

## Recent Additions – June 2007

These publications have recently been added to the NIACE library. They can be consulted in the Library but are not available for loan to external users.

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### BASIC SKILLS

- 1. NRDC; Casey, Helen; Cara, Olga; Eldred, Jan and McNeil, Bethia. "You wouldn't expect a maths teacher to teach plastering..." : embedding literacy, language and numeracy in post-16 vocational programmes - the impact on learning and achievement. Research report. London: NRDC, 2006.**  
 Text. Class: KWC / You / 2006  
 This research project examined the effects on learner success of embedding the teaching of LLN in Level 1 and Level 2 vocational programmes. The project also sought to identify the key characteristics of successful embedded LLN provision. The research examined the relationships between embedded LLN provision and: the retention of learners on programmes; the achievement of vocational qualifications in LLN; and learner attitudes.
- 2. Gleeson, Lynne. Economic returns to education and training for adults with low numeracy skills. Adelaide: NCVET, 2005.**  
 Text. Class: KWC / Eco / 2005  
 Through analysis of Australian and United States longitudinal data sets, this project discusses the benefits of further training for people with low levels of numeracy.
- 3. NRDC; Roberts, Celia; Baynham, Mike; Shrubshall, Paul and Eldred, Jan. Embedded teaching and learning of adult literacy, numeracy and ESOL : seven case studies. Research report. London: NRDC, 2005.**  
 Text. Class: KWC / Emb / 2005  
 This project aimed to examine a wide variety of embedded LLB provision to reflect the diversity of vocational courses. The case studies were selected from the following curriculum areas: land-based; entry to employment - engineering; construction; complimentary therapy; childcare; and nursing.

4. **Bynner, John and Parsons, Samantha. New light on literacy and numeracy : summary report. London: NRDC, 2006.**  
Text. Class: KWC / New / 2006  
Report of a research survey of the 1970 Birth Cohort members, which investigated patterns of relationships between poor basic skills and other variables, in order to examine the ways in which poor basic skills impede social and economic life in modern Britain.
5. **NRDC; Atkin, Chris; Rose, Anthea and Shier, Rosie. Provision of, and learner engagement with, adult literacy, numeracy and ESOL support in rural England : a comparative case study. Research report. London: NRDC, 2005.**  
Text. Class: KWC / Pro / 2005  
This research examines the issues surrounding the delivery of the Skills for Life agenda to adult learners in six rural counties of England. Although the research is rurally situated the findings and policy recommendations offer much to those concerned with the planning and delivery of the Skills for Life agenda in the urban and semi-urban context. This analysis draws on 103 questionnaire responses and 214 learner interviews.
6. **Basic Skills Agency. The starter pack : an essential resource for adult literacy and language tutors. 2nd ed., rev. London: Basic Skills Agency, 2007.**  
Text. Class: KWC.A / Sta / 2007  
An extensively revised and updated edition of a pack originally published in 1991 as an essential resource for language and literacy tutors working with young people and adults. It provides a variety of activities, ideas and advice about ways of working and what resources to use along with hints and tips for using ICT in literacy teaching.
7. **Wickert, Rosie and McGuirk, Jenny. Integrating literacies : using partnerships to build literacy capabilities in communities. Adelaide: NCVER, 2005.**  
Text. Class: KWC.A / Int / 2005  
This report seeks to identify examples of successful integration of literacy learning in community and workplace settings. It draws a number of findings from comprehensive analysis and critique of recent relevant literature, backed up by an analysis of data from a range of programs and practices outside and beyond traditional literacy programs offered in institutional settings.

#### **BROADCASTING AND MEDIA**

8. **Office of Communications. Media literacy audit : report on adult media literacy. London: Ofcom, 2006.**  
Text. Class: KTA.NE / Med / 2006  
This report presents the results of detailed research undertaken by Ofcom to assess the extent of media literacy in the UK population. It defines media literacy as 'the ability to access, understand and create communications in a variety of contexts'.

#### **COMMUNITY EDUCATION**

9. **Golding, Barry; Brown, Mike; Foley, Annette; Harvey, Jack and Gleeson, Lynne. Men's sheds in Australia : learning through community contexts. Adelaide: NCVER, 2007.**  
Text. Class: KYR / Men / 2007  
'Men's sheds' organisations are typically located in shed or workshop-type spaces in community settings that provide opportunities for regular hands-on activity by groups deliberately and mainly comprising men. Men's sheds in community organisations are shown to be relatively new, diverse and poorly known set of community based, grass-roots organisations - found only in Australia. These informal spaces and programs in

community settings have grown recently and rapidly in parts of mainly southern Australia with a higher proportion of older men not in paid work.

