

SKOPE NEWS

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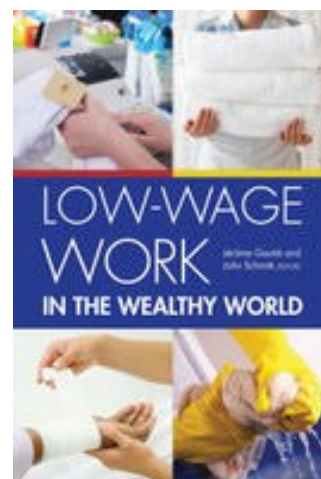
Low-Wage Work in the Wealthy World

SKOPE has been involved over the last few years in a large Russell Sage Foundation (RSF) research project investigating the extent and causes of low wage work. Following the publication in 2008 of five country studies (UK, France, Germany, the Netherlands and Denmark) the RSF will shortly be publishing a comparative volume: *Low-Wage Work in the Wealthy World* edited by Jérôme Gautié and John Schmitt. SKOPE staff - Susan James, Caroline Lloyd, and Ken Mayhew - and SKOPE associate fellow Chris Warhurst were involved in the analysis of data obtained from the five European countries and the USA and have contributed to a number of chapters in the comparative book.

In the book low-wage jobs are examined through the use of systematic comparative case studies across five industries: retail sales, hospitals, food processing, hotels, and call centres. The studies show that stronger systems of collective bargaining, more extensive labour-market regulations, higher minimum wages and welfare provisions restrict employers' ability or incentives to create low wage and low skilled jobs. The case studies also demonstrate the substantial pressures on national employment models, pressures which have contributed to the deterioration of pay and working conditions for many workers across the majority of the countries studied.

For further details and how to order the book visit:

www.russellsage.org



Research Activities

VET Reform in Germany and England

Hubert Ertl and Geoff Hayward from SKOPE, at the Department of Education, Oxford are undertaking a research project that is examining the connections between new curricula and the processes of teaching and learning in vocational education and training (VET). It looks at curricular changes in college-based VET in Germany and England and discusses the extent to which these changes have resulted in innovative teaching and learning processes.

In practice teachers have to adapt new curricular concepts to the particular context of their colleges. This means that the implementation process changes the nature of the policy reforms due to the different ways in which reforms are interpreted and received in vocational colleges. It may even be the case that educational regulations and institutional rules mean that innovative learning and teaching cannot be developed. Therefore, the ways in which innovative learning and teaching designs are developed on the basis of new curricula or qualifications is very much an open question.

In order to explore these issues, a range of questions will be addressed:

- How are curricular reforms received and interpreted in college-based training contexts?
- What role do the actors at college level play in implementing curricular reform?
- How do curricular reforms need to be formulated in order to result in more innovative teaching practices?
- Which innovative designs of teaching and learning developed at college level have resulted from new curricular and qualification structures?
- Which factors at college level foster or hinder the development of innovative teaching designs?

The research draws upon two preliminary projects on the implementation of innovation in VET conducted over the last few years by Hubert Ertl and Hugo Kremer. It also builds on existing work in the area of implementation of new curricular concepts in vocational education in Germany, alongside research, carried out by Geoff Hayward and colleagues, into reforms of the curricular and qualifications in England. A paper outlining the project was recently presented at the European Conference on Educational Research in Vienna.

For further details contact:
Hubert.Ertl@education.ox.ac.uk

Work Organisation in Services

SKOPE has long been interested in the issue of work design. A central question within SKOPE's third research programme is whether jobs can be (re-)designed to improve outcomes, both in terms of organisational performance and employee well-being. In policy terms, this question has acquired additional impetus in recent years as countries, such as Australia and New Zealand, have produced skills strategies which pay attention not only to the need to develop skills but also ensure that skills are put to productive use within the workplace. Closer to home, the SNP administration in Scotland has also delivered a skills strategy which gives greater prominence to skill utilisation. More recently, the UK Commission for Employment and Skills, in its first State of the Nations report, *Ambition 2020*, has argued that employer demand for skill should receive as much policy attention as skills supply. Ensuring that jobs are designed in ways that make the best use of people's talents and capabilities is clearly central to this agenda.

