiting the unemployed and inactive: Skills, characteristics and qualifications.	B Newton, J Hurstfield, L Miller, R Page & K Akroyd	Nov - 05	<p>This study aims to examine what employers seek when recruiting, and the extent to which government provision meets their needs. The focus is on unemployed and inactive adults aged between 16 and State Pension Age (SPA). A secondary aim is to explore whether there are differences in employers' requirements by age.</p> <p>http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep295.pdf</p>
The Qualitative Evaluation of the JSA Intervention Regime Pilots	J Eccles & R Lloyd	Dec - 05	<p>This report provides the findings of the qualitative component of the JSA Intervention Regime Pilots evaluation strategy, undertaken by GHK Consulting for the Department for Work and Pensions. The pilots were introduced in January 2005 to test different approaches within the first 13 weeks of the Jobseeker's Allowance (JSA) regime, with 13 Districts and 138 offices participating at the outset. The pilots aimed to deliver resource savings without reducing unemployment off-flow rates or increasing negative or other unintended consequences such as fraud and the failure to report</p>

			changes of circumstances. http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep300.pdf
Towards Full Employment : Tackling Economic Inactivity	J Adams	Oct - 05	This report focuses on the UK being one of the highest employment rates in the developed world, and while some regions and localities are operating close to full employment, others have levels of employment that are far from ideal. Therefore, tackling economic inactivity needs to remain the government's labour market priority. http://www.ippr.org/publicationsandreports/publications.asp?title=Towards+Full+Employment+%3A+Tackling+Economic+Inactivity&author=&pubdate=&policyarea=&search=search

(b) Other Labour Market Research

TITLE	AUTHOR	DATE	DESCRIPTION
Factors affecting the labour market participation of older workers: qualitative research	P Irving, J Steels & N Hall	Oct - 05	Britain, like many western countries, faces the prospect of an increasingly ageing population. Tackling the structural, social and economic consequences of this demographic change and making long-term plans for managing it successfully represent significant challenges for current and future governments. The Department for Work and Pensions (DWP) commissioned this qualitative study to expand knowledge and understanding about factors influencing participation in, and withdrawal from, the labour market, to explore the retirement process fully and to examine the barriers to continued labour market participation by older workers (aged 50-69). http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep281.pdf
Labour market transitions among the over-50s	L Cappellari, R Dorsett & G Haile	Dec - 05	This report uses longitudinal survey data on 26,000 men and women aged between 50 and State Pension Age (SPA) over the period 1993-2003 to describe the characteristics of the over-50s and to examine their transitions between employment, unemployment and types of inactivity using econometric techniques. It focuses on four labour market states: <ul style="list-style-type: none"> • employment; • unemployment; • type 1 inactivity (inactive but with some desire to work); • type 2 inactivity (inactive and with no desire to work). These categories can be interpreted as a measure of distance to the labour market: employment is closest, type 2 inactivity furthest away. Some attention is also given to the issue of part-time work. http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep296.pdf
We are content... we are not content: Investigating SMEs in the Digital Content Industries on the island of Ireland	Dream Ireland Ltd with ERINI (McCausland G, Crone M, Moore R, Allen C)	Oct - 05	This research has been prepared by Dream Ireland Ltd and the Economic Research Institute of Northern Ireland as part of the MIDAS Initiative. The MIDAS Initiative has been developed to explore new ways to develop the economic and social capacity of the East Border region of Ireland by exploiting the economic

			potential of the digital content industries. http://www.erini.ac.uk/dsp_publications.cfm/PublicationCAT_key/0/publication_key/2095/
National Skills Bulletin 2005	J Behan, B Comerford, J McNaboe, Dr V Patterson, A Hogan	Oct - 05	The National Skills Bulletin, the first in a series to be published annually, provides a detailed overview of the Irish labour market. It is based on the research conducted by the Skills and Labour Market Research Unit of FÁS on behalf of the Expert Group on Future Skills Needs. http://www.skillsireland.ie/press/reports/pdf/egfsn051028_skills_bulletin_webopt.pdf

Developing and Maintaining the Framework of Employment Rights and Responsibilities

TITLE	AUTHOR	DATE	DESCRIPTION
Carers' aspirations and decisions around work and retirement	H Arksey, P Kemp, C Glendinning, I Kotchetkova & R Tozer	Nov - 05	There are an estimated 5.6 million people in Britain looking after a relative or friend in need of support because of age or frailty, physical or learning disability or illness. The Government aims to support carers in their caring role, and enable them to continue care-giving for as long as that is their wish. Many carers will be working when the need to care arises, and most wish to carry on working. The Department for Work and Pensions (DWP) commissioned research designed to help ascertain what can be done to assist carers to remain in work, or to return to work during or after an episode of caring. http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep290.pdf

The following organisations and research bodies have all been monitored.

ARK Online Research Bank-
www.ark.ac.uk

Association of Northern Ireland Colleges
www.anic.ac.uk/

Centre for Economic Performance
<http://cep.lse.ac.uk>

Centre for Economics of Education
<http://cee.lse.ac.uk/pubs/default.asp>

Centre for Research on the Wider Benefits of Learning
<http://www.learningbenefits.net/news/newsletters.htm>

Department for Education and Skills
<http://www.dfes.gov.uk/research/programmeofresearch/index.cfm?type=5>

Department for Work and Pensions
<http://www.dwp.gov.uk/>

Department of Trade and Industry
<http://www.dti.gov.uk/>

Employment Research Centre
<http://www.tcd.ie/ERC/index.php>

ERINI

<http://www.erini.ac.uk>

Eurostat

<http://epp.eurostat.ec.europa.eu>

FAS

<http://www.fas.ie/en/About+Us/Publications+and+Resources/>

Forfas

<http://www.forfas.ie/index.html>

Future Skills Scotland

<http://www.futureskillsscotland.org.uk/web/site/home/NewsEvents/Archive/NewsEventsArchive.asp>

Graduate Market Trends

<http://www.prospects.ac.uk/>

HERO

www.hero.ac.uk

Higher Education Academy

<http://www-.heacademy.ac.uk/726.htm>

Higher Education Academy Ireland

www.heai.ie

Higher Education and Policy Institute

www.hepi.ac.uk

Higher Education Funding Council for England

<http://www.hefce.ac.uk/pubs/hefce>

Higher Education Funding Council for Wales

www.hefcw.ac.uk/

Institute for Employment Studies

www.employment-studies.co.uk

Institute for the study of social change

<http://www.avataronline.net/issc/sections/publications.shtml>

Institute of Public Policy Research

www.ippr.org

Joseph Rowntree Foundation

<http://www.jrf.org.uk/>

Learning and Skills Network (LSN)

<http://www.lsneducation.org.uk/>

Learning Skills Research Centre

<http://www.lsrc.ac.uk/publications/index.asp>

LSE observatory

<http://www.lse.ac.uk/collections/ICTObservatory/>

National Foundation for Educational Research

<http://www.nfer.ac.uk>

National Research and Development Centre

www.nrdc.org.uk

Organisation for Economic Co-operation and Development

www.oecd.org

Policy Studies Institute

<http://www.psi.org.uk/>

Sector Skills Development Agency (SSDA)

<http://www.ssda.org.uk/ssda/default.aspx?page=5>

Scottish Council for research in education

www.scre.ac.uk/pubs/index.html

Scottish Executive

<http://www.scotland.gov.uk/Home>

Scottish Further Education Funding Council

www.sfefc.ac.uk

Skope

<http://www.skope.ox.ac.uk/>