

Research Review

Recent Research Publications Relevant for Employment and Learning (DEL): July - September 2012

Introduction

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DEL'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 September 2012 follows.

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

Whilst much of the research is not focused directly on Northern Ireland, 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.

The Department also commissions work to meet specific research needs. Its Research Agenda for 2012 - 2015 can be accessed from the following link:

<http://www.delni.gov.uk/research-agenda-2012-2015.pdf>

The Department has also recently published an implementation plan for its Research Agenda which is available at the link below:

<http://www.delni.gov.uk/final-implementation-plan-research-agenda-2012.pdf>

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Note:

The research referred to in this Review presents the views of various researchers and organisations and do not represent the views or policy of the Department for Employment and Learning.

Highlights

Under the key areas mentioned above, highlights emerging from this quarter's review include:

Skills

- Two papers released by the Joseph Rowntree Foundation explore skills and their correlation to employment and earnings and also how projected improvements will affect rates of poverty and income inequality. The reports suggest that skill changes will have the greatest effect on levels of fixed¹ poverty, and that enhancing skills and educational attainment among those in poor households will improve access to stable employment, breaking a cycle of generational unemployment and reducing poverty. [Page 8]
- The Work Foundation released a paper titled, "Simply the best? Highly-skilled migrants and the UK's knowledge economy," investigating the impact of the UK's immigration system in meeting the demand for high-level skills, driving innovation, and entrepreneurship in innovation. It details the shift towards the knowledge economy and the changing demand for skills. [Page 8]

Training

- An article by Peter Curtis and Peter Cush titled, "Closing the Gap," considers ways of improving Britain's record on vocational education and training. It finds evidence that suggests stakeholders realise that vocational learning needs closer scrutiny, and is vital for matching the demand for STEM skills. It concludes that for business to drive the development of these skills it must create jobs and opportunities. [Page 19]

Further Education

- A paper by Mick Fletcher titled, "Tackling Unemployment: the College Contribution," reports on the central role of further education colleges in reducing unemployment in England. It asserts that further education offers a constructive alternative to unemployment and equips people with the

¹ Holding the monetary measure of poverty constant over time.

skills they need when the economy improves – but claims that they could do more with increased government support. [Page 21]

Higher Education

- Widening Participation in Higher Education was a report carried out by the Department for Business Innovation and Skills; it provides information on the estimated number of 15 year olds in receipt of free school meals who progress to higher education by the age of 19 by 2008/09. The various measures used aim to contribute to the understanding of widening participation and social mobility issues. [Page 24]
- A paper, “Higher Education in Science, Technology, Engineering and Mathematics (STEM) Subjects”, produced for the House of Lords, presents the findings of an inquiry into the supply of and demand for STEM skills in the UK. It looks at how quality is assessed in STEM subjects and the mechanisms for improving quality. It also highlights a few problems with the definition of ‘STEM’ and the reliability of data on the supply and demand of STEM graduates. [Page 25]

Routes to employment

- Callum Biggins published the report, “A Demanding Job: Finding Sustainable Employment for Britain’s Youth.” This study considers the actions which the government could take to reverse the long-term rise in youth unemployment and the impact it has on society. It also reviews the Labour and Coalition government welfare to work initiatives and makes recommendations the government should undertake. [Page 28]
- A report, “From Education to Working Life,” by Cedefop, looks at labour market outcomes for young people in Europe and across countries. It examines data from the EU Labour Force Survey (2009) to determine how the various levels and orientations of education affect the employment prospects, transition to work, job quality and wages. [Page 32]

Other Labour Market Research

- The Cathie Marsh Centre for Census and Survey Research (CCSR) at Manchester University released a report titled, “The social consequences of unemployment in Europe,” analysing the relationship between unemployment and social participation in Europe. The report suggests that

Developing and Maintaining the Framework of Employment Rights & Responsibilities

- The article, also by Peter Cush, titled, “Absent, with leave,” examines the business benefits of flexible working and how they can be measured. It examines the experiences of companies who introduce flexible working hours and how they improve the metrics they use to measure its benefits. It details the impacts, both positive and negative, of introducing these schemes. [Page 40]

Research and Development / Innovation

- The World Economic Forum carried out the Global Competitiveness Report 2012-13, it assesses the competitiveness landscape of 144 economies, providing insight into the drivers of their productivity and prosperity. It found that the competitiveness gap is widening among European countries, and the US remains the world's innovation powerhouse – despite a decline in its overall competitiveness ranking. [Page 42]

Enhancing the Provision of Learning and Skills

Skills

TITLE	SOURCE	DATE	DESCRIPTION
The Value of Management Qualifications	CMI	July 2012	<p>This research by the Chartered Management Institute adopted a multi-method approach whereby a quantitative survey of 1,185 managers was combined with employer case studies. The report examines managers' general perceptions of management qualifications and the impact of such qualifications upon both the individual manager and their organisation. The main findings of the research suggest that management qualifications bring about improved performance, lasting change and a ripple effect throughout an organisation. The report includes recommendations for employers to help them deliver management qualifications in order to improve organisational performance.</p> <p>http://www.managers.org.uk/valueofquals</p>
Leadership and management in the UK: the key to sustainable growth. A summary of the evidence for the value of investing in leadership and management development	BIS	July 2012	<p>This paper puts forward the arguments for business investment in leadership and management skills, based on evidence about current practice and the UK's position relative to key competitor nations. The research shows that ineffective management is estimated to be costing UK businesses over £19billion per year in lost working hours; 43% of UK managers rate their own line manager as ineffective – and only one in five are qualified; and incompetence or bad management of company directors causes 56% of corporate failures.</p> <p>http://www.bis.gov.uk/assets/biscore/further-education-skills/docs/l/12-923-leadership-management-key-to-sustainable-growth-evidence</p>
Teams and the Engaging Manager	Institute for Employment Studies	July 2012	<p>This report explores the experiences and views of engaged teams, drawing on the findings from in-depth discussions with team members. Teams that score highly on engagement attribute their high score to team spirit, with the line manager an important part of its creation. This report explores what teams particularly value in a manager, and how engaging managers encourage teams to put in greater effort. It also gives some helpful leadership tips: what is effective team management behaviour, and what is best avoided?</p> <p>http://www.employment-studies.co.uk/pubs/report.php?id=491</p>
Research to support the evaluation of the Investors in People employer survey	UKCES	July 2012	<p>The survey of 1,000 employers accredited with Investors in People (IiP) provides an assessment, from the employer's perspective, of the effectiveness of the accreditation process and any impact associated with IiP recognition. The research forms part of a two-year</p>

			<p>evaluation; this report covers the survey findings on overall satisfaction and areas of improvement from year one.</p> <p>http://www.ukces.org.uk/publications/er54-research-to-support-the-evaluation-of-iip-employer-survey</p>
Britain's got talent: unlocking the demand for skills	Skills Development Scotland	July 2012	<p>This report makes the case for payment by results in adult skills provision to help workers' job prospects. It describes the current skills system, suggesting it has weak accountability for labour market outcomes, which leads to variable returns on investment. It analyses the coalition government's reforms to the system. The report argues that further education providers are best placed to determine local labour market needs and that the system should be changed to incentivise them to do so, which could raise productivity and promote growth. It also considers how a payment by results model should be implemented, suggesting that there should be two models: one for employed and one for those who are workless.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26837</p>
Research to support the development of a Green Deal Competency Framework: Final report	Skills Development Scotland	July 2012	<p>This report investigates the skills and knowledge needed to deliver the Green Deal, the UK Government's initiative to improve the energy efficiency of buildings in Great Britain. It reports the results of a survey of employers and training providers active in the energy assessment, advice and installation sectors. A call is made for more detailed training and better promotion of the Green Deal to employers and consumers, to stimulate demand for up-skilling</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26899</p>
National Skills Bulletin 2012	Forfás	July 2012	<p>The National Skills Bulletin 2012 is the eighth annual report by the Expert Group on future Skills Needs (EGFSN) on skills and occupational trends in Ireland. The Bulletin draws on data on employment, vacancies, job announcements and immigration and other qualitative information held in the National Skills Database, to identify imbalances in the Irish labour market at occupational level. The report is produced by the Skills and Labour Market Research Unit in FÁS on behalf of the EGFSN. It found that there is an excess supply of labour overall and that shortages are confined to ICT and niche areas requiring highly skilled and experienced people.</p> <p>http://www.forfas.ie/publication/search.jsp?ft=/publications/featuredpublications/title,9543,en.php</p>
Monitoring Ireland's Skills Supply	Forfás	July 2012	<p>Trends in Education and Training Outputs is an annual report produced by the Skills and Labour Market Research Unit of FÁS on behalf of the Expert Group on Future Skills Needs. This series of reports aims to</p>

			<p>provide an indication of the supply of skills to the Irish labour market from the formal education and training system by examining outflows from the formal education system across levels 1-10 of the National Framework of Qualifications (NFQ).</p> <p>http://www.forfas.ie/publication/search.jsp?ft=/publications/featuredpublications/title,9542,en.php</p>
Can improving UK skills levels reduce poverty and income inequality by 2020?	Joseph Rowntree Foundation	July 2012	<p>This paper presents the findings of research which investigated how projected improvements in skills levels in the UK economy between now and 2020 will affect rates of poverty and income inequality. It draws on data from the British Household Panel Survey. It finds that, all other things remaining constant, the changing distribution of skills by 2020 is likely to reduce poverty using both a fixed and relative poverty measure; however, skill changes will have the greatest effect on levels of fixed poverty. It also considers the policy implications of the research findings.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26610</p>
Skills, employment, income inequality and poverty: theory, evidence and estimation framework	Joseph Rowntree Foundation	July 2012	<p>This paper explains the meaning of 'skills' and some of the theories about the relationships between skills, employment and earnings. It then investigates the likely impact on income inequality and poverty of improving the skills of the population in the UK. It presents a new framework to assess the impact on income inequality and poverty of future changes to the distribution of skills and qualifications. It suggests that enhancing skills and educational attainment among those in poor households will improve access to stable employment, breaking a cycle of generational unemployment and reducing poverty.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26617</p>
Simply the best? Highly-skilled migrants and the UK's knowledge economy	The Work Foundation	July 2012	<p>This paper discusses the importance of the UK's immigration system in meeting high-level skill needs, and driving innovation and entrepreneurship in innovation. It provides an overview of the shift towards the knowledge economy and the increase in demand for high-level skills. The paper argues that the government needs to operate a migration policy that facilitates rather than restricts the ability of businesses to meet their skills needs, and argues that a country cannot plan and produce the exact skills required by the economy because skill needs are unpredictable.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26708</p>
Skills for employment: the impact of skills programmes for adults on achieving sustained	Ofsted	July 2012	<p>This OFSTED paper reviews the efficiency of systems in matching unemployed adults to training provision and the effectiveness of this provision in developing the employability skills of participants and supporting their progression into sustained employment. It presents the</p>