What contribution can research make to this emerging area of policy interest? One useful avenue for inquiry is to consider whether specific jobs are designed differently across organisations and countries. Can discernible differences be identified? Is variation more apparent across organisations or between countries with different institutional settings? If so, what accounts for these differences, and is it possible to identify a clear link to performance (broadly defined)?

While some of these questions have been looked at in the past, notably through the 'matched-plant' case studies undertaken by the National Institute for Economic and Social Research, there remains relatively little research in this area, particularly when it comes to jobs in the expanding service sector. A new research project currently being undertaken by Caroline Lloyd and Jonathan Payne of SKOPE at Cardiff University seeks to contribute to our knowledge and understanding of these questions. The project focuses upon three service-sector occupations, namely vocational teachers, fitness instructors and café workers across three countries: France, Norway and the UK.

The research is based on a systematic comparison, of these three jobs in the workplace, combined with interviews with key stakeholders at sectoral level, including employers' organisations, trade unions and training bodies. A series of case studies has already been undertaken of vocational teachers and fitness instructors in Norway and the UK.

For further information on the project contact:
lloyd4@cardiff.ac.uk and paynej3@cardiff.ac.uk

Shocking Gender Pay Gap in Financial Services

With its Chair Trevor Phillips touring the TV and radio stations, and a blaze of press interest in England, the Equality and Human Rights Commission in London launched an important new report investigating the gender pay gap in UK financial services. The financial services sector is a significant contributor to the British economy, providing 1.3 million jobs. Whilst pay in the sector is generally higher than that in other sectors, its gender pay gap is 55% compared with a figure of 28% for Britain generally. The report unpacks this gap, examining basic pay, performance-related pay and total annual earnings, showing, for example, that, on average, women receive performance-related pay of £17,200 and men £44,249.

Focused mainly on the banking and insurance industries, the report was produced by SKOPE associates at the Scottish Centre for Employment Research along with colleagues from Edinburgh University. Trevor Phillips described the findings about the extent and nature of the pay gap as 'shocking'. The investigation by the Commission continues, with a second report submitted to the research centre in October. Further details of the research can be obtained from Chris Warhurst at chris.warhurst@strath.ac.uk and the first report can be downloaded at: http://www.equalityhumanrights.com/uploaded_files/financial_services_inquiry_report.pdf

Recruitment and Selection

Susan James (SKOPE, Oxford) and Ewart Keep (SKOPE, Cardiff) have been working on a broad project examining the often-complex relationship between education and training and recruitment and selection in terms of both policy and practice. The first paper in the series, 'Recruitment & Selection – The Great Neglected Topic', was presented at a recent SKOPE Employers Forum and will shortly be published as a SKOPE Working Paper. The purpose was to provide an overview of the different fields of literature on recruitment and selection in order to begin to place in context what is known about employee selection as it relates to education and training policy and practice.

A second paper will explore current government policy on up-skilling and qualifications in relation to the recruitment and selection process. The hypothesis is that government policy is conceptualised on the basis of a particular viewpoint of knowledge and skill acquisition and transfer – an individual human capital/ cognitive stance – whereas research shows that a lot of knowledge and skill acquisition occurs at the other end of the spectrum from a socio-cultural process. Consequently,

there seems to be a disjuncture in the recruitment and selection process between what is assumed to be available (oven-ready graduates and learners) and the way the knowledge and skill is constructed and its expected utilisation.

A third paper, in collaboration with Jane Bryson from the University of Wellington, focuses on signalling and exchange in the skills society. Previous attempts to address the gap in the recruitment and selection literature on this topic are predominantly ahistorical. This paper presents a historical account of these processes which have been based on a mixture of privilege, superstition and desperation. The paper does not advocate more government intervention in this area but for the need to base policy on more realistic assumptions.

