



# Research Review

## Recent Research Publications Relevant to the Department: October – December 2006

### 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 2006 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
Skills for Business network 2005: Survey of Employers	SSDA	Aug - 06	A survey of 13,600 UK establishments was conducted to inform the evaluation of the Skills for Business network. The survey contains a wealth of data on the skill challenges facing employers which provide important contextual information to inform the development of policies to meet the networks objectives. This includes workforce development and training activity at the firm level; employers' engagement in business planning and their engagement in human resource planning. <a href="http://www.ssda.org.uk/ssda/pdf/060830%20R%20Research%20Report%2018%20(1).pdf">http://www.ssda.org.uk/ssda/pdf/060830%20R%20Research%20Report%2018%20(1).pdf</a>
Northern Ireland Skills Monitoring Survey	DEL	Oct-06	This report from the Department for Employment and Learning updates findings from the Northern Ireland Skills Monitoring survey 2002, providing useful comparisons over time. Findings show that about a third of employers had organised some off-the-job training for their staff and that the provision of off-the-job training was most prevalent for employees working in professional occupations, personal service occupations and associated professional occupations. <a href="http://www.delni.gov.uk/ni_skills_monitoring_survey_2005.pdf">http://www.delni.gov.uk/ni_skills_monitoring_survey_2005.pdf</a>
Career paths of former apprentices	R Perez-del-Aguila, H Monteiro & M Hughes	2006	This report investigates the career paths taken by apprentices after they complete their training, and the extent to which their apprenticeship has been influential in their future success. The research reveals that people who complete an apprenticeship earn more money, stay longer with their employer and are more likely to rise to a management job than people who don't do an apprenticeship. <a href="http://www.lsneducation.org.uk/user/order.aspx?code=052336&amp;src=XOWEB">http://www.lsneducation.org.uk/user/order.aspx?code=052336&amp;src=XOWEB</a>
National Adult Learning Survey (NALS) 2005	D Snape, E Tanner, R Sinclair, J Michaelson & S Finch	Nov -06	This report presents the findings from the National Adult Learning Survey (NALS) 2005. It was carried out by the <i>National Centre for Social Research</i> on behalf of the Department for Education and Skills (DfES). <a href="http://www.dfes.gov.uk/research/data/uploadfiles/RR815.pdf">http://www.dfes.gov.uk/research/data/uploadfiles/RR815.pdf</a>
Key skills professional development module: Planning and delivering key skills project report September 2006	S Owen-Evans P Parker & K Swaffield	2006	The Key Skills Support Programme (KSSP) ran a continuing professional development (CPD) project between September 2005 and July 2006. The project involved six colleges. Each participating college was involved in the provision of the revised key skills professional development module: Planning and delivering key skills. <a href="http://www.lsneducation.org.uk/user/order.aspx?code=062649&amp;src=XOWEB">http://www.lsneducation.org.uk/user/order.aspx?code=062649&amp;src=XOWEB</a>

An investigation into the roles of learning support workers in the learning & skills sector	J Robson, B Bailey & H Mendick	2006	This report aims to provide coherent and systematic information about learning support workers (LSWs) in the learning and skills sector in England. It covers further education (FE) colleges, sixth form colleges (SFCs), work-based learning (WBL) and adult and community learning (ACL) providers. <a href="http://www.lsneducation.org.uk/user/order.aspx?code=062568&amp;src=xoweb">http://www.lsneducation.org.uk/user/order.aspx?code=062568&amp;src=xoweb</a>
Learning to Change - Why the UK skills system must do better	EEF	2006	EEF, a manufacturer's organisation, has produced a report which calls radical reforms within the UK skills system, particularly with regard to reducing what it sees as waste and inefficiency by creating a genuinely demand-led system. Additionally, it argues that steps need to be taken to help firms, particularly small ones, spend training budgets better. Among their headline recommendations are: <ul style="list-style-type: none"> <li>▪ The government should make a radical change to the current system and adopt a sector-driven approach.</li> <li>▪ The level of business representation on Regional Skills Partnerships should be considerably increased and they should become part of an enhanced regional board of the LSCs</li> <li>▪ The remit of Skills Academies should not include tasks or functions that are carried out elsewhere. Their focus should be on the delivery and/or accreditation of high quality training provision.</li> </ul> <a href="http://www.eef.org.uk/NR/rdonlyres/428DC502-F9EB-4CEC-973E-D0671C50BA3D/7871/SkillsReportUnlocked1.pdf">http://www.eef.org.uk/NR/rdonlyres/428DC502-F9EB-4CEC-973E-D0671C50BA3D/7871/SkillsReportUnlocked1.pdf</a>
Intelligence	SSDA	Sept - 06	Intelligence is a monthly e-newsletter produced by the Sector Skills Development Agency (SSDA) which provides policy and research news. The aim of the briefings is to provide up to date intelligence relevant to their partners. <a href="http://www.ssda.org.uk/ssda/default.aspx?page=3015">http://www.ssda.org.uk/ssda/default.aspx?page=3015</a>
Prosperity for all in the global economy - world class skills		Dec - 06	The Report of the Leitch Review of Skills sets out a compelling vision for the UK. It shows that the UK must urgently raise achievements at all levels of skills and recommends that it commit to becoming a world leader in skills by 2020, benchmarked against the upper quartile of the OECD. This means doubling attainment at most levels of skill. Responsibility for achieving ambitions must be shared between Government, employers and individuals. <a href="http://www.hm-treasury.gov.uk/media/523/43/leitch_finalreport051206.pdf">http://www.hm-treasury.gov.uk/media/523/43/leitch_finalreport051206.pdf</a>

