INFORMATION TO INTELLIGENCE
A COMMON LMI FRAMEWORK FOR SECTOR SKILLS COUNCILS

Contents

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Introduction

This booklet sets out in detail what is expected of Sector Skills Councils (SSCs) in the area of Labour Market Information (LMI), delineating a common LMI framework for SSCs. The framework explains the following:

> The main **LMI outputs** that SSCs are required to produce

> The **minimum requirements** of SSCs in terms of their lead role in collecting, analysing and communicating sectoral LMI to employers, individuals and policy makers

> What constitutes **good practice** in SSC LMI

The common LMI framework has been designed by the **UK Commission for Employment and Skills** as a part of its role in building a strong and credible network of SSCs providing a coherent employer voice on skills issues.

The UK Commission has responsibility for the re-licensing of the SSCs, which will take place in 2009. After this, it will have direct responsibility for funding and performance-managing those SSCs that achieve relicensed status. The information in the common LMI framework will be reflected in the new **SSC Standard** developed by the UK Commission that will be used to formally assess the performance of the re-licensed SSCs. Key elements of the framework will also be included in the new **SSC Contracts**.

LMI and the SSC Remit

[We want the SSCs in Scotland to] "deliver sectoral labour market information that is trusted, well used and fits with robust national information"
Scottish Government, 2007

[One of the key tasks of SSCs] "is to analyse the labour market needs for their sectors"
Department for Employment and Learning Northern Ireland, 2007

"We want SSCs to focus on... undertaking national analyses of sectoral labour markets and skills needs and demands"
Welsh Assembly Government, 2008

"A central part of [the revised core remit of SSCs] will be to ensure that they have a clear and authoritative picture of their current and future skills needs for their sectors"
Department for Innovation, Universities and Skills, 2008

There is agreement across the four UK national governments that providing robust, comparable and comprehensive sectoral labour market information to articulate employer skill needs and inform the development of skills policy, is at the heart of the remit of Sector Skills Councils (SSCs) in the UK.

Adhering properly to the standards outlined in the common LMI framework set out in this document will ensure that SSC LMI is of the excellent quality required, and crucially, that it is consistent and comparable. This will mean that stakeholders, policy makers, individuals and employers will be able to use SSC LMI with real confidence. In turn, this will enable SSCs to meet the key aspiration set out in their broader remit, namely to ensure that employers get the skills that they really need in their sectors.

The framework captures the specific role of SSCs as the leading authorities in sectoral LMI. Key to this is the role of SSCs in bringing together information from 'top down' data sources (such as data from national surveys, for example) with 'bottom up' intelligence (more in-depth, specialist analysis and insight), in order to achieve a comprehensive and unrivalled understanding of the skills issues in their sectors.

The Value of LMI

"When someone receives good labour market information that leads to a good decision, it benefits the individual, the employer and the economy" **Department for Employment and Skills/Learning and Skills Council**, 2004

"Easily accessible high quality labour market information (LMI) is a key ingredient to the success of a modern economy… LMI can improve both the short- and long-term matches of labour supply and demand, ensuring that individuals acquire the skill sets required by employers for today's dynamic labour market" **Woods and O'Leary**, 2007

Labour Market Information is a term that is used to describe key facts about what is happening in the labour market or in employment. It is descriptive, and can be in the form of 'hard', quantitative information, or 'soft' qualitative information. It can include, for example, facts related to the numbers of employers or people working in particular sectors or occupations, about salaries or about which skills are needed to do certain jobs. LMI is collected by a variety of organisations, including government departments and agencies, employer and professional organisations, trade unions, academics, as well as SSCs.

LMI is useful to those working across the employment and skills system as it can provide data on key issues such as skills needs and shortages, enabling policy to be developed in a more responsive and strategic manner. Indeed, there is evidence that, as in the UK, many governments across the world are beginning to deliver approaches to skills development in which the provision of high quality LMI is key (SSDA, 2006). In addition to policy makers, citizens and employers are also important potential users of LMI, with the availability of good quality information helping to ensure that they are as well informed as they can be about the labour market and the decisions that they make.