Social Construction of Talent

Professors Phil Brown and Sally Power from Cardiff University presented a plenary paper at a conference organised by Sciences-Po, Paris, designed to explore current research on the relationship between elite formation and education. The paper, entitled 'The Social Construction of Talent: A Comparative Study of Education, Recruitment and Occupational Elites' outlined the conceptual and empirical challenges of their current SKOPE research project. As a result of the presentation, useful contacts were made with a number of academics researching in this area, which has helped to lay the groundwork for future collaboration.

Unionlearn

SKOPE Research Associate Mark Stuart has been commissioned by the Trades Union Congress, following successful competitive tender, to conduct an evaluation of TUC unionlearn and Rounds 8-10 of the Union Learn Fund. The evaluation team includes Mark Stuart, Jo Cutter, Hugh Cook and Jonathan Winterton, all associated with the Centre for Employment Relations Innovation and Change (CERIC) at the University of Leeds.

The evaluation will include surveys of affiliate union project officers, employers, unionlearn staff and external stakeholders, along with 18 qualitative case studies and secondary analysis of over 3000 learner records. The team will present their final report in March 2010. CERIC has also been undertaking an evaluation of the Collective Learning Fund (funded by the TUC and BIS), with the final report presented in November 2009.

Viewpoint

The EQF: European Enabler or Questionable Diversion?

Matthew Dixon
Semta Visiting Research Fellow

EQF: What is it?

A European Qualifications Framework? That sounds interesting, but what exactly is it? The material on the Commission's website tells us:

The EQF is a reference framework which will relate different countries' qualifications systems and frameworks together. It will act as a translation device to make qualifications more readable and understandable to employers, individuals and institutions, so that workers and learners can use their qualifications in other countries. It has two principal aims: to facilitate mobility and lifelong learning.

The EQF will relate different countries' national qualifications systems to a common European reference framework. Individuals and employers will be able to use the EQF to better understand and compare the qualifications levels of different countries and different education and training systems.

Well, that sounds plausible – indeed desirable. But, given the considerable variety of education, training and working arrangements around Europe, how, in reality, is it supposed to operate and how well is it likely to help British, and other, individuals, employers and learning providers?

The preparatory work by the European Commission quickly led to recognition that, given the diversity of arrangements in the (then) 25 countries, any common framework would have to be comparatively simple, and, in keeping with the principle of subsidiarity, would have to relate to, rather than attempt to harmonise, the systems and structures of qualification authorities in the Member states. This has led to a voluntary agreement focusing on levels, and on generic learning outcomes based on levels of Knowledge, Skills, and Competence. The final agreement was for a framework of 8 sets of level specifications, with definitions, at each level, for the relevant Knowledge, Skills and Competence that would be expected. These level descriptors are highly generic.

The **knowledge** requirements at Level 2 are specified as:

- *basic factual knowledge of a field of work or study;*

the **skills** required at Level 3 are:

- *a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information, while*

the **competence** learning outcomes defined at Level 5 are (an ability to):

- *exercise management and supervision in contexts of work or study activities where there is unpredictable change*
- *review and develop performance of self and others*

A number of questions quickly arise as to how effective these kinds of generic statements are as level discriminators, and how they could be used in practice. However, it is important to recognise that the framework is a reference framework, in that it was not intended that individual qualifications be allocated to its levels, but that the EQF should be mapped, or 'referenced', to the (level) arrangements in individual member states.

So (how) will it work?

It is not surprising that the development, refinement, response to a wide range of challenges, promotion, and – ultimately - implementation of the EQF has involved a very great deal of the time of qualifications officials and experts around the EU. Those involved, while generally sharing the broad aspirations, naturally hope that this very considerable investment will pay dividends!

What, precisely is planned for the implementation? The EQF website tells us:

The EQF encourages countries to relate their qualifications systems or frameworks to the EQF by 2010 and to ensure that all new qualifications issued from 2012 carry a reference to the appropriate EQF level.

It is an indication of the recognition around Europe of the need for greater transparency of qualifications that this Recommendation has been accepted. In the UK, a rather thorough exercise has been carried out to 'reference' English, Scottish and Welsh qualifications frameworks to the EQF.