## b) Higher Education

TITLE	AUTHOR	DATE	DESCRIPTION
Higher education in further education colleges	HEFCE	Nov - 06	This consultation seeks views on the main elements of the policy for supporting higher education in further education colleges. It focuses on four main areas: our view of the role of HE in FECs, strategic development of provision, proposals for centres for higher education excellence in colleges, and funding and relationships.

			<a href="http://www.hefce.ac.uk/pubs/hefce/2006/06_48/06_48.pdf">http://www.hefce.ac.uk/pubs/hefce/2006/06_48/06_48.pdf</a>
Part-time students and part-time study in higher education in the UK: Strand 1	Professor B Ramsden, N Brown & Associates	Nov - 06	The aim of Strand 1 of this project is to set out, as far as possible, factual information about students studying part-time and following programmes of study leading to higher education qualifications, drawing on the statistical information published by, or otherwise available through, HESA and other sources. It is intended that the Strand 1 report will provide information which has value in itself, and will also inform the second and third strands of this project. <a href="http://bookshop.universitiesuk.ac.uk/downloads/parttime_strand1.pdf">http://bookshop.universitiesuk.ac.uk/downloads/parttime_strand1.pdf</a>
Part-time students and part-time study in higher education in the UK: Strand 2	S Boorman, N Brown, P Payne & B Ramsden, N Brown & Associates	Nov - 06	This is a report on part-time study in UK higher education institutions (HEIs) for Universities UK and GuildHE (previously SCOP) from Nigel Brown Associates. It forms Strand 2 of the wider research into part-time higher education commissioned by Universities UK and GuildHE using quantitative data not available from published sources and responses to a series of issues from a sample of HEIs. There are two further strands to the report. <a href="http://bookshop.universitiesuk.ac.uk/downloads/parttime_strand2.pdf">http://bookshop.universitiesuk.ac.uk/downloads/parttime_strand2.pdf</a>
Part-time students and part-time study in higher education in the UK: Strand 3	Professor C Callender	Nov - 06	This report is about undergraduate students' experience of, and attitudes towards, part-time study, its costs and student support. It was commissioned by Universities UK and GuildHE (previously SCOP). This is Strand 3 of the study; there are two further strands. <a href="http://bookshop.universitiesuk.ac.uk/downloads/parttime_strand3.pdf">http://bookshop.universitiesuk.ac.uk/downloads/parttime_strand3.pdf</a>
Higher level learning: Universities and employers working together	Universities UK	Nov - 06	This publication examines the innovative ways in which universities are providing skilled graduates for all sections of the economy. Working with employers is key to this; as the HE sector begins to operate in a competitive market, employer-led provision will enable delivery of the skills that the labour market needs, and that students want. <a href="http://bookshop.universitiesuk.ac.uk/downloads/higher_level_learning.pdf">http://bookshop.universitiesuk.ac.uk/downloads/higher_level_learning.pdf</a>
The academic experience of students in English universities	B Bekhradnia, C Whitnall & T Sastry	Oct - 06	The subject of this report is the academic experience of students in English universities, the work they do, the teaching they receive and their satisfaction with it. <a href="http://www.hepi.ac.uk/downloads/27Academicexperienceofstudents.pdf">http://www.hepi.ac.uk/downloads/27Academicexperienceofstudents.pdf</a>
What do graduates do? 2007	Higher Education Careers Services Unit (HECSU) and the Education Liaison Task Group of the Association of Graduate Careers Advisory Services (AGCAS)	Nov - 06	Information on the destinations of graduates from 2005 six months after graduation. Covering 34 subjects, including an overview of HND and foundation degrees, this section shows how many graduates are in employment, the types of jobs they go into, and how many go onto further study. <a href="http://www.prospects.ac.uk/cms/ShowPage/Home_page/What_do_graduates_do_2007/pleaLidbl">http://www.prospects.ac.uk/cms/ShowPage/Home_page/What_do_graduates_do_2007/pleaLidbl</a>