employment			<p>characteristics of the most successful programmes and makes recommendations to the Department for Business, Innovation and Skills (BIS), education/skills providers and Ofsted.</p> <p>http://www.ofsted.gov.uk/resources/skills-for-employment</p>
Up-skilling the middle: how skills policy can help ensure that low to middle income households share in future economic growth	Skills Development Scotland	July 2012	<p>This paper explores the perceived failure of successive governments' skills policies to increase wage gains for those with non-degree level qualifications and looks at what could be done to change this. It suggests that a key challenge for future skills policies will be to reduce the gap in earnings between graduates and those with low and intermediate qualifications by making them more competitive with each other. It identifies a need to raise demand for skills by involving employers and ensuring that non degree level qualifications meet their needs. It encourages the implementation of training schemes that produce real outcomes in the form of valuable skills for both individuals and firms.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26760</p>
Hidden talents: skills mismatch analysis	Centre for Economic and Social Inclusion	July 2012	<p>This comparison of further education (FE) and skills achievements, in England and Wales attempts to identify the extent to which there is a match between supply of skills and employer demand. It finds that there are significantly fewer jobs/vacancies per skills achievement in the creative industries; hair and beauty; and hospitality, leisure and tourism, suggesting an oversupply of training. Significantly more jobs/vacancies per skills achievement in marketing and sales; teaching; security industries; and fashion and textiles are found suggesting an undersupply of training. Some sectors show regional variations.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26536</p>
Skills for all Australians: supporting students to attain the skills needed to secure decent work now and in the future	Australian Government	July 2012	<p>This paper explains that the Australian Government intends to reform the vocational education and training (VET) system and looks at the support being put in place to help students' access training for the skills that they need to achieve in the new economic environment. It describes how the new system will work including levels of training entitlement, access to student loans and a national system that tracks training already done and facilitates the recognition of prior learning. Brief case studies of how the system should work in practice are included.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26546</p>
Skills for all Australians: building the skilled workforce for Australia's small	Australian Government	July 2012	<p>This paper presents plans for skills reform in Australia that will help meet small businesses' demand for skills. It is explained that alongside the reform of the Australian vocational education training (VET) system, steps are</p>

<p>businesses now and in the future</p>			<p>being taken to place business at the centre of the national training offer and these include significant changes to the apprenticeship system. The development of the My Skills website to ease access to information for employers, a new national training entitlement to help employees upskill and measures to ensure employers and employees have access to better quality training. Includes brief case study examples of how the system should work in practice.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26544</p>
<p>Skills for all Australians: national reforms to skill more Australians and achieve a more competitive, dynamic economy</p>	<p>Australian Government</p>	<p>July 2012</p>	<p>Plans to reform skills training in Australia, in particular the national vocational education and training (VET) system in order to create more employment and become more responsive to the needs of business and students, are outlined in this paper. It explains that the reforms will deliver greater access to affordable high quality training. It is noted that: the Commonwealth has committed 1.75 billion Australian dollars over five years to achieve key reforms, and that the reforms aim to: deliver a national entitlement to training at a minimum standard; widen access to student loans; increase the availability of information about courses, costs and training provider quality through a new My Skills website; provide support for quality teaching and assessment, including trialling models for independent validation of training provider assessments; and provide support for a strong public training provider network through the implementation of the reforms and incentives to achieve improved completion of full qualifications, particularly at higher levels and for disadvantaged students.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26545</p>
<p>Educational qualifications mismatch in Europe: is it supply or demand driven?</p>	<p>Skills Development Scotland</p>	<p>July 2012</p>	<p>This report presents the findings of research which examined the influence of both demand and supply factors on educational mismatch in a set of 10 European countries, including the United Kingdom. It finds evidence to support the hypothesis that demand factors generally play a major role in reducing educational mismatch in technologically more advanced countries, whereas supply factors are more important in countries that are lagging behind in the international division of labour. It also suggests that increasing investments into cultural infrastructure, in order to incentivize participation into lifelong learning, would improve educational match throughout Europe.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27114</p>
<p>The Leadership and Management talent pipeline</p>	<p>ILM</p>	<p>August 2012</p>	<p>This research looked into the challenges UK businesses face in recruiting and developing skilled leaders and managers. It found that an overwhelming 93% are concerned that low levels of management skills are having an impact on their business achieving its goals.</p>

			<p>They assert that leadership and management development matters, and, that organisations with effective leaders perform better. Yet the research found that many organisations don't have a plan to make the most of their internal talent and equip them with the skills to thrive</p> <p>http://www.i-l-m.com/research-and-comment/11196.aspx</p>
<p>Skills development pathways in Asia: employment and skills strategies in Southeast Asia initiative</p>	OECD	August 2012	<p>Skills and educational development for inclusive and sustainable growth are becoming significant drivers in OECD countries. Asian countries are not lagging behind on the challenge; on the contrary, they are taking diverse pathways in skills training and education to achieve the end. This report focuses on current efforts in 15 countries in the Asian region: Australia, Cambodia, China, Hong Kong, India, Japan, Korea, Malaysia, Mongolia, Nepal, Pakistan, the Philippines, Singapore, Thailand and Vietnam. Together, these countries represent one of the most dynamic regions in the world, with steady growth, even during the recent financial crisis. The report presents the challenges faced; policy enacted, and provides recommendations for each of the 15 countries concerned.</p> <p>http://www.oecd.org/cfe/leedprogrammeloocaleconomicandemploymentdevelopment/skillsdevelopmentpathwaysinasiaemploymentandskillsstrategiesinsoutheastasiainitiativeesssa.htm</p>
<p>Sector Skills Insights</p>	UKCES	August 2012	<p>These reports contribute to the UK Commission's work to transform the UK's approach to investing in the skills of people as an intrinsic part of securing jobs and growth. It outlines the performance challenges faced in the energy , tourism, digital and creative, advanced manufacturing, education, business and professional services, construction, retail, and health and social care sectors. It then examines the 'real-life' skills solutions implemented by leading and successful businesses to overcome them, and the benefits from doing so. Each report is summarised by an accompanying PowerPoint slide pack. By understanding the key performance challenges employers face and the skills solutions available to address them on a sector-by-sector basis the UK Commission can make better use of its investment funds to support economic growth. Each of the reports is listed below.</p> <p style="text-align: center;"> Energy Tourism Digital and Creative Advanced Manufacturing Education Business and Professional Services Construction Retail Health and Social Care </p>
<p>Engaging low skilled</p>	UKCES	August	<p>This report presents the findings of a study into the</p>

employees in workplace learning		2012	<p>motivators and barriers to participation in workplace learning and focuses on low skilled employees. The report outlines the stated preference approach adopted. The stated preference approach allows employees to consider a hypothetical case of participation in workplace learning. In conclusion, the report suggests many positive features which employers, individuals and policy makers could build on in developing the skills of people in low skilled jobs, which is important in securing our competitive advantage in the long term.</p> <p>http://www.ukces.org.uk/publications/er43-engaging-low-skilled-employees-in-workplace-learning</p>
Developing functional skills: learning from the adult pilots	Skills Development Scotland	August 2012	<p>This is a presentation of the findings of research which drew upon feedback and case studies from colleges, offender institutions, work-based learning providers, the voluntary and community sector and local authorities involved in Functional Skills pilots for adults. It outlines some of the challenges that were faced with regard to the assessment of Functional Skills. The way in which staff accessed training related to Functional Skills is discussed. It highlights the approaches to the delivery and assessment of Functional Skills that were used in a variety of different organisations, including colleges and local councils.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27204</p>
Technology insights 2012: Scotland	Skills Development Scotland	August 2012	<p>This review of the IT and telecoms sector in Scotland discusses the sector's economic importance. It provides an outline of skills and employment policy and how this relates to the sector. It also profiles the IT and telecoms industry and workforce in Scotland, including occupational breakdown and workforce demographics. Key trends in the sector and their skills implications are assessed. It explores the supply of and demand for IT and telecoms labour and skills, including growth dynamics, recruitment needs, skills shortages and skills gaps. The review provides information on the number of relevant school, further and higher education courses. The IT skills of the wider Scottish population are examined and it identifies current and future skills issues and priorities for the sector.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27201</p>
Scotland Sector skills assessment 2011: current and future demand for skills in the science based industries	Skills Development Scotland	August 2012	<p>This report assesses the current and future demand for skills across Scotland within science-based industries: chemicals, pharmaceuticals and bioscience, polymers, petroleum, nuclear, oil and gas. Includes an overview of national policy. It explores the science-based industries sector, its individual industries, the evidence base and the research strategy. The bioscience and biotechnology sectors and life science industries are considered in-depth, looking in particular at the state of their labour market and skills needs. It also summarises the skills</p>