The indirect effects of the EQF: the real benefits?

In addition to its direct role as a bridge for equivalencing qualification levels between Member States, there are also three important indirect outcomes of the initiative, whose value may well be significant for the future of Europe:

1. The extending of real understanding by qualifications authorities in all Member states of qualification arrangements in their neighbours' countries. If Europe is to become a more coherent economic force in the world, a step increase in mutual understanding of skills matters must be valuable;
2. The review of national arrangements in the quest for raising productivity and competitiveness of European enterprises. In particular this has involved at least a deep debate about competence, even if at the end it may not be as fully embraced in the national learning agenda as it has been in the UK;
3. The debate has inevitably catalysed considerable testing of national assumptions and conclusions. This is already beginning to result in certain refinements to national systems that are genuinely viewed as improvements.

In the end, these indirect benefits might turn out to be the most valuable contribution of all towards achieving the high aspirations of the Lisbon objectives.

A SKOPE Issues Paper providing more details on Matthew Dixon's work will be published shortly.

Researching Skills Initiatives: Time and Relevance?

Scott Taylor, Centre for Leadership Studies, University of Exeter

In comparison to policymaking, the timelines for publishing academic research can be a bit puzzling. We are about to publish a paper in the peer-reviewed journal *Management Learning*. It is the outcome of a research proposal submitted to SKOPE in early 2004; we wanted to look at the changes to National Health Service skills provision being made through the NHS University initiative (later rebranded as NHSU). NHSU was first mooted in the Labour party manifesto of 2001; a chief executive (or vice-chancellor designate) was appointed later that year. The initiative grew, was allocated funding of around £50 million over three years, but was dissolved in 2005. A short life, even for a policy initiative.

When we submitted our research proposal we had a short, quick, and tightly focused data collection process in mind. We wanted to know what effect NHSU was having in three NHS trusts – an evaluation study. When we heard, just as we were getting ready to collect data, that NHSU was going to end as an initiative, we thought

about giving the funding back to SKOPE. In a research meeting, various objections were raised to this idea; then someone came up with the notion of researching the initiative's death.

However, when NHSU was being wound down a significant number of people were being made redundant, questions were being asked in newspapers as to what had happened to the funding allocated, and the atmosphere around the organisation was not good. Unsurprisingly then, we were refused access to conduct interviews and gather documentary data. We got round this difficulty by waiting until NHSU formally disappeared in July 2005. One of the research team had worked in NHSU and was able to keep track of ex-colleagues, another knew people who had been involved, and we also found that people wanted to tell their stories. So we plugged away, collecting all the documents we could (lots – NHSU generated a lot of paper) and interviewing as many people as we could (18 in the end, all from senior levels).

Analysing data, workshops and conferences, and then the peer review process – all of that brings us to early 2010. Almost five years after the death of the organisation we researched, three to four years after we collected the data – what relevance can it possibly have now, especially as we want to provide commentary and analysis on how and why skills policy is managed and implemented and, as all involved with SKOPE know, policy moves an awful lot faster than the academic research process.

Well, we try to argue that skills policy formation and implementation are inherently political processes at multiple levels. For us this means there are enduring power relations and forms of authority involved in making, shaping, and implementing skills policy. We analyse our data using Max Weber's classic framework for understanding authority. He suggested three basic forms – traditional (seen in monarchies and feudal societies), charismatic (usually with a superhuman leader), and rational-legal (manifest in bureaucratic organisations). These dynamics are, we think, exemplified in NHSU – a high profile, relatively expensive, and very short-lived initiative, that surfaced many of the tensions involved in trying to link skills, knowledge, and organisational performance. In the end, we argue that rational-legal combined with a little traditional authority trumped the charismatic/traditional authority basis of NHSU. Since we finished the journal paper, we've been cheered to see other examples of this dynamic in policymaking and the skills arena – cheered and a little depressed, as the story of NHSU is not a happy one for anyone involved.

Taylor, S., Bell, E., Grugulis, I., Storey, J. and Taylor, L. (2010) 'Politics and power in training and learning: The rise and fall of NHS University', *Management Learning*.