The provision of high quality and timely LMI is also particularly important today given the rapidly changing economic and social context in the UK. One aspect of this includes the increasingly free movement of people across national boundaries, particularly in Europe, which also highlights the need for internationally comparable LMI. As a recent European Commission report noted, 'The assessment and anticipation of skills and labour market needs is seen as a key instrument for the efficient functioning of labour markets and the mobility of labour within the EU' (European Commission, 2008, p. 5).

Although improvements have been made in recent years, there has been a history of problems with the system of collecting LMI in the UK. Back in 1999, the Skills Task Force judged 'that there was too much data overall' and that 'what there was was inconsistent and incoherent' (DfEE, 1999, p. 87). More recently, the Leitch Review of Skills concluded that there is 'little coordination between different sources [of LMI], meaning that in some instances they deliver contradictory information' (HM Treasury, 2006, p. 91). In particular, there have been problems with inconsistencies in measurement, definitions and approaches, and a lack of clarity over which sources are reliable and where to find information. There has also been an over-reliance on the collection of hard statistical data at the expense of rich qualitative information/interpretation - a combination of the two types of data is needed to support well-informed decisions, and to provide a sound basis for policy action.

It is in this context that the common LMI framework for SSCs has been developed. If the SSCs are to successfully fulfill their remit in providing high quality LMI, it is vital that clear standards are followed, and that a common approach is used.

The Benefits of Using a Common Framework

> "Each SSC should be responsible for ensuring up to date labour market information, which is consistent and comparable across sectors, and for communicating the occupational needs in their sectors"
> **HM Treasury**, 2006

The purpose of using a common LMI framework is to ensure that all SSCs take the same approach in the collection, collation, analysis and communication of sectoral LMI. The benefits of using the common framework are that:

> It allows for better co-ordination and avoids duplication between SSCs and other LMI partners. Official data sources are used where possible to provide LMI on key measures. SSCs can then focus their efforts on doing their own bespoke research to fill gaps in information on their sectors.

> It encourages the use of consistent definitions, classifications and methodologies, which allow for valid comparisons to be made of sector performance between sectors, the four UK nations, regions and between the UK and international economies. This leads to a shared understanding of the issues, and a common basis for policy deliberations.

> It encourages the more in-depth sector understanding and analysis that employers and partners seek, and that SSCs are uniquely placed to provide. This enables SSCs to accurately articulate employer skill needs in their sectors to drive investment in skills in the most appropriate way.

> It emphasises the importance of effective communication of LMI, setting out clear priorities and translating these for different audiences.[1]

> It establishes the high quality standards expected from the SSCs, and will enhance the confidence that the range of different users have in SSC outputs.

[1] As a recent review of LMI produced by the Department for Employment and Learning in Northern Ireland (2008) noted, those countries and regions with the most successful LMI systems are particularly adept at tailoring LMI to specific customers.

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In essence, the common LMI framework for SSCs is about adopting a **shared approach** across SSCs in terms of the use of specific classification systems and key official data sources, whilst also encouraging detailed sectoral analysis and contextualisation.

It is important to note that prior to the establishment of the UK Commission for Employment and Skills, the SSCs working together with the Sector Skills Development Agency (SSDA) set the groundwork for a successful shared approach, and the UK Commission wants to build on this. In a recent review of approaches to anticipating skills needs, the European Commission highlighted the key strengths of the SSC approach to LMI as follows: "… that it is grounded in employer consultation; that it uses comparable and robust national information sources structured by SIC alongside qualitative information from sector experts and employers; and that each SSC is required to follow the same process" (European Commission, 2008).

When looking at the specific role of SSCs in LMI, it is important to make a distinction between information and **intelligence**. Whilst labour market information is data found in original sources, labour market intelligence is a term that is used to refer to information that has been interpreted and analysed, with insights and conclusions drawn from it. It might look for example at trends over time and the implications of these trends for employers and government, and often involves bringing together information from several sources. It also points to possible recommendations and action. In other words, labour market information is used as a tool in creating labour market intelligence.

Crucially, the role of SSCs does not stop with the collection of labour market information or facts - instead, a central aim of SSCs is to be the authorities on skills issues in their sectors across the whole of the UK, and key to achieving this involves them **collecting, collating and analysing labour market information, and turning this into high quality sectoral labour market intelligence that is communicated effectively to inform policy and practice**.