Aimhigher: Excellence Challenge: A Policy Evaluation Using the Labour Force Survey	C Emmerson , C Frayne , S McNally & O Silva	Nov - 06	Over the past decades, an increasing number of young people have entered into higher education in the UK. Yet, despite this growth, the UK still has a low ranking in international comparisons for the rate of participation in post-compulsory education. Furthermore, young people from disadvantaged backgrounds are greatly underrepresented. Aimhigher: Excellence Challenge is one of the government initiatives designed in an attempt to address this problem. This paper studies the impact of Aimhigher: Excellence Challenge using information contained in the Labour Force Survey (LFS) for individuals aged between 16 and 20. <a href="http://www.dfes.gov.uk/research/data/uploadfiles/RR813.pdf">http://www.dfes.gov.uk/research/data/uploadfiles/RR813.pdf</a>
Evaluation of Aimhigher: Excellence Challenge Longitudinal Pupil Analysis Report	M Morris & S Rutt	Nov - 06	Aimhigher: Excellence Challenge was specifically established by the Department for Education and Skills (DfES) in 2001, with the aim of increasing the number of young people from disadvantaged backgrounds who had the qualifications and aspirations necessary to enter higher education. This evaluation adopted an integrated, mixed methodology strategy, incorporating wide-ranging surveys (of young people in compulsory education, post-16 destinations and post-18 destinations, including higher education), interview programmes (in Aimhigher: Excellence Challenge partnerships, schools, colleges and higher education institutions) and detailed area case studies (in ten selected partnerships). <a href="http://www.dfes.gov.uk/research/data/uploadfiles/RR814.pdf">http://www.dfes.gov.uk/research/data/uploadfiles/RR814.pdf</a>

### C) Further Education

TITLE	AUTHOR	DATE	DESCRIPTION
An investigation of vocational progression pathways for young people and adults in building crafts and hospitality CoVEs: a London case study	R Williams K Yarrow & A Hudson & M Kimura	Nov - 06	Centres of Vocational Excellence (CoVEs) deliver specialist vocational provision with a focus on increasing learner numbers at Level 3. They aim to produce skilled and appropriately qualified workers to meet the needs of the economy by enhancing the skills and careers of those already in work, the employability of new entrants to the labour market and the employment prospects of those seeking work. The principal aim of this project is to explore how vocational pathways have been developed and enhanced in two occupational areas - building crafts and hospitality - among 14-19 year olds and employed adults in London. <a href="http://www.lseducation.org.uk/user/order.aspx?code=062676">http://www.lseducation.org.uk/user/order.aspx?code=062676</a>
Sustainable Development in London's Further Education and Sixth Form Colleges	T Blaire , N Rayment, J Scott	2006	This report outlines the results of an action research project to explore attitudes to, and raise awareness of, sustainable development in London's FE and Sixth Form colleges. The project found that most colleges are willing to engage with sustainable development and the report outlines many examples of good practice. However, the majority of colleges do not yet see sustainable development as 'all embracing'. The report makes recommendations for colleges, for stakeholders and for sustainable development

			<p>practitioners to build skills within Sixth Form and FE institutions in order to achieve an integrated approach to sustainable development.</p> <p><a href="http://www.lseducation.org.uk/user/order.aspx?code=062701&amp;src=XOWEB">http://www.lseducation.org.uk/user/order.aspx?code=062701&amp;src=XOWEB</a></p>
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## Helping Individuals Acquire Jobs