Policy

New Industry, New Jobs

On October 14th, the Department for Business, Innovation and Skills (BIS) held a conference on their policy statement, *New Industry, New Jobs*, published in April 2009. The document - happily referred to as 'ninja' within the department - sets out the broad strategy of the government for innovation and skills as the economy recovers from the current financial crisis.

In the keynote speech, Lord Mandelson described the new framework as a synthesis of pro-market and interventionist perspectives, pointing to market failures which certain kinds of intervention can solve. He argued that such market failures have little to do with long-term competitiveness, and so government intervention here is not the same thing as supporting underperforming industries or contradicting their pro-market ideals. In particular, as the UK begins to grow again, the economy will be increasingly shaped by innovative firms, who will create a disproportionate number of jobs - the Secretary of State reiterated that it remains the role of government to remove the barriers that may obstruct these firms.

The extent to which this approach is truly new is debatable - this is, after all, a pro-business government, which has invested heavily in several key economic areas, sets targets and created incentives in others and actively pursued public-private partnerships where possible. However, in the current economic climate, an open declaration of this approach is perhaps more politically palatable. This is not to say that their stated approach is a bad thing: Will Hutton, who responded to Lord Mandelson's speech pointed out that this is where economics is now, citing the number of recent Nobel prize laureates who are not Chicago school-style free marketers, compared to past decades.

While much of the focus is placed on promoting innovation through reducing capital market imperfections (for example, through the £750m Strategic Investment Fund), both the policy statement and the conference participants had plenty to say about skills policy. Lord Mandelson talked about not just the need for more engineers, to take one example, but the need to ensure they are the right sort of engineers. The policy statement talks about a 'demand-led skills system' that 'meets tomorrow's as well as today's skill needs'.

Of course, the implicit assumption behind this is that the demands of employers in the future will all be for increasingly skilled or qualified workers, and that the growth areas of employment will all be in technologically advanced firms creating high specification jobs. In a follow-up session, Chris Humphries of the UK Commission for Employment and Skills said that while by international comparison the UK does not have enough high skilled workers, 40% of employees report

underutilisation of their skills in the workplace, and the UK ranks third lowest in the OECD for high skill job creation. The statistics signal a weakness not just on the supply side, but also on the demand side, and brings to mind predominantly academic concerns about a low-skill, low-specification equilibrium existing in the UK.

Craig Holmes, SKOPE, University of Oxford

Nuffield 14-19 Review Final Report Launched

The final report of the Nuffield 14-19 Review – *Education for All, The Future of Education and Training for 14-19 year olds* – was published in June by Routledge. The Review, which was led by Professor Richard Pring, and whose directorate included Geoff Hayward, Ewart Keep and Gareth Rees from SKOPE (alongside Ann Hodgson, Jill Johnson and Ken Spours) was established in 2003 by the Nuffield Foundation to examine how best provision for this age group should be designed and organised. *Education for All* draws together some of the main findings from the Review's work. A series of conferences, talks and seminars took place in the wake of the report's publication, including a SKOPE-hosted event at Oxford's Science Museum at the end of June.

Deputy Director Re- Appointed to SFC Skills Committee

SKOPE's deputy director Ewart Keep has been appointed to serve a further term on the Scottish Funding Council's Skills Committee. The Committee has just been restructured to act as a joint committee that the SFC will share with Skills Development Scotland (SDS). The SFC fund further and higher education in Scotland, while SDS is the body that provides careers advice and guidance, and funds youth and adult training (including apprenticeships).

Ewart Keep commented, 'I seem to spend a great deal of my time involved with policy makers and the policy process, and out of all this work my involvement with the Skills Committee has tended to be amongst the most enjoyable. Scotland's ability to develop a relatively high trust relationship between government and funding body, and between funding body and the colleges and universities it supports, is interesting and encouraging. Many of the most interesting developments in skills policy within the UK are taking place in Scotland'.