The Common LMI Framework at a Glance

Each of the different elements of the common LMI framework are set out in more detail below, but at a glance, the key elements are as follows:

As the diagram shows, there are four main elements to the framework, which link together to form a process, or 'virtuous circle'. SSCs will collect and collate LMI on their sectors, informed by their specific strategic priorities. LMI will be further analysed and contextualised, and then communicated to a number of different audiences. Findings from research and feedback from stakeholders will then be used to inform the development of future strategy.

Through this process, SSCs are required to produce written research reports called **sector skills assessments** on an annual basis. Sector skills assessments will be high quality, robust, authoritative examinations of sector skill needs across the UK. They will provide informative evidence resources that can be consulted and used as the basis for policy development. They will draw upon evidence from a range of up to date and reliable sources and also more in-depth, detailed research with employers.

More detail about the content of sector skills assessments is included in Annex 1, but at a minimum they should cover the following key elements:

> What drives skill demand? - A rigorous analysis of the current and recent performance and competitive position of the sector.

> Current skill needs - A high quality, robust analysis of the current and expected skill needs in the sector, taking into account the different needs of different types of employers (e.g. in terms of size), including an analysis of skills shortages and gaps.

> What lies ahead? - An analysis of future trends to help ensure appropriate anticipation of needs and likely developments.

> Geography - The assessment must cover all countries of the UK, and clearly identify any key differences between nations and regions, highlighting where specific skills issues are particularly manifest.

Alongside the main sector skills assessment report, the SSCs are **also** required to produce, on an annual basis:

> Tailored **national reports** - sector skills assessment reports for each of the four UK nations. These reports will provide high quality, robust assessments of sector skills needs focusing in more detail at the individual nation level.

> A succinct **summary** (of no more than 10 pages in length) that clearly sets out the key skills priorities for the sector across the UK.

Although sector skills assessments and accompanying national reports are required to be updated annually, it should be noted that the extent of the updates will vary depending on whether new data is available from key sources (for example, some surveys such as the National Skills Surveys carried out in the four nations do not run on annual cycles, so this data will not always change from year to year).

Reports will be produced and disseminated to the UK Commission and to key stakeholders **by December** of each year, starting in 2009.

The Common LMI Framework in Detail

As noted above, SSCs have been given the primary role in the collation, analysis and effective communication of up-to-date labour market information and intelligence on their sectors. Through this, SSCs must demonstrate an extensive understanding of the current and future skill needs in their sector, across the whole of the UK. SSC intelligence needs to be founded on an information base that is rigorous, authoritative, strategic and forward-looking if it is to be used successfully by governments and delivery partners for developing policy and provision.

The common LMI framework sets out an approach that can enable SSCs to achieve this. The different elements of the framework are set out in detail in this booklet. Please note, this booklet is also availble as a downloadable PDF in the publications section at **www.ukces.org.uk**. The PDF contains clickable web links to help you find the information you need.

1. LMI Collection and Collation

Bringing together sectoral LMI from a range of reliable and robust sources, and filling any gaps with original primary research

SSCs are required to:

> Collect and collate up to date LMI from robust, recognised secondary data sources. Key sources are listed in Annex 2.[2]

> Collect LMI covering the whole of their sector as defined using formally agreed 'footprint' definitions based on Standard Industrial Classification (SIC) codes (or the nearest approximation to these). The use of SIC codes is the key to ensuring consistency and comparability on key measures.

> Disaggregate LMI by sub-sector as appropriate.

> Collect and collate comprehensive data on their sector that covers the whole of the UK.

> Benchmark sector data against UK averages.

> Break down data to allow comparisons between the four UK nations and also between regions where possible.

> Fill any key information gaps on their sector (for example addressing any major gaps in knowledge on skills needs in terms of geography or sub-sector) by doing their own original primary research (carried out in-house or contracted out).[3]

[2] The SSDA developed the Sector Skills Matrix, an on-line database providing key LMI by sector using data from recognised secondary sources. Although this tool is no longer available, the UK Commission for Employment and Skills is developing a new resource in 2009 - the Employment and Skills Almanac - that will also offer a valuable LMI resource for SSCs, and bring together basic key statistics from national data sources broken down by sector.

[3] For example, if sample sizes are not big enough from national surveys to generate reliable information on particular countries, regions or sub-sectors, additional research may be needed. Primary research conducted by SSCs should not duplicate existing information.