### (a) Routes to Employment

TITLE	AUTHOR	DATE	DESCRIPTION
Economic and social costs and benefits to employers of retaining, recruiting and employing disabled people and/or people with health conditions or an injury: A review of the evidence	K Needels & R Schmitz	Dec - 06	This report addresses critical issues in the effort to expand employment opportunities for disabled people. The primary issues under study are (1) employers' understanding of disability and the DDA, (2) the costs and benefits associated with employing disabled people, and (3) the extent to which public policy can alter the labour market outcomes of disabled people. <a href="http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep400.pdf">http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep400.pdf</a>
Repeat Jobseeker's Allowance spells	H Carpenter	Nov - 06	Since the inception of the Jobseeker's Allowance (JSA) regime in 1996 and the mandatory New Deals in 1998, the numbers in both long-term and short-term unemployment have decreased. However, there is increasing concentration of unemployment within a challenging client group who repeatedly claim JSA without finding sustained employment between claims; the majority of those commencing a new JSA claim are repeat claimants (54 per cent between July 2003 and June 2004). While administrative data are helpful in describing the nature of the problem, this survey helps to provide more detailed information to address the fundamental questions of why recycling is occurring and how it can be addressed. <a href="http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep394.pdf">http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep394.pdf</a>
Pathways to Work: Findings from the final cohort in a qualitative longitudinal panel of incapacity benefits recipients	A Corden & K Nice	Oct - 06	The Pathways to Work Pilot for reform of incapacity benefits was introduced in October 2003 and aims to increase the number of incapacity benefits recipients who move towards and into paid work. The Department for Work and Pensions has commissioned comprehensive evaluation of the Pilot. One component of this evaluation is a longitudinal qualitative study of the views and experiences of three cohorts of incapacity benefits recipients who take part in Pathways to Work. Findings from the first and second cohorts have been published (Corden <i>et al.</i> , 2005; Corden and Nice, 2006a). This report presents findings from the third and final cohort, and draws together the main conclusions from the overall panel. <a href="http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep398.pdf">http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep398.pdf</a>
Work Focused Interviews for Partners and enhanced New Deal for Partners Qualitative Evaluation: Phase 2	A Thomas & R Griffiths	Oct - 06	Work Focused Interviews for Partners (WFIPs) and enhanced New Deal for Partners (NDP) were introduced in April 2004. The Department for Work and Pensions (DWP) then commissioned Insite Research and Consulting to conduct a qualitative evaluation of these initiatives. The research was conducted in two phases for each of these two strands. This report presents the joint findings from the second phase of work looking at both WFIPs and NDP. <a href="http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep398.pdf">http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep398.pdf</a>