SKOPE in Australia

Ewart Keep spent most of August as a visiting fellow at the Workplace Research Centre (WRC) at Sydney University. Ewart undertook some joint work with colleagues at the WRC; while also undertaking a number of presentations for policy makers. These included: Skills Australia (the Australian federal government equivalent body to the UKCES), the Queensland State Government and the Australian Federal Government. Meetings were also held with officials in the Southern Australian and Queensland State Governments.

Mark Stuart, SKOPE associate fellow at the University of Leeds was also invited to present to the Board of Skills Australia in September, at the Department for Education, Employment and Workplace Relations in Sydney. Mark spoke to the Board on 'Raising the demand for learning and strategies for workforce dialogue on training', as part of a wider debate on the preparation of a workforce development strategy for Australia.

SKOPE will be helping Queensland to evaluate a new pilot project on integrated business support that aims to bring together different streams of business support and advice, including business strategy, lean manufacturing, employee relations, collective bargaining, health and safety, and skills and training. Ewart Keep commented, 'I am extremely grateful to the WRC and to Sydney University for helping support this visit. It was extremely productive, and has helped cement a number of areas of joint work which SKOPE will be taking forward with partners in Australia. The discussion paper recently published by Skills Australia (Workforce Futures – Overview Paper) shows that a different model of skills policy is possible and is starting to emerge in Australia'.

Performance Management and KPIs

Ewart Keep was asked by the UKCES to produce a short think piece on funding, performance management and key performance indicators for education and training in the UK. The paper reviewed some of the problems and unintended consequences that arise from the current manner in which performance is conceived of, monitored and managed, and suggested a number of ways in which the system might be improved. In particular, the paper highlights the role played by weak levels of trust in structuring relationships and dictating the shape of performance management systems. The report was completed in September, and a SKOPE Research Paper exploring these issues in more depth will be published in early 2010.

New Skills Strategy

Over the summer SKOPE provided advice to a joint Department of Business, Innovation and Skills and Prime Minister's Strategy Unit team who had been charged with developing a range of policy options to form the basis of the new skills strategy for England. Both Ewart Keep and Ken Mayhew held meetings with members of the team, and SKOPE organised a seminar in Oxford for them which included inputs by Geoff Hayward, Caroline Lloyd and Jonathan Payne.

New Scenarios Teaching Material

SKOPE has produced a new PowerPoint presentation that provides three potential scenarios for how English education and training policies and structures may evolve between now and 2015. The material is designed to be used for teaching purposes and as a means to provoke discussion about how skills policies may evolve over the next few years. Its creator, Ewart Keep, notes, 'These scenarios are not meant to predict the future, simply map out ways in which things might develop. Nevertheless, they are rooted in policy developments and commitments that are already emerging. They may help students, practitioners and policy makers in trying to plan for tomorrow's challenges'.

The scenarios were prepared for the final in a series of New Directions in Teaching and Learning seminars, which are being run as part of the ESRC TLRP. Copies of the PowerPoint presentation are available for download from the SKOPE website. All SKOPE asks in return is due attribution of the origin of the material when used.

IPPR HE BOOK

Ewart Keep recently produced a chapter for an IPPR volume on the future of higher education. The book aimed to answer three questions concerning contemporary UK policy, namely what are universities for, who are they for, and how should the sector be organised? Keep's contribution looked at the place of higher education within the broader skills policy agenda and the changing role that graduates play within the economy and labour market. The volume was edited by Kay Withers, and is called, *First Class? Challenges and opportunities for the UK's university sector*.

News

Making Bad Jobs Better

With colleagues at the Scottish Centre for Employment Research, SKOPE has been successful in this year's ESRC Seminar Competition. It will organise a two-year seminar series focusing on 'making bad jobs better'. The seminars will bring together academics, policy-makers and practitioners in Scotland, England and Wales, with the final seminar hosted in Westminster. The seminars will use existing research to generate policy proposals and identify new research agendas for academics and policy-makers. The first seminar will be hosted in Glasgow on the 5th March 2010.

The key international speakers at the four seminars are Professor Richard B. Freeman of Harvard Law School, Professor Paul Osterman of MIT, Professor Barbara Pocock of the University of South Australia and Professor Gerhard Bosch of the University of Duisburg-Essen.