> Carry out primary qualitative research and consultation with employers in their sectors to supplement hard, quantitative information. This will add further insight and detail to analyses, and enable SSCs to capture richer, more complex information.

> Carry out all primary research to a high technical standard, following ethical principles.

Good practice would involve SSCs:

> Using international LMI sources to enable international comparisons. Some key sources are listed in Annex 2.[4]

> Using a wide range of secondary evidence sources to supplement key data sources, including relevant government and academic research and information from relevant professional associations and employer federations, both in the UK and internationally.

> Covering a good mix of employers (e.g. different sizes, sub-sectors, locations) in primary research.

> Undertaking collaborative research with other organisations where this is appropriate and beneficial.

> Following the relevant quality/professional standards for research set out by recognised bodies in the UK, including:

The Government Social Research Service (GSR) Code:
http://www.gsr.gov.uk/professional_guidance/gsr_code/index.asp

The UK Statistics Authority Code of Practice:
http://www.statisticsauthority.gov.uk/assessment/code-of-practice/index.html

The MRS Code of Conduct, Standards and Guidelines:
http://www.mrs.org.uk/standards/guidelines.htm

The Social Research Association Ethical Guidelines:
http://www.the-sra.org.uk/documents/pdfs/ethics03.pdf

> Following the relevant professional standards set down by recognised international bodies and organisations, including:

The European Statistics Code of Practice (Eurostat):
http://epp.eurostat.ec.europa.eu/pls/portal/docs/PAGE/PGP_DS_
QUALITY/TAB47141301/VERSIONE_INGLESE_WEB.PDF

The ICC/ESOMAR International Code on Social and Market Research:
http://www.esomar.org/index.php/codes-guidelines.html

The RESPECT Code of Practice for Socio-economic Research:
http://www.respectproject.org/code/respect_code.pdf

The OECD Quality Framework:
http://www.oecd.org/document/43/0,3343,en_2649_33715_21571947
_1_1_1_1,00.html

[4] Key international data sources are listed in Annex 2. Although international data sources will not always use the same sector definitions as SSCs, useful data can still be used, with SSCs making the appropriate caveats.

2. Analysis and Contextualisation

Turning information into intelligence by undertaking rigorous and authoritative analyses of sector skills needs

SSCs are required to:

❯ Synthesise and contextualise sectoral LMI by bringing together a wide range of reliable sources of information and undertaking rigorous analysis of it - or turning information into intelligence.

❯ Undertake in-depth analyses of current trends and issues in skills and performance in their sectors.

❯ Undertake in-depth analyses that anticipate the likely impacts of future industrial and/or socio-economic change on their sectors, and their associated skills implications.

❯ Produce objective and impartial analyses, based on a thorough review of the available evidence, avoiding presenting misleading information.

❯ Be transparent in terms of the dating and referencing of sources of information and the methods used in any original primary research so that users can easily make judgements on the quality of the work.

❯ Produce analyses of such quality that they are able to stand up to external scrutiny.

Good practice would involve SSCs:

❯ Having quality assurance processes in place for their analyses to guarantee the quality of their key research outputs, including peer review processes where appropriate.

❯ Producing analyses that have high levels of credibility amongst both employers and research community.

❯ Producing analyses that demonstrate pioneering sector thinking.

3. Communication

Clearly identifying future skills priorities and translating LMI so it is accessible to different audiences, influencing change

SSCs are required to:

❯ Succinctly articulate the key sector skills priorities in their research outputs, showing how these flow from a sound evidence base.

❯ Tailor skills priorities effectively so they take into account specific national (and, where appropriate, regional) contexts.

❯ Clearly present and distinguish current and future skill priorities for the sector.

❯ Identify skills priorities aimed at driving improvements in sector performance, and raising employer ambition and investment in skills.

❯ Publish their key LMI outputs and make them available to users through their websites, providing clear contact information.

❯ Have knowledge of the priority audiences for their research, and ensure that outputs are tailored for these different audiences. This will include for example translating technical research findings to non-specialist audiences, and segmenting research summaries to address national/regional audiences as appropriate.

❯ Disseminate research to stakeholders across all UK countries.

❯ Ensure that their research findings are communicated effectively to staff within the SSC.