			<p>analysis of the science-based industries. Skills and supply demand are explored and projections of skills demand for science-related occupations included, by sector and occupation.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=LMD1011</p>
Overskilling Dynamics and Education Pathways	ESRI	August 2012	<p>Using panel data and econometric methods this paper estimates the incidence and the dynamic properties of over skilling among employed individuals. The paper finds that there is extensive overskilling in the labour market and that overskilling differs by education pathway. The paper then asks whether overskilling is a self-perpetuating labour market state (state dependence), and whether state dependence differs by education pathway. Overskilled workers with a higher degree show the highest state dependence, while workers with vocational education show none. Workers with no post-school qualifications are somewhere between these two groups. The finding that higher degree graduates suffer the greatest overskilling state dependence, combined with the well-established finding that they also suffer the highest overskilling wage penalty, suggests that the cost of mismatch among this grouping are greater relative to vocationally qualified workers.</p> <p>http://www.sciencedirect.com/science/article/pii/S0272775712000246</p>
Professionalising Management: the impact of Chartered Manager (2012)	CMI	Sept 2012	<p>The Chartered Management Institute report, Professionalising Management presents surveys of over 400 Chartered Managers and examines how Chartership has benefited them as individuals and the impact on their employers. Chartered Manager is ranked by managers as one of the top 3 most effective management development options. It also found that by becoming Chartered, individuals increase self awareness and self confidence, deliver an average of £362,176 in added value to their organisations, and one in three report a promotion/career progression.</p> <p>http://www.managers.org.uk/chartered</p>
Literacy and Numeracy Difficulties in the Irish Workplace: Impact on Earnings and Training Expenditures	ESRI	Sept 2012	<p>Extensive research in a number of countries illustrates the importance of basic literacy and numeracy skills for an individual's earnings. However, very little is known in Ireland about the impact that such skill gaps have on peoples' earnings, or on the effect that literacy and numeracy difficulties might have on private sector firms' training expenditures. This study utilised data from the Central Statistics Office's National Employment Survey October 2006 to assess these two issues. It was found that while on average there was no wage penalty for those with numeracy difficulties, there was a penalty on those with literacy difficulties.</p> <p>http://www.esri.ie/publications/latest_publications/view/in</p>

			dex.xml?id=3603
State of the sector research report: the property sector	Skills Development Scotland	Sept 2012	<p>This paper reports on a number of issues, including current economic performance, workforce, skills, and training, to provide insight into the current state of the property sector. It notes that there are a range of occupations requiring different skills across the sector, including the need for good interpersonal and negotiation skills, and that management and leadership skills are essential to enable the sector to adapt and survive. It indicates that economics and globalisation are influential drivers of change, and that priorities for the future include: attracting younger individuals, developing career paths, and meeting increasing customer demands.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27586</p>
State of the sector research report: the housing sector	Skills Development Scotland	Sept 2012	<p>This paper reports on a number of issues, including current economic performance, workforce, skills, and training, to provide insight into the current state of the housing sector. It notes that there are a range of occupations requiring different skills across the sector and that management skills are essential to enable the sector to adapt and survive. It indicates that economics and globalisation are influential drivers of change, along with demographic and population change, and that a range of skills will be required in future, including leadership, interpersonal skills, problem solving and energy management skills.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27585</p>
Skills, Job Control and the Quality of Work: The Evidence from Britain	ESRI	Sept 2012	<p>This lecture presents a review of evidence examining two core aspects of work quality in Britain– skill on the one hand and job control on the other. This is in light of the marked increase in the interest of European policymakers in the quality of work. The research examined has largely confirmed the view that the general tendency is towards the upskilling of the workforce. But it has shown that the assumption that rising skills would necessarily lead to greater employee influence at work is incorrect.</p> <p>http://www.esri.ie/publications/latest_publications/view/index.xml?id=3614</p>
EU high level group of experts on literacy (Final Report)	European Commission	Sept 2012	<p>This research report discusses literacy problems in the European Union (EU) noting that one in five 15 year-olds, as well as nearly 75 million adults, lack basic reading and writing skills, making it hard for them to get a job and increasing their risk of poverty and social exclusion. It argues that the EU needs to overhaul its approach to improving literacy standards and identifies the prerequisites needed to deliver change and ensure success. It includes examples of current good practice from different EU member states. The paper goes on to make a number of recommendations to policymakers and tables proposals for a wide range of actions to be</p>

			<p>taken by different players across education and society, in order to improve the literacy skills of all European citizens.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27562</p>
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Training

TITLE	SOURCE	DATE	DESCRIPTION
International Qualifications	CEDEFOP	July 2012	<p>An increasing number of qualifications, certificates and diplomas, are awarded at international level, outside the jurisdiction of national authorities. These 'non-State' qualifications have been developed and are awarded by a wide range of bodies, organisations and companies addressing various purposes. They are all qualifications whose exchange value is defined outside traditional national qualifications systems. This raises some key questions and challenges for policy-makers as well as users, and this report seeks to increase transparency in this field.</p> <p>http://www.cedefop.europa.eu/EN/publications/20265.aspx</p>
Immigrants and Employer-provided training	ESRI	July 2012	<p>Much has been written about the labour market outcomes for immigrants in their host countries, particularly with regard to earnings, employment and occupational attainment. However, the question of whether immigrants are as likely to receive employer-provided training relative to comparable natives receives little attention. As such training could be crucial in determining the labour market success of immigrants in the long run. Using data from a large-scale survey of employees in Ireland, the review finds that immigrants are less likely to receive training from employers, with immigrants from the New Member States of the EU experiencing a particular disadvantage. The immigrant training disadvantage arises in part from a failure on the part of immigrants to get employed by training-oriented firms. However, they also experience a training disadvantage relative to natives within firms that provide less training.</p> <p>http://www.springerlink.com/content/3256064n64754401/</p>
Payback clauses in Europe: supporting company investment and training	CEDEFOP	July 2012	<p>Payback clauses are a legal instrument that may encourage companies to invest in training by allowing them to bind employees for a certain period of time after training in return for providing the training. This report provides an overview of whether payback clauses for employer-financed training are regulated in 33 European countries, and if so how they are regulated. The results of research show that there is relatively little information on the practical use of payback clauses. On the basis of information collected, the strengths and weaknesses of the instrument are discussed. Finally, recommendations for policy, research and practice are formulated.</p> <p>http://www.cedefop.europa.eu/EN/publications/20294.aspx</p>
Vocational education and training in Cyprus	CEDEFOP	July 2012	<p>The vocational education and training (VET) system of Cyprus is playing a significant role in dealing with the adverse effects of the economic crisis on the labour market and in laying the foundations for future development. To continue to fulfill the expectations of the Cypriot economy and society, VET is undergoing essential reforms.</p>

			http://www.cedefop.europa.eu/EN/publications/20281.aspx
The role of ‘culture’ in apprenticeship completions (Occasional paper)	Skills Development Scotland	July 2012	<p>This paper examines the extent to which variation in apprenticeship completion rates can be attributed to factors relating to the ‘culture’ of the employer and the apprentice. The paper’s key findings include that employers with at least 25 apprentices have much higher apprenticeship completion rates than smaller employers, and that social background and employer type matters. Concludes that to improve apprenticeship completion rates greater support for apprentices is needed.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26986</p>
Apprenticeships in England: what next?	Skills Development Scotland	July 2012	<p>This review examines recent developments in apprenticeship training in England. It provides an overview of their history and development, and highlights key issues related to apprenticeships faced by policymakers over the years, including demand outstripping supply in some sectors and low levels of completion. It states that the apprenticeships of the future will: be a mainstream option for 16 to 18 year olds; provide training for around a fifth of all young people, with room for expansion should demand warrant it; make better matches between employers and apprentices; and ensure greater equality of opportunity and access by removing the gender stereotypes typically associated with apprenticeships.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=A40662</p>
Understanding training levies: final report	UKCES	July 2012	<p>This report provides a qualitative understanding of the benefits of training levies and their impacts, in order to better understand how levies affect employer behaviour. It presents the historical context of levies in the UK, makes comparisons with other countries, and assesses the working of grant-levy systems. It describes the industry backgrounds, a brief history of the levy-grants, the operation of the levy systems, their relationship to training, the governance and management of the systems, and employer and stakeholder views. The impact of the current levy system is assessed, and it highlights the characteristics of an effective training levy system. The report considers the lessons that can be learned in order to encourage employers to participate in levy systems more widely, and highlights the features that are most attractive to employers.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27002</p>
Green skills and environmental awareness in vocational education and training: synthesis report	CEDEFOP	August 2012	<p>This report examines trends in employment, skill needs, and training provision for a selected group of occupations likely to be affected by the development of a low-carbon and resource-efficient economy. It makes policy recommendations that seek to ensure that businesses can take advantage of the opportunities presented by this transition and that the skill needs it generates are met. It</p>

			<p>suggests that adaption is being held back by low and short-sighted demand for new qualifications from employers, by uncertainty surrounding forthcoming regulations and policies, and learning providers being forced to take a reactive rather than proactive role in skills provision. The report concludes that there is potential for better cooperation, awareness, and action among policy-makers and social partners.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27200</p>
<p>Subsidies and levies as policy instruments to encourage employer-provided training</p>	OECD	August 2012	<p>This report provides an overview of selected policy instruments in OECD countries intended to promote employer-provided training, including the stated rationale and objectives, the target groups and operational design, together with a summary of the evidence evaluating their operation.</p> <p>The report focuses on policy instruments providing subsidies or levy schemes which use at least some of the proceeds for training. It then discusses the risks and opportunities of different types of instrument or particular elements of their design, and finds that subsidies always risk favouring one type of training over another. It also finds that levy schemes fail to distribute the resources evenly throughout the economy and that, for success, there must be a sufficient number of contributing funds along with the administrative capacity for raising and disbursing funds in line with specified criteria, thus they are less effective in developing countries.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26551</p>
<p>Credit systems for lifelong learning: final country report for Scotland</p>	Skills Development Scotland	August 2012	<p>This paper explores credit transfer in the Scottish vocational education and training (VET) system. It finds the following: a system designed on the principle of credit accumulation may support flexibility and permeability through means other than formal credit transfer; a credit system on its own is weaker than the 'institutional logics' which obstruct permeability and flexible movement within the system; there is insufficient consensus concerning the types of learning and the contexts between which transfer is appropriate; and the concept of credit, as it is interpreted and applied in Scotland, remains firmly rooted in the education system, particularly in mainstream education.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27414</p>
<p>Build up skills: UK - analysis of the national status quo</p>	Skills Development Scotland	August 2012	<p>This paper presents an analysis of the national status quo in the UK blue collar built environment workforce. It analyses the sector, including building stock, energy efficiency, renewable contribution and national policies and strategies. The paper establishes the extent of vocational and educational training in relation to energy efficiency and renewables. It also explores the extent of alignment of current skill demand versus current Vocational and Educational Training (VET) support, including identification</p>