The series organising team is Chris Warhurst and Jo Commander from Strathclyde University, Patricia Findlay from Edinburgh University and Caroline Lloyd and Ewart Keep from SKOPE at Cardiff University.

Five awards of up to £300 are available for PhD students who would like to participate.

See www.cardiff.ac.uk/socsi for details.

SKOPE Visitors

Dr Manuel Salas-Velasco from the Department of Economics University of Granada in Spain is visiting SKOPE at Oxford, during the autumn of 2009. He writes:

'I am pleased to be visiting SKOPE for the autumn term. Oxford is a magnificent city and I really like the intellectual atmosphere I have found here. My research interests are, mainly, labour economics, the economics of education, and applied microeconomics. Visit my Website at www.ugr.es/~msalas if you would like to know more or would like to download some of my articles.

I am involved in a research project on skills focusing on European university graduates. My project developed at SKOPE is related to the competencies possessed by graduates and the qualification requirements for jobs, and the role of Higher Education Institutions (HEIs) in developing those skills. My research tries to prove if innovative modes of teaching and learning, and assessment used by HEIs are important to developing those competencies. This is consistent with the view that education raises productivity.

Along with the project I am developing here in Oxford, other work in progress comprises: the decision of individuals to go to College – and the choice of university degree – in the framework of behavioural economics and neuroeconomics; efficiency of Spanish universities, with special emphasis on cost inefficiencies and drop-outs; transition from higher education to the labour market; wages earned by graduates and rates of return; and policies of recruitment, selection and promotion of graduates within the firms. At a non-university level, I am evaluating the efficiency of Spanish Secondary schools funded with public money – public schools and subsidized private schools – using data from the OECD-PISA project.

I would like to thank Prof. Ken Mayhew and SKOPE members for their wonderful hospitality.'

Staff Changes

SKOPE's central administration at Oxford has undergone some recent changes. Following the departure of our previous administrator, Susan Francia, last March, we have reorganised the office. Emma Miller has been promoted to part-time administrator, a job she will share with Jo Hazell who joined us in October. Jo was previously administrator on the Nuffield 14–19 Review and we are very happy to welcome her to SKOPE. Gulnaz Yaminova will also continue to work as part of the team at the Oxford office.

Rosa Fernandez left us in June for the Department of Business, Innovation and Skills. Rosa came to Oxford towards the end of SKOPE's first year and made a major contribution to the Centre's success. We wish her well in her new career in Whitehall.

Craig Holmes replaces Rosa and joined our research team in September. He is an applied economist and econometrician. He completed both his undergraduate and master's degrees at the University of Oxford and is currently completing his DPhil at University College. His doctoral research is on behavioural and experimental economics, with particular focuses on myopia, discounting and decisions relating to planning for retirement.

SKOPE website

After the almost total collapse of our old website following a 'raid' on it by a hacker, we are pleased to announce that our newly designed website is now active and we hope that it will help you keep in touch with us more effectively than in the past.

Publications

New SKOPE Publications

Research Papers

No. 87 Hubert Ertl and H.-Hugo Kremer, University of Oxford & University of Paderborn, 'Innovation and Reform in College-based VET Contexts: An outline of research in England and Germany', 2009.

No. 86 Ewart Keep, SKOPE, Cardiff University, 'The limits of the possible: shaping the learning and skills landscape through a shared policy narrative', 2009.

No. 85 Jonathan Payne, SKOPE, Cardiff University, 'Scoring opportunity or hospital pass? The changing role of local authorities in 14-19 education and training in England', 2009.

No. 84 Duncan Gallie, Ying Zhou, Alan Felstead and Francis Green, University of Oxford, Towers Perrin, Cardiff University & University of Kent, 'Teamwork, Productive Potential and Employee Welfare', 2009.

No. 83 Duncan Gallie & Ying Zhou, University of Oxford & Towers Perrin, 'Part-time work in Britain 1992-2006: From Periphery to Core?', 2009.