			<a href="#">2006/rrep386.pdf</a>
Sharing and matching local and national data on adults of working age facing multiple barriers to employment: Administrative Datasets for Measuring Impacts on Disadvantage	N Pleace & J Bretherton	Oct - 06	<p>The government maintains that employment represents the most effective route out of poverty. The New Deal and the Tax Credit system have delivered improvements in employment levels. However, problems remain in securing work for individuals who can work, but who face multiple barriers to employment.</p> <p>The research was designed to explore the possible advantages of linking project level, local authority level and city-level datasets with DWP datasets as a means to improve the range and extent of data available on 'hard to help' groups who are able to work.</p> <p><a href="http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep387.pdf">http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep387.pdf</a></p>
Evaluation of Skills Coaching trials and Skills Passports A synthesis of qualitative and quantitative evidence	C Hasluck, J Bimrose, S Barnes, J Brown, L Marris, G McGivern, M Orton & R White	Oct - 06	<p>When the New Deal for Skills (NDfS) was announced in 2004, amongst the specific measures proposed were the development of a Skills Coaching service and the introduction of Skills Passports. The key objective of the proposed Skills Coaching service was to add value to existing Jobcentre Plus support for customers. It was to help individuals find the most effective route to improved employability. Trials of Skills Coaching and Skills Passports commenced in April 2005 in eight Jobcentre Plus districts. The key aims of the evaluation were to assess the costs and demand for Skills Coaching, to assess the effectiveness of Skills Coaching in raising individual levels of employability and to inform the design of any possible future national roll-out of the Skills Coaching service.</p> <p><a href="http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep391.pdf">http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep391.pdf</a></p>
The longer term outcomes of Work-Based Learning for Adults: Evidence from administrative data	S Speckesser & H Bewley	Oct - 06	<p>Work-Based Learning for Adults (WBLA) is a voluntary programme designed to help long-term jobless people on a range of benefits move into sustained employment. It offers jobseekers a variety of occupational skills and gives them the opportunity of working towards a recognised qualification that will increase their chances of finding work. After Jobcentre Plus started delivering the programme in 2001, an early evaluation study (Anderson <i>et al.</i> 2004) found mainly weak or insignificant employment effects for the first 12 months after the beginning of WBLA, based on a sample survey of participants beginning WBLA between January and April 2002.</p> <p>This report presents the results of this new evaluation study into the longer-term outcomes of WBLA on the basis of administrative data. Most of the earlier findings of the employment effects of WBLA were confirmed, but this report also estimates the influence of WBLA on a variety of benefit and employment outcomes and the sustainability of employment.</p> <p><a href="http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep390.pdf">http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep390.pdf</a></p>
Evaluation of basic skills mandatory training pilot: synthesis report	L Joyce, D Kasparova & D Wilkinson	Oct - 06	<p>In response to the national strategy for improving adult literacy and numeracy skills, the Employment Service (ES) (now Jobcentre Plus) implemented a National Basic Skills Programme in April 2001. Under this programme jobseekers who had been unemployed for at least six months or were entering New Deal were screened for a basic skills need. If a need was identified at the initial screening, customers are</p>



			<p>referred to an Independent Assessment (IA) to further assess their basic skills need. If a need was confirmed, the customer was then referred onto a basic skills training course. An extended 12 month Mandatory Training Pilot scheme was introduced in April 2004 and a longitudinal evaluation commenced in order to explore the impact of sanctions on the people taking up and completing basic skills training. This report brings together evidence from all parts of the evaluation.</p> <p><a href="http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep385.pdf">http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep385.pdf</a></p>
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## b) Other Labour Market Research

TITLE	AUTHOR	DATE	DESCRIPTION
The poverty trade-off: work incentives and income redistribution in Britain	S Adam, M Brewer & A Shephard	Oct - 06	<p>This study explores the tensions between policies to help people on low incomes by providing them with financial support directly and encouraging them to earn more.</p> <p><a href="http://www.jrf.org.uk/knowledge/findings/socialpolicy/1936.asp">http://www.jrf.org.uk/knowledge/findings/socialpolicy/1936.asp</a></p>
Globalisation, population mobility and the impact of migration on population	J Salt & P Rees	July - 06	<p>Current and future migration trends are examined in the UK. It describes, among other things, how numbers of foreign nationals working in the UK rose strongly to top a million for the first time in 1998, and by 2005 had reached 1.5 million (4.1 per cent of all in employment).</p> <p><a href="http://www.esrcsocietytoday.ac.uk/ESRCInfoCentre/Images/ESRC_Seminar_Global_tcm6-16062.pdf?data=%2fFrXHTI993rAYX68mjXEt6gaaEtIqyvGgVw5rh68mI5PDxmygRbVHoo39m4E4PaS.JsoVvcy5jBIK3JicF73Tz0qh7wvSCsX0rBkgCI8kWecB06w3eS9pSFbqtrk0r5IzYHQWnJy4iqqxrhzDUqCoN1iOs%2f4LDrVba%2bWpmlmbIrk6z9ktwIxG68dxiug7I10bzPAXiBM0cHs5Z4JH260g9DSQQVKA0I%2blqWMsYabw8tVQNcpFd2v%2fQAipHn%2bQIE8AbeUiXRWE0Av%2bK267I7IFpJHWIqQLdtH%2f1vSwwVZHB OkXpuSbDTnjqQoG%2brGpuOm&amp;xu=&amp;isAwardHolder=&amp;isProfiled=&amp;LikeMinds=&amp;AwardHolderID=&amp;Sector=">http://www.esrcsocietytoday.ac.uk/ESRCInfoCentre/Images/ESRC_Seminar_Global_tcm6-16062.pdf?data=%2fFrXHTI993rAYX68mjXEt6gaaEtIqyvGgVw5rh68mI5PDxmygRbVHoo39m4E4PaS.JsoVvcy5jBIK3JicF73Tz0qh7wvSCsX0rBkgCI8kWecB06w3eS9pSFbqtrk0r5IzYHQWnJy4iqqxrhzDUqCoN1iOs%2f4LDrVba%2bWpmlmbIrk6z9ktwIxG68dxiug7I10bzPAXiBM0cHs5Z4JH260g9DSQQVKA0I%2blqWMsYabw8tVQNcpFd2v%2fQAipHn%2bQIE8AbeUiXRWE0Av%2bK267I7IFpJHWIqQLdtH%2f1vSwwVZHB OkXpuSbDTnjqQoG%2brGpuOm&amp;xu=&amp;isAwardHolder=&amp;isProfiled=&amp;LikeMinds=&amp;AwardHolderID=&amp;Sector=</a></p>
Efficiency and labour market polarisation	R Fauth & I Brinkley	Dec- 06	<p>Relatively well-paying managerial, professional and semi-professional type jobs have grown faster than any other sort of work in the UK over the last decade.</p> <p><a href="http://theworkfoundation.com/Assets/PDFs/polarisation.pdf">http://theworkfoundation.com/Assets/PDFs/polarisation.pdf</a></p>
The Impact of Immigration on the Structure of Male Wages: Theory and Evidence from Britain	M Manacorda, A Manning & J Wadsworth	Oct - 06	<p>Immigration to the UK has risen in the past 10 years and has had a measurable effect on the supply of different types of labour. But, existing studies of the impact of immigration on the wages of native-born workers in the UK (e.g. Dustmann, Fabbri and Preston, 2005) have failed to find any significant effect. This is something of a puzzle since Card and Lemieux, (2001) have shown that changes in the relative supply of educated natives do seem to have measurable effects on the wage structure. This paper offers a resolution of this puzzle – natives and immigrants are imperfect substitutes, so that an increase in immigration reduces the wages of immigrants relative to natives. We</p>