❯ Work together with other SSCs (and through the Alliance of SSCs) to collectively pool and communicate their LMI and allow users to make comparisons between sectors (see for example the work of the SSC IAG Network http://www.skillset.org/careers/IAG_best_practice/article_5000_1.asp).

Good practice would involve SSCs:

> Communicating their research using a variety of media beyond traditional printed research reports, using the most effective approaches to get messages across.

> Disseminating their key research outputs internationally.

> Ensuring that potential audiences for SSC research are kept informed of research activities on an on-going basis, not just when final products are available.

> Giving key stakeholders an opportunity to discuss and provide feedback on research findings.

> Ensuring that they make use of stakeholders' communication channels, and encouraging key stakeholders to act as 'research champions' to raise awareness of SSC research.

> Using existing information and guidance materials on the effective communication of research to help maximise its impact (some useful resources on this subject are listed in Annex 3).

4. Strategic Approach

Taking a strategic approach to all research activities that aligns with the SSC's overall business plan

SSCs are required to:

> Develop research strategies, and update these at least annually. SSC research strategies must:

> > Fit closely with the SSC's overall business plan/strategy;

> > Highlight key research gaps and develop actions to address them;

> > Clearly identify the strategic priorities for research;

> > Include plans for the evaluation of key sector initiatives to determine their impact;

> > Set out aims and objectives with timeframes;

> > Provide a plan for the allocation of resources;

> > Take into account wider government aims and priorities;

> > Set out how the SSC will work with LMI partners to ensure synergy.

> The SSC should follow an approach that demonstrates a 'virtuous circle' in which research is informed by and also informs the SSC's business strategy and policy action.

Good practice would involve SSCs:

> Being responsive by giving strategic partners an opportunity to get involved in the design and planning of research activities.

> Regularly reflecting on previous performance in research and identifying areas for improvement, including actively seeking out feedback from users on the quality/impact of research.

Annex 1: Sector Skills Assessments – Key Elements

Sector skills assessments undertaken by SSCs should be authoritative, high quality analyses of sectoral skill needs in the UK. They will be major research projects for SSCs that will result in a **main report** (as well as supplementary outputs, outlined below) that will be produced and disseminated on an **annual basis**.

In terms of content, sector skills assessments should cover, at a minimum, the four key elements outlined below. They should also identify the implications for concrete action, setting out the key skills priorities that the SSC will be taking forward. They should draw on a wide range of data sources, including robust, recognised secondary data such as national statistics, as well as an SSC's own primary research. To ensure assessments are truly authoritative and have distinct value, SSCs also need to design methodologies that enable the views of employers in the sector to be incorporated into the analysis.

1. What Drives Skill Demand?

This element should include a rigorous analysis of the current and recent performance and competitive position of the sector (and/or key sub-sector(s) as appropriate); the economic structure and condition of the sector; the factors driving this performance and position; and the skills implications.

The section should address the following sorts of questions:

How does the sector define success, competitiveness and good performance?

How well is the sector performing? What role do skills play?

What market and regulatory pressures are employers facing?

What are the current and historical economic conditions of the sector?

What are the characteristics of the key markets, its products and services?

How has the current position been shaped, and what external factors are driving change e.g. demographics, globalisation, technological developments, legislative and regulatory requirements?

Are consumer tastes in the sector changing? To what effect? Is the sector responding effectively?

How is the sector responding to changes in demand? What business strategies are being pursued to secure competitive advantage?

What impacts do these changes have on skills demand, and are skill deficiencies contributing to any difficulties? How is this influencing the performance and competitiveness of the sector?

2. Current Skill Needs

Leading on from the assessment of the drivers of change, the assessment should include a high quality and robust analysis of current and expected skill needs in the sector and recruitment issues. This section should include an assessment of the detailed character of skill needs, and differentiate across the full spectrum of skills including basic skills and employability skills, intermediate skills, and higher skills. It is important for the assessment to establish the balance between varying levels of skills to assess whether the balance of skills is right to enhance future competitiveness.

In assessing the nature of sectoral skill needs, the section also needs to explore the character of these needs more generally, focusing on the type of skills (e.g. whether technical, generic and/or transferable skills) and also the diversity and make up of the workforce holding different skills. The assessment needs to fully understand these changes in respect of the sector as a pointer to appropriate action, and influencing employer practices.