Monographs

No. 13 Juan Cristobal Cobo Romani, FLACSO-Mexico 'Strategies to Promote the Development of E-competencies in the Next Generation of Professionals: European and International Trends', 2009.

No. 12 Ewart Keep, SKOPE, Cardiff University, 'Internal and External Incentives to Engage in Education and Training – a Framework for Analysing the Forces Acting on Individuals?', 2009.

Issues Papers

No. 20 Jonathan Payne, SKOPE, Cardiff University, 'Raising Expectations: the New Role of Local Authorities in 14-19 Education and Training in England' October 2009.

No. 19 Susan James, SKOPE, University of Oxford, 'The Skills Training Levy in South Africa: Skilling the Workforce or Just Another Tax?', May 2009.

No. 18 Jonathan Payne, SKOPE, Cardiff University, 'Skills Policy in England and Scotland after Leitch', November 2008.

Previous Publications

Research Papers

No. 82 Jonathan Payne, SKOPE, Cardiff University, 'Divergent skills policy trajectories in England and Scotland after Leitch', 2008.

No. 81 Caroline Lloyd & Jonathan Payne, SKOPE, Cardiff University, 'What is a skilled job? Exploring worker perceptions of skill in two UK call centres', 2008.

No. 80 Alan Felstead, Duncan Gallie, Francis Green, & Ying Zhou, Cardiff, Kent and Oxford Universities, 'Employee involvement, the quality of training and the learning environment: an individual level analysis', 2008.

No. 79 Ewart Keep, SKOPE, Cardiff University, 'A Comparison of the Welsh Workforce Development Programme and England's Train to Gain', 2008.

No. 78 Jonathan Payne, SKOPE, Cardiff University, 'Sector skills councils and employer engagement: delivering the 'employer-led' skills agenda in England', 2008.

No. 77 Annalisa Cristini, University of Bergamo 'High performance workplace practices from the employees' perspective', 2008.

No. 76 Giovanni Passarelli, University of Calabria, 'Employees skills in the private Italian sector: Qualification, competence and task discretion', 2007.

No. 75 Caroline Lloyd, SKOPE, Cardiff University, 'Qualifications and an Employer-Led System: Recruitment Practices in the UK Fitness Industry', 2007.

No. 74 Francis Green, Alan Felstead, Duncan Gaillie & Ying Zhou, Kent, Cardiff and Oxford Universities, 'Computers and Pay', 2007.

No. 73 Stuart Tannock, Cardiff University, 'Beyond National Borders: Reframing the Global Brain Drain Debate', 2007.

No. 72 Paul Edwards, Sukanya Sengupta & Chin-Ju Tsai, University of Warwick, 'Managing Work in the Low-skill Equilibrium: A Study of UK Food Manufacturing', 2007.

No. 71 Annette Cox, University of Manchester, 'Re-visiting the NVQ Debate: 'Bad' Qualifications, Expansive Learning Environments and Prospects for Upskilling Workers', 2007.

No. 70 Jonathan Payne, SKOPE, Cardiff University, 'Skills in context: what can the UK learn from Australia's skills ecosystem projects?', 2007.

- No. 69** Sue Maguire & Jo Thompson, Centre for Education & Industry (CEI), University of Warwick, 'Paying young people to stay in school – does it work? Evidence from the evaluation of the piloting of the Education Maintenance Allowance (EMA)', 2006.
- No. 68** Chris Warhurst, Patricia Findley & Paul Thompson, Universities of Strathclyde and Edinburgh, 'Organising to learn/Learning to organise: Three case studies on the effects of Union led Workplace Learning', 2006.
- No. 67** Daniel Bishop, Cardiff School of Social Science, Cardiff University, 'The small firm in the training market: Illustrating the social construction of market behaviour', 2006.
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Invitation only

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16 March 2010

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19 March 2010

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London/Oxford

13 April 2010

Public Policy Forum, Cotswold Lodge Hotel

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12 October 2010

Employers' Forum, Cotswold Lodge Hotel

Invitation only

09 November 2010

Public Policy Forum, Cotswold Lodge Hotel

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