			<p>of skills gaps, qualifications needs and barriers to the demand/supply of training.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26944</p>
Closing the gap (availability and quality of vocational skills)	Skills Development Scotland	August 2012	<p>This article considers ways of improving Britain's record on vocational education and training. The concern of businesses regarding vocational skills provision, and particularly the supply and quality of science, technology, engineering and maths (STEM) skills is highlighted. Indications suggest that government, business and young people are acknowledging that more emphasis is required on vocational learning. It indicates that attitudes are changing, and highlights the rise in the number of apprentices since 2010. It also points to concerns that the careers service is not signposting apprenticeships. The report concludes that the most important thing that business can do to develop skills is to create jobs and opportunities.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=A40754</p>
OECD Reviews of Vocational education and training: A Skills beyond school review of South Korea	OECD	Sept 2012	<p>Higher level vocational education and training (VET) programmes are facing rapid change and intensifying challenges. What type of training is needed to meet the needs of changing economies? How should the programmes be funded? How should they be linked to academic and university programmes? How can employers and unions be engaged? This country report on Korea looks at these and other questions, and is part of the Skills beyond School series, OECD policy reviews of postsecondary vocational education and training.</p> <p>http://www.oecd.org/education/highereducationandadultlearning/SBS%20Korea.pdf</p>
The Skills Beyond School Review of Denmark	OECD	Sept 2012	<p>Higher level vocational education and training (VET) programmes are facing rapid change and intensifying challenges. What type of training is needed to meet the needs of changing economies? How should the programmes be funded? How should they be linked to academic and university programmes? How can employers and unions be engaged? This country report on Denmark looks at these and other questions, and is part of the Skills beyond School series, OECD policy reviews of postsecondary vocational education and training.</p> <p>http://www.oecd.org/edu/educationeconomyandsociety/educationoecdcallsforreformofpostsecondaryvocationaleducationandtrainingindenmark.htm</p>
Strategy to help low wage workers advance: Implementation and final impacts	Manpower Demonstration Research Corporation	Sept 2012	<p>The Work Advancement and Support Centre (WASC) demonstration was a program set up to help low-wage workers advance in employment. In this paper WASC is evaluated using a randomized control trial. The key findings of the paper are that the program increased workers' receipt of work supports, eased participants access to funds and participation in education and training activities.</p>

			<p>Participants also increased their earnings in year 3. The paper suggests that increased access to training for low-income workers is a critical part of any advancement strategy.</p> <p>http://www.mdrc.org/publications/645/overview.html</p>
Apprentice intake forecasts report	HEA	Sept 2012	<p>This report provides forecasts of apprentice recruitment for 12 construction and non-construction related trades in total, representing almost 80% of total new apprentice registrations in Ireland in 2010. This report provides forecasts to 2015 under three scenarios. Forecasting the recruitment of apprentices into a number of other designated apprenticeships was not possible for this report, mainly due to the relatively small historical recruitment levels in the apprenticeships and the lack of detailed information in statistical classifications. Nevertheless, the Study Group on Apprenticeship Forecasting intends to further explore the feasibility of developing an appropriate forecasting methodology for these trades.</p> <p>http://www.heai.ie/files/files/image/110907%20Apprentice%20intake%20forecasts%20Report%207th%20September%202011-Final.docx</p>
Earning not learning? An assessment of young people in jobs without training	Skills Development Scotland	Sept 2012	<p>This document explores the characteristics of young people leaving education to enter jobs without training (JWT). It indicates that education and training policy has little understanding about young people in the JWT category. It explains that this discussion is set in the context of the implementation of the Raising of the Participation Age (RPA), and makes recommendations for addressing the deficit in knowledge about the composition of the JWT group. Concludes that unless young workers and their employers are committed to the acquisition of accredited qualifications, RPA delivery will be seriously undermined and intervention to support school to work transitions among the JWT group will remain negligible.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=A41234</p>

Further Education

TITLE	SOURCE	DATE	DESCRIPTION
<p>Tackling unemployment: the college contribution</p>	<p>Skills Development Scotland</p>	<p>July 2012</p>	<p>This paper reports on the central role of further education colleges in reducing unemployment in England, but claims that they could do more with increased government support. It asserts that FE offers a constructive alternative to unemployment, equips people with skills they need when the economy improves and should be promoted by the government on that basis on a similar way to apprenticeships. It considers restraints on FE and how they affect groups of potential students.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26794</p>
<p>What have we learned about learning communities at community colleges?</p>	<p>MDRC</p>	<p>July 2012</p>	<p>MDRC and the National Centre for Postsecondary Research released two reports on the effectiveness of learning communities, a popular strategy that places small cohorts of students together in two or more thematically linked courses, usually for a single semester, with added support, such as extra advising or tutoring. Learning communities give students a chance to form stronger relationships with each other and their instructors, engage more deeply with the integrated content of the courses, and access extra support, making it more likely they'll pass their courses.</p> <p>http://www.mdrc.org/publications/643/summary.html</p>
<p>“What with your grades?” Students’ motivation for and experiences of vocational courses in further education</p>	<p>Skills Development Scotland</p>	<p>Aug 2012</p>	<p>This report seeks to explore the motivations for studying a vocational qualification of 40 students currently in further education. The report considers student decision making, in terms of the support and guidance received. It examines the value these students place on their training, particularly with respect to their future employment, and argues that a student’s sense of educational identity is important in their understanding of motivations for vocational training, as well as a lack of good careers information and guidance.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=A40664</p>
<p>Widening participation & non-continuation indicators for Further Education colleges: Overview of trends</p>	<p>HEFCE</p>	<p>Aug 2012</p>	<p>This document is the first publication of widening participation and continuation indicators for higher education provision registered at further education colleges in England. It is anticipated that this information will be of relevance to Further Educational Colleges and others interested in the participation and retention of Higher Education students at Further Educational Colleges. Two tables accompany this document; they provide data for HE entrants registered at FECs, showing indicators relating to participation and non-continuation respectively. Various key points were made, such as, in England 2009-10 young, full-time entrants registered at FECs from LPNs (Lower Participation Neighborhood) were higher than the equivalent proportions among entrants registered at HEIs.</p>

			http://www.hefce.ac.uk/pubs/year/2012/201220/
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Higher Education

TITLE	SOURCE	DATE	DESCRIPTION
Higher fees, higher expectations: considerations of potential applicants regarding the financial costs and benefits of higher education	Skills Development Scotland	July 2012	<p>Explores the extent to which the costs, expected financial outcomes and perceived benefits of a university degree have influenced the higher education choices of potential undergraduates. The report looks in particular at the private economic gain of individuals, expectations of debt, and the future financial benefits of studying. It argues that young people's indirect experiences of higher education plays a role in the way perceptions about financial issues are formed. Concludes that prospective students affected by an increase in university fees will be more selective in their choice of studies, with an effect on the clearing process and drop-out rates.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27321</p>
Unlocking Scotland's potential: promoting fairer access to higher education	Skills Development Scotland	July 2012	<p>This study examines the under-representation in universities of people from deprived communities in Scotland and outlines the case for widening access to higher education. It recommends the introduction of enforceable widening access outcome agreements and the creation of an independent national unit to safeguard access, etc. Concludes that HEIs in Scotland should also take action to widen access for people in deprived communities.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27108</p>
Access agreement and widening participation strategic assessment monitoring: outcomes for 2010-11	OFFA	July 2012	<p>In 2010-11 English universities and colleges invested significantly more in outreach activity to raise aspirations and attainment among people from lower-income backgrounds and other groups currently under-represented in higher education. This paper details the progress brought on through this investment. Financial supports target students most in need, with almost three-quarters of students receiving a bursary or scholarship (74.1 per cent) from the lowest income group (up from 67.3 per cent in 2009-10). The figures also show that although total spend on access measures rose, it represents a smaller proportion of the income universities and colleges received from charging higher fees.</p> <p>http://www.offa.org.uk/press-releases/universities-and-colleges-increase-outreach-spend-finds-offa/</p>
Student Awareness of Costs and Benefits of Educational Decisions: Effects of an Information Campaign	LSE Centre for Economic Performance	August 2012	<p>In this paper, the CEP investigates students' knowledge and their receptiveness to information campaigns about the costs and benefits of staying on in education. They have designed an 'information campaign' that gives simple facts about economic and financial aspects of educational decisions and test students' response to this campaign. The analysis shows evidence of gaps in students' knowledge, which are influenced both by the information campaign and media reporting about the increase of tuition fees. However,</p>

			<p>the latter greatly increased the perception of going to university as 'too expensive'. Their experiment shows that simple information campaigns can help to mitigate this negative impact on attitudes.</p> <p>http://cep.lse.ac.uk/new/publications/abstract.asp?index=4100</p>
Widening participation in Higher Education	BIS	August 2012	<p>This report provides information on the estimated number of 15 year olds in receipt of free school meals who progress to higher education by age 19 up to 2008/09. It gives data on the number of young people taking A levels or equivalent qualifications who progress to the most selective institutions by school type. It also estimates proportions of young 2010/11 graduates in different occupation classifications by social background on entry to HE. These measures aim to contribute to the understanding of widening participation and social mobility issues.</p> <p>http://www.bis.gov.uk/assets/biscore/statistics/docs/w/12-p155-widening-participation-higher-education-aug-2012</p>
NFER Pupil voice April 2012: Survey of students about university entrance	NFER	August 2012	<p>The Sutton Trust commissioned the NFER to survey 1000 pupils in year 10-13 in England about their aspirations and plans for Higher Education. The main findings revolved around the topic of funding and fees for going to university, the types of university that they are applying to, and their subject choice.</p> <p>http://www.nfer.ac.uk/nfer/publications/91088/91088_home.cfm?publicationID=746&title=NFER%20Pupil%20Voice%20April%202012:%20Survey%20of%20students%20about%20university%20entrance</p>
Hidden talents: A statistical review of destinations of young graduates	NFER	August 2012	<p>This report was to look at data available from the Higher Education Statistics Authority (HESA) who holds data on the student destinations survey. This report used the information on the students' employment status six months after leaving HE. When combined with the students' home location prior to starting HE, aggregated data can identify variation in graduate employment rates for each local authority, and how these have changed over time. There are a number of key findings in the report, including – graduate full time employment has fallen continuously between 2002 and 2010, from 57% in 2002 to 51% of graduates in 2010. Also found that between 2002 and 2010 graduates considered unemployed, increased from 6% to 8%.</p> <p>http://www.nfer.ac.uk/nfer/publications/LGHT02/LGHT02_home.cfm?publicationID=749&title=Hidden%20talents:%20A%20statistical%20review%20of%20destinations%20of%20young%20graduates</p>
Economic impact of international education in Canada: an update	Skills Development Scotland	August 2012	<p>This report presents the findings of research which examined the value of international education and student mobility to the Canadian economy. It considers the number of international students in each province and territory and in different levels of study, and provides an overview of existing literature on international education in Canada,</p>