This section of the assessment should also link back to the analysis of performance and product/service market strategies within the sector to explore whether there exists now, or there is a possibility of, a low skills equilibrium in the sector, the impact that this might have on growth and productivity, and whether steps are being taken to move the skills position up market.

3. Anticipating What Lies Ahead

This part of the assessment is particularly important if Sector Skills Assessments are to offer strategic insights, and to have value over the longer term. It will build on the analysis of current drivers of skill demand/skill needs, turning to examine the possible/likely **future** trends in the sector and anticipating the associated skill needs these may bring. SSCs are expected to undertake foresight research looking at the potential drivers of skill demand in the future, the likely character of future skills demand, the factors that will underpin such demand, and associated development needs in their sectors. These factors might include, for example, economic and labour market trends, developments in science and technology as well as environmental change, and changing perceptions and values.

A range of methodologies should be used in this foresight work. It is expected that SSCs will undertake and/or analyse existing employment **forecasts** for their sectors. They will also produce skills **scenarios** for the future, constructing a plausible, **preferred** future for the sector.

In terms of forecasting work, existing high quality quantitative economic forecasts (such as those in the 'Working Futures' publications for example)[5] offer useful resources for SSCs. These involve examining economic/sectoral/occupational trends and looking at likely future prospects. They can give a good insight into future trends (although they are dependent on the future relationship between economic variables being themselves similar to those in the past or, at least, predictable). SSCs may also want to supplement forecasts from existing sources with specially commissioned sector forecasts. SSCs should draw conclusions about the skills implications of these forecasts, adding interpretation and further contextualisation.

[5] See: http://www.ukces.org.uk/Default.aspx?page=4685

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These 'hard' quantitative projections should be supplemented by analysis of 'softer' data that also gives a feel for the likely 'shape' of the future through 'scenario building'. A range of scenarios for the sector should be developed that will demonstrate what the next 5-10 years may hold. Great value can be added to attempts to understand future trends by developing 'alternative' future states and trends, allowing for the possibility of different and perhaps more unexpected outcomes and conditions. A small number of scenarios should be developed, across a plausible range of outcomes, which are both relatively high possibility and likely to have a high impact on the sector. From this, a preferred scenario should be developed, and its implications for skills identified. The preferred scenario or vision - should set out the ambition for the sector: the optimum skills mix needed in order to maximise future performance and competitiveness. In doing this, the assessment will help set out clearly where policy action is needed to fulfil future ambitions for the sector, enabling a more strategic approach to skill development.

4. Geography

It is crucial that the assessment pays attention to geographical differences in the sector, highlighting where specific skills issues are particularly manifest.

The analysis will be UK-wide, but how skill needs vary in different countries of the UK will need to be identified. As such, key data should be presented for each country separately where possible, as well as in aggregate for the UK as a whole.

It is essential that any separate country analysis highlights how the individual nation perspective differs to the UK-wide position in nature and scale, making it clear why taking a separate country perspective might be important. Where skill needs are common across some, or all, countries this needs to be clearly stated. It is also good practice to benchmark the sector data against the national UK position for all sectors to set the context.

Data from robust secondary data sources at individual nation level must be used, and this should be supplemented by bespoke sector information collected specifically for that sector in a certain country where there are significant gaps in knowledge. Any primary research carried out by SSCs should complement and not duplicate national data.

Sector skills assessments should also include analysis of regional differences to enable regional partners to identify key sector skills issues. As with the analysis by UK country, any key differences in skill needs in volume, intensity and character by region should be clearly articulated. Where skill needs are common across some, or all, regions this needs to be clearly stated.

Assessments should also ideally benchmark sector data in the UK against other countries (e.g. major competitors like the USA) and global blocs (e.g. European Union and the OECD countries) to establish the relative position of the sector internationally, drawing on robust, recognised data sources.

Additional Outputs

Alongside the **main sector skills assessment report**, SSCs are also required to produce two other types of output:

> A set of high quality **national reports**: tailored sector skills assessment reports for each of the four UK nations.

> A succinct **summary** document of no more than ten pages in length setting out the key skills priorities for the sector in the UK.