			<p>show this using a pooled time series of British cross-sectional micro data of observations on male wages and employment from the mid-1970s to the mid-2000s. This lack of substitution also means that there is little discernable effect of increased immigration on the wages of native-born workers.</p> <p><a href="http://cep.lse.ac.uk/pubs/download/dp0754.pdf">http://cep.lse.ac.uk/pubs/download/dp0754.pdf</a></p>
Unemployment and Hours of Work: The North Atlantic Divide Revisited	C Pissarides	Oct - 06	<p>The paper examines the dynamic evolutions of unemployment, hours of work and the service share since the war in the United States and Europe. The theoretical model brings together all three and emphasizes technological growth. Computations show that the very low unemployment in Europe in the 1960s was due to the high productivity growth associated with technological catch-up. Productivity also played a role in the dynamics of hours but a full explanation for the fast rise of service employment and the big fall in aggregate hours needs further research. Taxation has played a role but results are mixed.</p> <p><a href="http://cep.lse.ac.uk/pubs/download/dp0757.pdf">http://cep.lse.ac.uk/pubs/download/dp0757.pdf</a></p>
Developing positive action policies: learning from the experiences of Europe and North America	R Singh Dhami J Squires J & T Modood	Dec - 06	<p>The aim of this study was to:</p> <ul style="list-style-type: none"> <li>• review positive action labour market policies in Europe and North America;</li> <li>• explore how these policies were implemented and identify which organisations were involved in the development and implementation of these policies;</li> <li>• establish whether and in what respects these policies have been deemed successful in improving ethnic minority employment rates and social mobility;</li> <li>• reflect on the lessons to be learnt from these experiences for the UK.</li> </ul> <p><a href="http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep406.pdf">http://www.dwp.gov.uk/asd/asd5/rports2005-2006/rrep406.pdf</a></p>
Exploring the Impact of Migration Within the European Union (EU): How Can We Harness Our Talents Conference Summary	M Kate	Oct - 06	<p>As part of the UK's Presidency of the EU, a conference was held in Dunblane, Scotland, (27-29th November 2005), to explore the nature and impact of migration across the EU. The conference was co-organised by the Scottish Executive Europe Division and the European Economic and Social Committee (EESC). This conference summary report, prepared by Mary-Anne Kate a postgraduate student at the University of Edinburgh, outlines the key issues highlighted during the conference.</p> <p><a href="http://www.researchonline.org.uk/fskills/doc/B3014.pdf?id=3762432&amp;location=VOLUME3&amp;extension=.pdf&amp;pageCount=1&amp;contentType=application/pdf">http://www.researchonline.org.uk/fskills/doc/B3014.pdf?id=3762432&amp;location=VOLUME3&amp;extension=.pdf&amp;pageCount=1&amp;contentType=application/pdf</a></p>
Annual Small Business Survey 2005	J Atkinson, S Tuohy, & C Williams	Nov -06	<p>Small and medium enterprises (SMEs) make a vital contribution to the overall health of the UK economy and to improving the productivity of UK business. The government has a clear vision – to make the UK the best place in the world to start and grow a business. In 2003 and 2004, SBS have undertaken an annual survey of the experiences and opinions of the owners of SMEs, which built on its earlier Omnibus Survey of SMEs. This document is the report of the third, 2005 sweep of the new survey.</p> <p><a href="http://www.employment-studies.co.uk/pubs/report.php?id=dti389">http://www.employment-studies.co.uk/pubs/report.php?id=dti389</a></p>