			<p>looking specifically at trends and patterns that have been identified.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27227</p>
It's about more than getting a job (employability awards)	Skills Development Scotland	August 2012	<p>This report discusses graduate employability and calls for higher education to improve extra-curricular employability opportunities as an integral part of the degree experience, particularly in the light of the impending introduction of the new fees regime in 2012.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=A40987</p>
Student attitudes towards and skills for sustainable development	HEA	Sept 2012	<p>This paper reports on research into student attitudes towards sustainable development. It looks at trends in demands and expectations from first-year students new to university. Considers the longitudinal tracking of demands and expectations from second-year students as they progress their university career. The current research findings reinforce the conclusions of the 2010 research in terms of existing skills and understanding of sustainable development. This research found that over two thirds of 2011 first and second year respondents, as in 2010, believe that sustainability should be covered by their university. There is also evidence to suggest that students become increasingly focused on employability throughout their time at university.</p> <p>http://www.heacademy.ac.uk/assets/documents/esd/Student_attitudes_towards_and_skills_for_sustainable_development.pdf?dm_i=12ZA,XIJJ,50FPQ1,2SA9J,1</p>
Higher Education in science, technology, engineering and mathematics (STEM) subjects	Skills Development Scotland	Sept 2012	<p>This paper presents the findings of an inquiry into the supply of and demand for STEM skills in the UK. Looks at how quality is assessed in STEM subjects in higher education and the mechanisms for improving quality. It discusses a range of definitions of STEM, suggesting it's too broad and therefore encapsulates courses with little science content, thus obscuring the 'true' number of STEM students. It considers whether the UK is producing enough STEM graduates and postgraduates to meet demand, and whether those graduates are of sufficient quality and have the right skills to meet the needs of employers. The authors found that there is a lack of reliable data on the supply and demand of STEM graduates and suggests that a single body be established to provide such data.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27095</p>
Collaborations, alliances and mergers in higher education: Lessons learned and guidance for institutions	HEFCE	Sept 2012	<p>This document sets out lessons learned from collaborations, alliances and mergers (CAM) in higher education, and guidance for HEIs. CAM activities are an important feature of the HE landscape, but little is generally known about the subject. This study was conducted to help the HE sector learn from institutions' past experience and improve the likelihood of success when CAM are entered into.</p>

			http://www.hefce.ac.uk/pubs/year/2012/201221/
How can universities support disadvantaged communities?	Joseph Rowntree Foundation	Sept 2012	<p>This study shows what universities can do to support disadvantaged communities in a difficult economic climate. Universities provide educational, cultural, social, recreational opportunities and facilities. This study is aimed to find out how universities are responding to needs of disadvantaged communities; researchers carried out a questionnaire survey of all UK universities, while follow-up visits to almost 30 universities looked at examples of good practice. Most universities thought community engagement was important, many were actively involved in local organisations concerned with community development and economic regeneration. Also, universities had established links with schools and colleges in disadvantaged communities as a key part of their efforts to widen participation in HE.</p> <p>http://www.jrf.org.uk/publications/universities-support-disadvantaged-communities</p>
Education at a glance 2012: OECD indicators	OECD	Sept 2012	<p>This report provides data on the structure, finances, and performance of education systems in the OCED's 34 member countries, as well as a number of non-member G20 nations. It highlights the importance of having a higher level of education for the economy, for the labour market and for society as a whole. The report also advocates investment in early childhood programmes and the maintenance of reasonable costs for higher education to reduce inequality and boost employment prospects.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27611</p>
HEA Northern Ireland Bulletin 2012	HEA	Sept 2012	<p>The Higher Education Academy Northern Ireland bulletin is designed to keep any interested parties up to date on latest news, events, resources and funding opportunities. This bulletin summaries news stories such as, 'enhancing learning and teaching in NI publication' and 'cross cultural teaching and learning for home and international students' for example.</p> <p>http://www.heacademy.ac.uk/assets/documents/nations/northernireland/HEA_NI_Bulletin_03_09_12.pdf</p>
Graduate market trends	HECSU	Quarter 3	<p>Graduate Market Trends (GMT) is HECSU's quarterly journal. It provides high quality information about contemporary debates in higher education, graduate employment and career learning. This issue focuses on the key information sets, GMT interviews, the 2011 employment review, the student decision-making process and the Higher Education Degree Datacheck.</p> <p>http://www.hecsu.ac.uk/research_reports_graduate_market_trends.htm</p>

<p>Higher Education key facts and figures 10/11</p>	<p>HEA</p>	<p>Quarter 3</p>	<p>This paper presents a number of relevant facts and figures regarding Higher Education in Ireland. This paper provides an overview of data from the Irish HE system. It provides a 'picture by numbers' of the sector, highlighting the key trends for the year, as well as information on – new entrants to the sector, enrolments, student details, graduate data, and socio-economic, ethnic/cultural and disability data, which forms an invaluable tool in increasing access to HE by under-represented groups.</p> <p>http://www.heai.ie/files/HEA%20Key%20Facts%20%26%20Figures%2010.11%20Final_0.pdf</p>
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Helping Individuals Acquire Jobs

Routes to Employment

TITLE	SOURCE	DATE	DESCRIPTION
A demanding job: finding sustainable employment for Britain's youth	Skills Development Scotland	July 2012	<p>This study considers action which the government could take to reverse the long-term rise in youth unemployment, and discusses its impact on society. It looks at the characteristics of the unemployed, including the introduction of the national minimum wage and a lack of high-quality work experience. It reviews Labour and Coalition government welfare to work initiatives and makes recommendations the government should undertake.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26997</p>
Action for jobs: supporting young Scots into work. Scotland's youth employment strategy	Scottish Government	July 2012	<p>This report sets out the Scottish Government's youth employment strategy, which aims to provide, coordinate and support as many opportunities as possible to assist Scottish young people in accessing the labour market. The authors examine the scale and nature of youth unemployment in Scotland, and highlights action taken to support youth employment and the contributions of employers, local authorities and third sector organisations.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26811</p>
Barriers to education, employment and training for young people in rural areas	Skills Development Scotland	July 2012	<p>This report considers whether there is a rural dimension to the ongoing issue of young people not in education, employment or training. It explores whether there are any uniquely rural barriers, and assesses the impact that government policy is having. It identifies a number of uniquely rural barriers, particularly concerning access to transport, careers advice, employment and training support, and youth services.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26832</p>
Youth unemployment in Europe: lessons for the UK	IPPR	July 2012	<p>This review presents the findings of research which explored the views of key experts on the different debates, policy approaches and ideas for tackling youth employment across Europe. It looks at the different systems that have been used across Europe to support young people into employment. It then suggests that there is a lack of support for the school-to-work transition in the UK, and that employers increasingly view themselves as 'customers' of the state education system.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27130</p>
The youth employment challenge	UKCES	July 2012	<p>This report is a follow up to last year's Youth Inquiry. It uses the latest evidence from the UK Commission's comprehensive survey of employers to highlight how the labour market and recruitment practices have changed over the last decade. They have looked at these changes</p>

			<p>focusing on the effects they have had on youth employment; including putting young people in a Catch-22 situation and making it harder for them to transition from education into work.</p> <p>http://www.ukces.org.uk/publications/youth-employment-challenge</p>
<p>How ready is Jobcentre Plus to help people in their 60s find work?</p>	DWP	July 2012	<p>This report investigates how ready Jobcentre Plus is to support people in their 60s finding employment. It explores the views, attitudes and behaviours of older JSA claimants and reviews good practice in supporting older jobseekers and finds numerous changes to be made. It makes a number of key findings, including that older JSA claimants can face a range of age-related barriers to employment, from difficulties with practical skills to issues with confidence and motivation. Also, feedback from Jobcentre advisers indicates that further improvements could be made to provision and support that specifically target some of the age-related obstacles encountered by jobseekers.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27026</p>
<p>Tackling unemployment, supporting business and developing careers</p>	UKCES	July 2012	<p>This report identifies potential for career guidance to play an important role in connecting job seekers and employers and in supporting sustainable employability. The report is based on evidence including a literature review, a call for evidence, and a series of case studies. A companion publication has also been produced entitled 'Developing Business, Developing Careers', which presents these findings for an employer audience.</p> <p>http://www.ukces.org.uk/publications/tackling-unemployment</p>
<p>Skills for Employment: the impact of skills programmes for adults on achieving sustained employment</p>	Office for Standards in Education, Children's Services and Skills (Ofsted)	July 2012	<p>This report assesses the efficiency of systems in matching unemployed adults to training provision and the effectiveness of this provision in developing the employability skills of participants and supporting progression into sustained employment. It is based on visits between September 2011 and May 2012 to 45 providers including colleges, independent learning providers and local authority providers of adult and community learning. There were mixed results, the most successful provision in getting people into jobs involved bespoke programmes set up in collaboration with Jobcentre plus, local authorities, Work programme providers or employers. However providers' initial response to the new policy initiative to support people on active benefits was slow and participants had too few opportunities for purposeful work placements or work trials.</p> <p>http://www.ofsted.gov.uk/resources/skills-for-employment</p>
<p>Why public employment services always fail. Double sided asymmetric information and the placement of low-</p>	Skills Development Scotland	July 2012	<p>This paper explores the role of public employment services (PES) in facilitating job matches across Europe. It highlights the existence of a double-sided asymmetric information problem on the labour market. Argues that although PES potentially reduces search costs, both employers and employees have strong incentives not to use PES. Notes</p>

skill workers in six European countries			that employers try to avoid the 'worst' employees and employees try to avoid the 'worst' employers, which leads to these services being caught in a low-end equilibrium that is difficult to escape. http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=A40362
Towards (un)sustainable employment? Exploring policy responses to work-welfare cycling	Skills Development Scotland	July 2012	This paper considers policy responses to labour market disadvantage in the UK and the extent to which they can help and hinder individuals' efforts to sustain employment. It presents evidence based on 130 semi-structured interviews with work-welfare 'cyclers', service providers and employers in Glasgow and Dundee. Covers a variety of issues, such as, sustainable employment, welfare policy and employer involvement in the welfare-to-work agenda. It contends that policy responses to employment instability are currently limited in scope and promote only an unambitious conception of sustainable employment, and argues that employment policies need to give greater priority to promoting sustainable transitions into employment. http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=A40424
Jobs in a recession (unemployment)	Skills Development Scotland	July 2012	This paper presents a model of unemployment which is consistent with the existence of queues for jobs in recession, whereby not all employees will be able to find jobs, due to a lack of opportunity. It considers the impact of reducing unemployment benefits during recessions. It contends that this would not create more jobs, only cause more competition between jobseekers. It also considers the impact of public sector job creation in a recession. http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=A40268
Work programme: analysis of early entrants	DWP	July 2012	This report provides statistics describing the benefit circumstances of the first group of participants who were attached to the Work Programme (WP) in June 2011 over a 36 week period. Analyses the number of people with any break in their benefits claim since joining the WP and the length of any break in claim. Finds that 48% of claimants had had a break in their claim since joining the programme, 24% had a continuous break in claim of 13 weeks and 14% had a continuous break of 26 weeks. http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26809
Unfinished business: barriers and opportunities for older workers	Skills Development Scotland	July 2012	This report details the challenges facing the older workforce in the UK, looking in particular at older people in low to middle income households. It identifies the key barriers to employment for older workers in the UK: a lack of adequate financial incentives to remain in, or to return to, work; poor health; caring responsibilities; age discrimination; the lack of employment support to move back into work, including training; and limited access to flexible working opportunities. The report concludes that older workers will need assistance from the government to facilitate extended working lives.