SSCs may also of course want to produce further outputs, for example focusing in more depth on specific sub-sectors or in particular regions, depending on the nature of their sector.

Annex 2: Examples of Key Data Sources

Key UK data sources for SSCs include:

The ONS Labour Force Survey
http://www.statistics.gov.uk/STATBASE/Source.asp?vlnk=358&More=Y

The ONS Annual Business Inquiry
http://www.statistics.gov.uk/abi/

The National Employer Skills Survey (England)
http://research.lsc.gov.uk/LSC+Research/published/ness/

Skills in Scotland Employer Skills Surveys
http://www.futureskillsscotland.org.uk/web/site/home/
ReportsWhatEmployersThink.asp

Northern Ireland Skills Monitoring Survey
http://www.delni.gov.uk/ni-skills-monitoring-survey-2005

Future Skills Wales Sector Skills Survey
http://www.learningobservatory.com/fsw-2005-sector-skills-survey/

Skills in England
http://readingroom.lsc.gov.uk/lsc/National/SiE_Volume1final_
12Sept07.pdf

Working Futures
http://www.ukces.org.uk/Default.aspx?page=4685

The Skills for the Workplace Employer Survey
http://www.ukces.org.uk/Default.aspx?page=4685

The Skills for Business Employer Surveys
http://www.ukces.org.uk/Default.aspx?page=4639

Regional LMI (England)
http://www.regionalobservatories.org.uk/index.html

Scottish Government Labour Market Statistics
http://www.scotland.gov.uk/Topics/Statistics/Browse/Labour-Market

Learning and Skills Observatory Wales
http://www.learningobservatory.com/

Department for Employment and Learning Northern Ireland, Statistics and Research
http://www.delni.gov.uk/index/statistics-and-research.htm

Key international data sources for SSCs include:

The European Union Labour Force Survey
http://epp.eurostat.ec.europa.eu/portal/page?_pageid=
1913,47567825,1913_47568351&_dad=portal&_schema=PORTAL

Groningen Growth & Development Centre
http://www.ggdc.net/

US Bureau of Labor Statistics
www.bls.gov

OECD Statistics Portal
http://www.oecd.org/statsportal/0,3352,en_2825_293564
_1_1_1_1_1,00.html

World Economic Forum
http://www.weforum.org/en/index.htm

International Labour Organization
http://www.ilo.org/global/

Annex 3: Useful Resources on Maximising Research Impact

Analysis for Policy: Evidence-Based Policy in Practice
(Government Social Research):
http://www.gsr.gov.uk/downloads/resources/pu256_160407.pdf

Economic and Social Research Council Knowledge Transfer Guide:
http://www.esrcsocietytoday.ac.uk/ESRCInfoCentre/Support/
knowledge_transfer/index.aspx?ComponentId=8765&Source
PageId=15428

Models of Research Impact: A Cross Sector Review of Literature and
Practice (Learning and Skills Research Centre):
http://www.lsda.org.uk/files/pdf/1418.pdf

Creating Effective Research Local Government: A Toolkit
(Local Government Association):
http://www.lga.gov.uk/lga/publications/publication-display.do?id=22546

Getting the Evidence: Using Research in Policy Making
(National Audit Office):
http://www.nao.org.uk/publications/nao_reports/02-03/0203586-i.pdf

A range of materials on research dissemination and communication
can also be found on the website of the ESRC National Centre for
Research Methods:
http://www.ncrm.ac.uk/

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Further Information

This booklet has been produced by the **Research and Policy Team** at the UK Commission for Employment and Skills. For more information about the Commission, please see:
http://www.ukces.org.uk/default.aspx

For a full list of SSCs and their contact details, please see:
http://www.ukces.org.uk/Default.aspx?page=16

To find out more about the SSC network, please contact the Alliance of Sector Skills Councils:
http://www.sscalliance.org/home/home.asp

To see the Relicensing Framework for SSCs please see:
http://www.ukces.org.uk/Default.aspx?page=5

UK Commission for Employment and Skills, 2009

The UK Commission aims to raise UK prosperity and opportunity by improving employment and skills.

Our ambition is to benefit employers, individuals and government by advising how improved employment and skills systems can help the UK become a world-class leader in productivity, in employment and in having a fair and inclusive society: all this in the context of a fast-changing global economy.

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