From Immigration to Integration: Local Solutions to a Global Challenge	OCED	Nov -06	<p>Today the battle for talent is as important as the battle for capital. In the knowledge economy, skilled migrants can offer a significant comparative advantage to local economies. Unskilled migrants are also in demand, particularly where demographic change reduces the self-sufficiency of local labour markets. Yet for the potential advantages of migration to be harnessed, it is crucial that immigration be accompanied by integration, or effective mechanisms for ensuring that immigrants are incorporated into labour markets, the economy and society. Paradoxically, at the same time that migration is increasing in global importance, there is worrying evidence that integration results do not seem to be as favourable as they were in the past.</p> <p><a href="http://www.oecd.org/document/3/0,2340,en_2649_201185_37524995_1_1_1_1,00.html">http://www.oecd.org/document/3/0,2340,en_2649_201185_37524995_1_1_1_1,00.html</a></p>
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## Developing and Maintaining the Framework of Employment Rights and Responsibilities

TITLE	AUTHOR	DATE	DESCRIPTION
Changing Job quality in Great Britain 1998-2004	A Brown, A Charlwood, C Forde & D Spencer	Dec -06	This report finds some evidence of improvement in job quality in Britain. Between 1998 and 2004 employees became more satisfied with the sense of achievement that they got from work, felt that they gained more influence over their jobs, and perceived increasing job security and an improving climate of management/employee relations. This evidence contrasts with the deteriorating trend of job quality of the 1990s. However, effort levels have remained high relative to the early 1990s and levels of stress increased from 1998 to 2004. <a href="http://www.dti.gov.uk/files/file35846.pdf">http://www.dti.gov.uk/files/file35846.pdf</a>
Findings from the survey of Claimants in Race Discrimination Employment Tribunal Cases (SETA RRA)	M Peters, K Seeds & C Harding	Oct -06	The aims of this survey were to investigate how and why race discrimination cases differed from other cases in terms of their outcomes; the expectations and experiences of parties involved in such cases; and how parties from ethnic minority groups fared in Employment Tribunal cases as a whole and compare race discrimination (RRA) cases with 4 main comparison groups taken from the SETA 2003 data. <a href="http://www.dti.gov.uk/files/file34685.pdf">http://www.dti.gov.uk/files/file34685.pdf</a>

The following organisations and research bodies have all been monitored.

ARK Online Research Bank-  
[www.ark.ac.uk](http://www.ark.ac.uk)

Association of Northern Ireland Colleges  
[www.anic.ac.uk/](http://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](http://www.hero.ac.uk)

Higher Education Academy  
<http://www.heacademy.ac.uk/726.htm>

Higher Education Academy Ireland  
[www.heai.ie](http://www.heai.ie)

Higher Education and Policy Institute  
[www.hepi.ac.uk](http://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/](http://www.hefcw.ac.uk/)

Institute for Employment Studies  
[www.employment-studies.co.uk](http://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](http://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](http://www.nrdc.org.uk)

Organisation for Economic Co-operation and Development  
[www.oecd.org](http://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](http://www.scre.ac.uk/pubs/index.html)

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

Scottish Further Education Funding Council  
[www.sfefc.ac.uk](http://www.sfefc.ac.uk)

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