			http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27258
From Learning to earning: understanding the school-to-work transition in London	IPPR	August 2012	<p>This paper explores the nature of young people's transitions from school to work, with implications for national policy. Reducing high youth unemployment depends on returning the economy as a whole to growth and high employment. But in the longer term, transactions will require a combined economic and skills strategy to improve the quality of the jobs available to young people and ensure that vocational courses support mobility and progression in the labour market.</p> <p>http://ippr.org/publication/55/9516/from-learning-to-earning-understanding-the-school-to-work-transition-in-london</p>
Youth unemployment in Europe: theoretical considerations and empirical findings	Skills Development Scotland	August 2012	<p>In this paper the economic, social, and political background to youth unemployment is analysed. It focuses on the problems encountered by young people under 25 years of age entering the labour market and finding permanent employment.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26897</p>
Degrees of insecurity: graduate employment issues in Scotland	Skills Development Scotland	August 2012	<p>This research investigates issues affecting graduates who are unemployed, underemployed or have other difficulties since graduating. It makes comments that the number of graduate positions available hasn't kept pace with the increasing numbers of graduates, and problems experienced by graduates can cause ripples through the wider workforce.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27192</p>
Working futures 2010-2020: Main report	UKCES	August 2012	<p>This report contains the detailed findings of the latest Working Futures study, which provides the most comprehensive picture available of the future UK labour market. The results are intended to provide a sound foundation for the deliberations of all those with an interest in future prospects for jobs.</p> <p>http://www.ukces.org.uk/publications/er41-working-futures-2010-2020</p>
A new perspective on the success of public sector worklessness interventions in the UK's most deprived areas	Skills Development Scotland	August 2012	<p>Explores the reasons behind high worklessness rates in the UK. Presents an analysis of residents in receipt of key out-of-work benefits in Manchester's most deprived areas, using data from Her Majesty's Revenue and Customs and the Department for Work and Pensions to track individuals that remained workless and those that made the transition to employment in the three-year period between 2004 and 2007. This report suggests that policymakers often assume that many of the most deprived neighbourhoods have persistently high levels of worklessness because many residents leave once they find work, but finds little evidence of this based in Manchester's most deprived areas. Argues that other reasons for high rates of worklessness should be</p>

			<p>sought, and suggests that in the case of Manchester, enough people simply don't move into work during this period.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=A40879</p>
New skills and jobs in Europe: pathways towards full employment	European commission	August 2012	<p>This report examines the Europe 2020 initiative, 'An agenda for new skills and jobs', which aimed to meet the Lisbon Treaty's 'full employment' strategy. It makes a number of suggestions including: equal access to education and continuous vocational training and labour market policies to support a high variability of employment contracts, which allow job-to-job transitions within and between firms according to market needs and individual life course conditions, to name a few. It proceeds to recommend that the initiative adjusts its strategy of 'flexicurity' to changing situations.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27479</p>
Raising aspirations and smoothing transitions: the role of careers education and careers guidance in tackling youth unemployment	Skills Development Scotland	Sept 2012	<p>This report examines changes to careers and guidance services in England, and assesses their potential impact on quality and availability of provision. It suggests measures to improve provision, including to: initiate earlier careers education; ensure access to face-to-face guidance for 13-19 year-olds; standardise quality of provision; strengthen partnerships; structure the curriculum to include employer and third sector engagement, and improve internet-based resources and enable capacity to utilise them correctly.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27551</p>
Policy brief on Young Entrepreneurship	European Commission	Sept 2012	<p>The OECD and European Commission have produced a new policy brief on youth entrepreneurship. It covers the scale of self-employment and entrepreneurship activities undertaken by young people, including by gender, education level, industry sector, country and sub-national geographic areas, as well as the drivers for, and barriers to, youth entrepreneurship and self-employment.</p> <p>http://ec.europa.eu/youth/news/20120504-youth-entrepreneurship-employment_en.htm</p>
The only way is up? The employment aspirations of single parents	Skills Development Scotland	Sept 2012	<p>This report explores the experiences, motivations and aspirations for work of single parents in England. The existing literature is reviewed, including international studies, on what works in employability programmes for single parents, including welfare-to-work programmes and in-work support for previous benefit claimants. It makes recommendations for recruitment providers, welfare-to-work providers, employers and government to enable single parents to enter, stay and progress in employment.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27537</p>
From education to	CEDEFOP	Sept	This report looks at labour market outcomes for young

working life		2012	people in Europe and across countries. Using data from the EU Labour Force Survey (2009), it examines how the various levels and orientations of education affect employment prospects, the transition to work, job quality and wages. http://www.cedefop.europa.eu/EN/publications/20448.aspx
Working age claimants with Complex Needs: Qualitative study	DWP	Sept 2012	This small-scale qualitative study of frontline Jobcentre Plus staff was commissioned to supplement the existing evidence base that the Department for Work and Pensions holds about working age claimants with complex needs. The study explored: how complex needs are defined by Jobcentre Plus Staff, which claimants Jobcentre Plus staff consider to have complex needs and why, and areas for improvement to the service identified by staff. http://research.dwp.gov.uk/asd/asd5/report_abstracts/ihr_abstracts/ihr_012.asp
Raising aspirations and smoothing transitions	The Work Foundation	Sept 2012	School-to-work transitions are increasingly challenging for young people. Together Careers Education and Careers Guidance improve transitions and minimise the risk of young people becoming NEET. This report examines changes to services coming into effect as part of the Education Act, and concludes that they are likely to severely compromise the quality, and availability, of provision. It sets out a plan for ensuring young people receive the careers support they need. http://theworkfoundation.com/Reports/320/Raising-aspirations-and-smoothing-transitions

Other Labour Market Research

TITLE	SOURCE	DATE	DESCRIPTION
The Quality of working life report	Chartered Management Institute	July 2012	<p>This report surveyed over 1,000 managers in 2007 and 2012 and paints a bleak picture of the impact of the recession on UK workplaces. Compared with 2007, managers today are: working longer hours due to larger workloads; increasingly suffering from ill health including stress and depression; and more likely to come to work despite being sick. Major findings include high instances or increases in organisational change, unpaid overtime, and “presentee”ism.</p> <p>http://www.managers.org.uk/workinglife2012</p>
The fourth work-life balance survey	Skills Development Scotland	July 2012	<p>This survey assesses how far employers operate work-life balance practices and whether employees feel that existing practices meet their needs. It found that the majority of employees were satisfied with their hours and current working arrangements, with high levels of awareness of the right to request flexible working. It also indicates that employees with flexible working arrangements were more likely to work long hours, suggesting that such practices facilitate greater labour market involvement.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26749</p>
OECD Employment outlook 2012	OECD	July 2012	<p>Long-term unemployment has risen since the start of the crisis in the OECD area, with more than one in three of the unemployed having been out of work for 12 months or more at the end of 2011. The share of long-term unemployed remains highest in EU countries, at around 44% on average. But also in the United States, the share of the unemployed who have been out of work for 12 months or more has soared, from 10% pre-crisis to around 30%. Also, the number of people out of work for two years or more in the OECD area has grown by 2.6 million since 2007 to reach 7.8 million in 2011.</p> <p>http://www.oecd.org/els/employmentpoliciesanddata/oecdemploymentoutlook.htm</p>
Developing business. Developing careers. How and why employers are supporting the career development of their employees	UKCES	July 2012	<p>A key feature of the most successful businesses is their ability to recruit the right talent and to develop and use their knowledge and skills effectively. This report contains seven case studies that highlight how employers have focused on the career development of their staff and some of the real business benefits this has brought.</p> <p>http://www.ukces.org.uk/publications/developing-business-developing-careers</p>
Collective learning, effective demand, loss of work and loss of direction: the growing	Skills Development Scotland	July 2012	<p>This paper explores trends in male work, unemployment and permanent sickness in the UK since 1971 in order to understand the growing work gap within the country. It considers the year-by-year evolution of substantial work, wage and productivity gaps within the UK. The paper</p>

regional divide within the UK			<p>concludes that human capital deteriorates when people are idle and in low-opportunity markets many are excluded, and that this loss of an economic base leaves a gap in the community and economy that many people struggle to bridge.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=A40496</p>
Education and disability/special needs: policies and practices in education, training and employment for students with disabilities and special educational needs in the EU	European Commission	July 2012	<p>This report presents the findings of a review of the position of children with special educational needs (SEN) and adults with disabilities in different education systems and labour markets across Europe. It finds considerable variation between countries in the proportion of children that are identified as having SEN and the proportion of groups placed in special settings.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27113</p>
A review of careers professionals' involvement with schools in the UK	NFER	July 2012	<p>This report discusses universal and targeted approaches to careers education (CE) information, advice and guidance (IAG), both in the UK and internationally. Looks in particular at the outcomes of support given to young people at risk of becoming 'not in education, employment or training' (NEET) or those NEET young people viewed as 'open to learning' or 'undecided'.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27001</p>
Labour Markets in the Euro Crisis	CESifo group Munich	August 2012	<p>The latest CESifo DICE Report (2/2012) focuses on how the European labour markets in Estonia, France, Germany, Ireland, Italy, the Netherlands and Spain have fared in the euro crisis. While Germany and the Netherlands have come through the crisis relatively well, the labour market situation in Estonia, Ireland and Spain has deteriorated considerably. France and Italy were found to fall between these two poles.</p> <p>http://www.cesifo-group.de/ifoHome/infoservice/News/2012/09/news-20120911-DICE-Report-2-2012.html</p>
Annual employment survey 2011	Forfás	August 2012	<p>The Annual Employment Survey of Ireland is an annual census of employment in all manufacturing and internationally-traded services companies supported by the enterprise development agencies. Irish-owned agency employment figures are presented on a sectoral and regional basis, for the period 2002 to 2011.</p> <p>http://www.forfas.ie/publication/search.jsp?ft=/publications/2012/title.9624.en.php</p>
Accounting for changes in income inequality: decomposition analyses for Great Britain 1968-2009	ISER	August 2012	<p>This paper presents an analysis of income inequality in Great Britain over the period 1968-2009 in order to understand why income inequality rose very rapidly over the period 1978-91 and then stopped rising. It finds that earnings inequality has risen fairly steadily since 1978, but other factors that caused inequality to rise in 1978-91 have</p>

			<p>since reversed. Inequality in investment and pension income has fallen since 1991, as has inequality between those with and without employment. Furthermore, certain household types which had relatively low incomes in 1978-91 have seen their incomes converge with others.</p> <p>https://www.iser.essex.ac.uk/publications/working-papers/iser/2012-17</p>
Employer practice in progressing low-paid staff	UKCES	August 2012	<p>Employment in the UK has been, up until the recession, relatively high; but there have always been problems with the low-pay, no-pay cycle. This report looks at how and why selected employers progress their low-skilled staff and what the outcomes and benefits are. The accompanying series of employer case studies lays out each organization's progression strategies and experiences in more detail.</p> <p>http://www.ukces.org.uk/publications/employer-progression-practices</p>
Labour market institutions and unemployment volatility: evidence from OECD countries	Skills Development Scotland	August 2012	<p>This paper documents the cyclical behaviour of the unemployment rate for a group of 20 OECD countries, highlighting that there is substantial cross-country and time variation. It investigates why unemployment fluctuations differ across countries and over time. The relationship between labour market institutions and cyclical unemployment dynamics is considered. It concludes that labour market institutions are an important factor governing cyclical unemployment fluctuations. The paper suggests that interactions between shocks and institutions also matter for cyclical unemployment fluctuations.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27439</p>
The social consequences of unemployment in Europe: a two-stage multilevel analysis	Skills Development Scotland	August 2012	<p>This analysis examines the relationship between unemployment and social participation in Europe. It suggests that social participation strengthens social networks, which provide social and economic resources such as information about jobs and that this facilitates labour-market re-entry for the unemployed.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26954</p>
The changing influence of culture on job satisfaction across Europe: 1981-2008	Skills Development Scotland	August 2012	<p>This report investigates the impacts of cultural values on job satisfaction. It is noted that determining what factors influence workers' job satisfaction levels has become a growing point of interest for organisations. It indicates that the strength of many cultural values has declined, the impacts of traditional values on job satisfaction have remained fairly constant, and the impacts of survival values on job satisfaction have declined substantially over the sample period. The report suggests that the results are important for the formation of organisational management policy, and concludes that greater understanding of the evolution of cultural values may help in the development of effective strategies for increasing job satisfaction.</p>

			http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27460
Trends in job quality in Europe: a report based on the fifth European Working Conditions Survey	Skills development Scotland	August 2012	<p>The paper measures job quality in the 27 countries of the European Union, as well as seven additional countries in Europe that participated in the fifth European Working Conditions Survey (EWCS). It argues that a prolonged life expectancy and the ageing of the population suggest that jobs will have to be of good quality if more workers are to be persuaded to work longer. Gender and socio-economic characteristics, workers with at-risk jobs, and trends in job quality are also covered.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27287</p>
Facing the future: CBI/Harvey Nash employment trends survey 2012	Skills Development Scotland	August 2012	<p>This report draws on survey responses from employers to analyse trends in employment, recruitment and pay. It finds that while the UK labour market is relatively robust, the economic outlook is uncertain. It discusses employment trends in the private sector and finds cautious optimism among employers about recruitment in the coming year.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27231</p>
Flexicurity: actions at company level	Skills Development Scotland	August 2012	<p>This paper describes the concept of flexicurity (security through flexibility) and how it is supposed to increase employment opportunities for workers as well as flexibility, enabling organisations to adapt their operations to business needs and increase employment levels. It outlines the specific challenges faced by young workers, older works and women. An examination of the impact of the current financial crisis on the company-level measures is presented in the study.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26938</p>
Review of the curriculum and qualification needs of young people who are at risk of disengagement	National Foundation for Educational Research	August 2012	<p>This review considers curriculum-related approaches to engaging young people in learning and curricula and qualifications used to engage young people and to facilitate their progression in education, employment or training. It explores what the best available research tells us about the curriculum and qualification needs of young people at risk of temporary disconnection from learning.</p> <p>http://www.nfer.ac.uk/nfer/publications/RCAQ01/RCAQ01_home.cfm?publicationID=748&title=Review%20of%20the%20curriculum%20and%20qualification%20needs%20of%20young%20people%20who%20are%20at%20risk%20of%20disengagement</p>
Work Incentives: New Evidence for Ireland	ESRI	Sept 2012	<p>This study analyses recent data on incomes, travel to work patterns and childcare costs, using internationally established and accepted methods. Comparison with similar studies in the UK shows that replacement rates are broadly similar in Ireland and the UK. Although headline unemployment benefit rates are higher in Ireland, half of the UK unemployed also receive Housing Benefit, which brings overall payments much closer.</p>

			<p>The study rejects the claim by the Troika (EU, IMF, and ECB) that Ireland's unemployed generally face high replacement rates by international standards. Careful analysis of the OECD database shows that Irish replacement rates are in the middle of the range for EU-15 countries.</p> <p>Overall, the study finds that the unemployed face similar work incentives in Ireland as elsewhere in the EU. The very large majority are better off in work.</p> <p>http://www.esri.ie/news_events/latest_press_releases/budget_perspectives_2013_/index.xml</p>
Under employment crisis: a TUC analysis of under-employment across the UK	Skills Development Scotland	Sept 2012	<p>This report investigates the impact of under-employment on people in the UK. It observes that the number of under-employed people has risen by around one million since the start of the recession the largest increases in under-employment have been in Northern Ireland and the North West. Suggests that long periods of under-employment can leave families struggling to make ends meet, and cause permanent damage to people's careers.</p> <p>http://www.skillsdevelopmentscotland.co.uk/knowledge/research-online.aspx</p>
The future teacher workforce: quality and quantity	Skills Development Scotland	Sept 2012	<p>This paper maps and appraises the current situation in terms of teacher supply and identifies potential challenges. It analyses current Initial Teacher Education (ITE) and workforce figures, surveys of advertised vacancies and a survey of head teachers and deputy heads on their perceptions of current and future workforce issues. Thirteen recommendations to better secure quantity and quality in the teacher workforce are made, including that training should be more closely linked with employment opportunities in order to ensure a better match between supply and demand in the teacher labour market and that government should both think carefully and further consider evidence before instigating any further moves towards performance-related pay.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27517</p>
The real level of unemployment 2012	Skills Development Scotland	Sept 2012	<p>This paper presents a new assessment of the scale of unemployment across Britain. It considers how unemployment becomes hidden and identifies strengths and shortcomings in using the claimant count and the labour force survey (LFS) as measures of unemployment. It argues that unemployment is far greater than indicated by official statistics, and that the evidence points to large and continuing shortfalls in job opportunities outside the most prosperous parts of southern England. It concludes that the report casts serious doubt on the coalition government's assumption that unemployment can be solved by encouraging the unemployed to look for work.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27518</p>

<p>Long distance moves and labour market outcomes of dual-earner couples in the UK and Germany</p>	<p>Skills Development Scotland</p>	<p>Sept 2012</p>	<p>This report presents the results of research into the occupational returns from long-distance moves due to job opportunities, of partners in dual-earner couples. It compares evidence from the UK and Germany and finds that women in dual-earner couples are temporarily adversely affected. It suggests that moves do not change wage rates significantly for women and men that stay in employment in both countries.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27564</p>
<p>Social protection/social security aspects of active ageing</p>	<p>Skills Development Scotland</p>	<p>Sept 2012</p>	<p>This report looks at national social security/welfare systems seeking to maintain employment for older people who are already active, and facilitate back-to-work for older people who are excluded from the labour force. It suggests that innovative methods, such as the rules providing for the accumulation of an old-age/invalidity/incapacity pension and job income, are being accepted by an increasing number of European countries in addition to the deferment of a pension after statutory retirement. It presents indications that social security schemes are breaking their traditional limits by emphasising preventative measures such as rehabilitation policies.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27541</p>
<p>Intergenerational transmission of worklessness: Evidence from the Millennium Cohort and the longitudinal study of young people in England</p>	<p>DE UK</p>	<p>Sept 2012</p>	<p>This research report presents the findings from a study that investigated the extent of parental worklessness in families with young and teenage children, and determined how parental worklessness impacts on children's cognitive ability, education attainment, behaviours, attitude to school, academic aspirations and experience of the transition from school to work.</p> <p>https://www.education.gov.uk/publications/RSG/AllRsgPublications/Page1/DFE-RR234</p>

Developing and Maintaining the Framework of Employment Rights & Responsibilities

TITLE	SOURCE	DATE	DESCRIPTION
Safeguarding in the workplace: What are the lessons to be learned from cases referred to the Independent Safeguarding Authority	Skills Development Scotland	July 2012	<p>This report presents findings from research commissioned by the Independent Safeguarding Authority (ISA) on the issue of safeguarding in the workplace. It summarises the findings in relation to vulnerable adults and children's cases before drawing conclusions across all cases. It also makes recommendations for both the vulnerable adults and children's sectors.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26687</p>
The hidden workforce	Skills Development Scotland	July 2012	<p>This is the final report on a project involving eight pilot studies of vulnerable public sector workers and what Unison can do to advise and support them. It reports that about 25% of public sector workers are now employed in private companies as a result of public sector outsourcing but that Unison has traditionally concentrated its facilities on the public sector employer to the exclusion of outsourced workers. It also finds that many outsourced workers suffer poor working conditions and have little knowledge of their employment rights. The report recommends a number of steps that Unison can take to improve conditions for these workers.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B26487</p>
Absent, with leave	Skills Development Scotland	July 2012	<p>This research discusses the business benefits of flexible working and how they can be measured. Looks at companies who have adopted flexible hours and explains the positives and the negatives of the scheme.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=A40319</p>
Employment protection of workers in more flexible forms of work and in SMEs in the context of restructuring	European Commission	August 2012	<p>This report summarises the results of a research project into employment protection of workers in more flexible forms of work and in small and medium-sized enterprises in the context of restructuring. It considers some examples of good practice of employment protection and change security for flexible workers and workers in smaller companies.</p> <p>http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27249</p>
Extending working life: Behaviour change interventions	DWP	Sept 2012	<p>This research was commissioned in 2010 to understand how people actually make decisions on when and how to retire. The research sought to explore whether behavioural economic theory and models could be applied to DWP policies on encouraging longer working and saving for retirement. In particular whether individuals can be nudged to extend their working lives and make</p>

			adequate provision for retirement. http://research.dwp.gov.uk/asd/asd5/report_abstracts/rr_abstracts/rra_809.asp
Local pay, local growth: reforming pay setting in the public sector	Skills Development Scotland	Sept 2012	This report proposes reforms to the UK's public sector pay system. It concludes that the proposed reforms would: improve the quality of public sector services, achieve greater regional growth and job creation, improve mobility between public and private sectors; provide fairness for workers across the public sector and strengthen the functioning of the labour market. http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27529
Statutory parental leave and pay in the UK: stereotypes and discrimination	Skills development Scotland	Sept 2012	This report examines the relationship between statutory parental leave and the gender pay gap in the UK. It suggests that men and women are subject to systemic discrimination, and that this discrimination is exacerbated by the system of maternity and paternity benefits currently in operation. It concludes that this discrimination has had a negative impact on women in the progression of their careers and contributed to the perpetuation of gender stereotypes in the UK. http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=A41257
Outsourcing and the fragmentation of employment relations: the challenges ahead	Skills Development Scotland	Sept 2012	This report identifies the interrelated factors driving the increase in organisational restructuring, and in particular, the use of outsourcing in public and private sectors. It considers the impact of this restructuring on day-to-day employment relations in the UK. It presents the argument that a new model of employment relations that addresses the current challenges is yet to emerge, and that any future regulation of employment relations may need to be at an international as well as a national level. The report suggests that companies and organisations will need to assess how new expertise in good employment relations can be built in, if HR is increasingly outsourced and direct representation becomes less common. http://www.researchonline.org.uk/sds/search/go.do?action=document&ref=B27512

Increasing the level of Research and Development

TITLE	SOURCE	DATE	DESCRIPTION
Ireland's competitiveness scorecard	Forfás	July 2012	<p>Each year the NCC publishes a report benchmarking Ireland's competitiveness performance. Ireland's Competitiveness Scorecard provides a comprehensive assessment of Ireland's competitiveness performance, using over 125 statistical indicators. The indicators are drawn from data sources such as Forfás, OECD, Eurostat, CSO and others. Among other things, the report found in 2011, the Irish economy grew for the first time since 2007, fuelled primarily by a relatively strong export performance.</p> <p>http://www.forfas.ie/publication/search.jsp?ft=/publications/featuredpublications/title,9503,en.php</p>
Forfás annual Review 2011	Forfás	July 2012	<p>The report includes an overview of statistical information collated by Forfás on expenditures in the Irish economy, employment and R&D, and the Forfás Financial Statements. Evidence suggests that the sustained increases in public and private research inputs and outputs to 2008-09 have helped export resilience with a broader base of enterprises engaging in R&D and innovation activity, and the intensity levels of R&D in enterprises increasing. However, the latest data for 2010-11, found by this research, indicates that there has been some scaling back in public spending and some moderation as an output measure. They argue while understandable, due to the economic climate, further erosion of publically funded R&D would impact on the progress being made in increasing firm level innovation capacity and on export performance.</p> <p>http://www.forfas.ie/publication/search.jsp?ft=/publications/featuredpublications/title,9496,en.php</p>
Higher Education – Business and Community interaction survey: 2010-11	HEFCE	July 2012	<p>This report analyses the results of the 2011 Higher Education – Business and Community Interaction survey for UK higher education institutions, referring to the academic year 2010-11. Data collected shows a continuing increase in the overall exchange of knowledge between UK HEI's and the public, private and third sectors. The growth rate – in cash terms – for the UK is around 7%, from £3,086 million in 2009-10 to £3,302 million. Over the longer term income has risen in real terms by 41% since 2003-4. This is particularly impressive because the results need to be seen in the context of wider economic turbulence and other factors that impact on HEIs' interactions with their partners.</p> <p>http://www.hefce.ac.uk/pubs/year/2012/201218/</p>
Global Competitiveness Report 2012-2013	World Economic Forum	Sept 2012	<p>This report assesses the competitiveness landscape of 144 economies, providing insight into the drivers of their productivity and prosperity. It finds that: the competitiveness gap is widening among European</p>

			<p>countries, the US remains the world's innovation powerhouse despite a decline in its overall competitiveness ranking and the People's Republic of China is the most competitive among large emerging markets.</p> <p>http://www.weforum.org/news/persisting-divides-global-competitiveness-switzerland-singapore-and-finland-top-competitiveness</p>
Global Entrepreneurship Monitor (GEM) 2011	Forfás	Sept 2012	<p>The Global Entrepreneurship Monitor (GEM) provides an annual assessment of the entrepreneurial activity, aspirations and attitudes of individuals across a wide range of countries. The GEM Report for Ireland for 2011 shows that there has been an increase in early stage entrepreneurial activity in 2011 with more people starting new businesses in 2011 than in the previous year.</p> <p>http://www.forfas.ie/publications/2012/title.9652,en.php</p>

List of Organisations and Research Bodies Monitored

If you are aware of any other bodies that conduct research relevant to this Department but are not covered below, please let the Department know so those can be monitored in future. Contact details are set out on page 1.

Alliance of Sector Skills Councils

www.sscalliance.org

ARK Online Research Bank-

www.ark.ac.uk

Association of Northern Ireland Colleges

www.anic.ac.uk/

Australian Government - Department of Education, Employment and Workplace Relations

<http://www.deewr.gov.au/Pages/default.aspx>

Centre for Economic Performance

<http://cep.lse.ac.uk>

Centre for Economics of Education

<http://cee.lse.ac.uk/pubs/default.asp>

Centre for Economic and Social In conclusion

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

Centre for Research on the Wider Benefits of Learning

<http://www.learningbenefits.net/news/newsletters.htm>

CESifo Group Munich

<http://www.cesifo-group.de/ifoHome.html>

Chartered Management Institute

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

City & Guilds Centre for Skills Development (CSD)

<http://www.skillsdevelopment.org/>

Department for Business, Innovation and Skills

<http://www.bis.gov.uk/>

Department for Education

<http://www.education.gov.uk/>

Department for Employment and Learning
<http://www.delni.gov.uk>

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

Economic and Social Research Institute
<http://www.esri.ie/index.xml>

Employment Research Centre, Trinity College Dublin
<http://www.tcd.ie/ERC/index.php>

EngineeringUK
<http://www.engineeringuk.com/>

European Centre for the Development of Vocational Training (Cedefop)
<http://www.cedefop.europa.eu/EN/>

European Commission
<http://ec.europa.eu/social/main.jsp?catId=738&langId=en>

Eurostat
http://epp.eurostat.ec.europa.eu/portal/page/portal/publications/recently_published

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

Federation of Small Businesses
<http://www.fsb.org.uk/>

Forfás
<http://www.forfas.ie>

Foyer Federation
<http://www.foyer.net/>

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

Graduate Market Trends
http://www.prospects.ac.uk/cms/ShowPage/Home_page/Labour_market_information/Graduate_Market_Trends/p!eXbLfa

Higher Education Academy
<http://www.heacademy.ac.uk/resources/publications>

Higher Education Authority Ireland
www.heai.ie

Higher Education Careers Services Unit
<http://www.hecsu.ac.uk/index.htm>

Higher Education Policy Institute
www.hepi.ac.uk

Higher Education Empirical Research Database
<http://heer.qaa.ac.uk/pages/default.aspx>

Higher Education Funding Council for England
<http://www.hefce.ac.uk/pubs/>

Higher Education Funding Council for Wales
<http://www.hefcw.ac.uk/index.htm>

International Labour Organisation (ILO)
<http://www.ilo.org/global/lang-en/index.htm>

Institute for Employment Studies
www.employment-studies.co.uk

Institute for Public Policy Research
<http://www.ippr.org/publicationsandreports/>

Institute for Social and Economic Research (ISER)
<http://www.iser.essex.ac.uk/>

Institute of Leadership Management
<http://www.i-l-m.com/>

Joseph Rowntree Foundation
<http://www.jrf.org.uk>

Learning and Skills Development Agency Northern Ireland
<http://www.lsdani.org.uk/>

Learning and Skills Network (LSN)
<http://www.lsneducation.org.uk/>

Manpower Demonstration Research Corporation (MDRC)

<http://www.mdrc.org/index.html>

Million Plus

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

National Foundation for Educational Research

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

National Institute of Economic and Social Research

<http://www.niesr.ac.uk/pubs/pubs.php>

National Research and Development Centre for adult literacy and numeracy

www.nrdc.org.uk

Office for Fair Access (OFFA)

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

Office for National Statistics (ONS)

<http://www.statistics.gov.uk/hub/index.html>

Office for Standards in Education, Children's Services and Skills (Ofsted)

<http://www.ofsted.gov.uk/>

Organisation for Economic Co-operation and Development (OECD)

www.oecd.org

The Scottish Government

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

Scottish Funding Council

www.sfc.ac.uk

Skills Development Scotland

<http://www.researchonline.org.uk/sds/index.do>

Skills Ireland

<http://www.skillsireland.ie/>

Spatial Economics Research Centre

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

UK Commission for Employment and Skills

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

Universities UK

<http://www.universitiesuk.ac.uk/Pages/Default.aspx>

The Work Foundation

<http://www.theworkfoundation.com/>

World Economic Forum

<http://www.weforum.org/>