## DISABILITIES

- 10. Office of Communications. Media literacy audit : report on media literacy of disabled people. London: Ofcom, 2006.**  
Text. Class: NJ / Med / 2006  
This report presents the results of detailed research undertaken by Ofcom to assess the extent of media literacy amongst disabled people within the UK. The research was part of a media literacy audit examining the views and experiences of different groups within the UK.
- 11. Rose, Christine. I don't want to sue anyone I just want to get a life : inclusive risk assessment. Guidance for colleges and other post-16 education providers on implementing the Disability Discrimination Act. London: LSDA, 2005.**  
Text. Class: NJA / Don / 2005  
This report explores the process of inclusive risk management, to help ensure that the legal rights of disabled learners and applicants are exercised safely. Under the Disability Discrimination Act, providers have a duty to anticipate the requirements of disabled learners.
- 12. Great Britain. Department for Education and Skills; Great Britain. Department of Health; Great Britain. Department for Work and Pensions; McGuire, Anne; Rammell, Bill and Lewis, Ivan. Progression through partnership : a joint strategy between the DfES, DH and DWP on the role of further education and training in supporting people with learning difficulties and/or disabilities to achieve fulfilling lives. London: DfES, 2007.**  
Text. Class: NJA / Pro / 2007  
This is the Government's response to the Little Report "Through Inclusion to Excellence". It sets out a vision of how the three Departments most closely involved in education for people with disabilities - Education and Skills, Health, and Work and Pensions - will work together to deliver high quality support and incentives for young people and adults with learning difficulties and/or disabilities in further education and training.  
Link to online version: <http://www.dfes.gov.uk/publications/progressionthroughpartnership/docs/LearnerDisabilityDocument.pdf>

## ECONOMICS OF EDUCATION

- 13. Learning and Skills Council National Office and RCU. The impact of fee policies on recruitment to LSC funded provision. Coventry: LSC, 2007.**  
Text. Class: KHF / Imp / 2007  
This research project investigated the impact of changes to fee policies on recruitment to LSC-funded provision. It found no proof of a link, with the largest downturns in adult student numbers in more affluent areas and among the 30-64 year olds age group.  
Link to online version: [http://readingroom.lsc.gov.uk/lsc/National/nat-impactof\\_feesbookmark-jun07.pdf](http://readingroom.lsc.gov.uk/lsc/National/nat-impactof_feesbookmark-jun07.pdf)

## EMPLOYMENT

- 14. Employers for carers and Waters, Caroline. Face up to carers : employers for carers. BT, 2006?.**  
Text. Class: VC / Fac  
Supporting the carers in your workforce isn't difficult, disruptive or expensive it's just plain business sense - a small change in working hours or flexible arrangements can make all the difference both to your carer and to your business. This guide sets out

some case studies of how employers have offered their employees flexibility to cope with their caring roles.

- 15. Maudslay, Liz. Support into employment for young people and adults with learning difficulties and disabilities. Guidance for colleges and other post-16 education providers on implementing the Disability Discrimination Act. London: LSDA, 2006.**

Text. Class: VC / Sup / 2006

This guidance document addresses the issue of how best to support disabled people into employment. It draws considerably from the Project 13 report on work experience, and the Project 14 report on supporting young people with learning difficulties and disabilities into work and the Project 15 report, which looked at promoting access to employment for adults with learning difficulties.

- 16. IFF Research Ltd; Winterbotham, Mark and Carter, Katie. Workforce training in England 2006. DfES Research Brief, RB848. London: DfES, 2007.**

Text. Class: VC / Wor / 2007

Report of a survey of employers on the training they provide for employees, and on their attitudes to training providers and government training initiatives.

## EUROPE

- 17. Euoweaving project; Bienzle, Holger; Gelabert, Esther; Jutte, Wolfgang; Kolyva, Katerina; Meyer, Nick and Tilkin, Guy. The art of networking : European networks in education. Vienna: die Berater, 2007.**

Text. Class: 38 / Art / 2007

Reports on a project investigating European networks in the framework of the EU funding programmes for education and training. The authors aim to build on the experiences gained by and with networks and to learn from achievements and shortcomings.

link to online version: <http://www.niace.org.uk/euoweaving/publication.htm>

## FAMILY EDUCATION

- 18. Lamb, Penny; Casey, Lorraine and Spacey, Rachel. The links between family learning and parenting programmes : a discussion document for local authorities. Leicester: NIACE, 2007.**

Text. Class: MSE / Lin / 2007

## HEALTH AND MEDICINE

- 19. Department of Health and Flint, Caroline. Health profile of England. London: DoH, 2006.**

Text. Class: HA / Hea / 2006

This publication provides a collection of national and regional data to be used as a yardstick against which local areas can compare their own health profile data. The indicators used focus particularly - but not exhaustively - on the priority areas identified in Choosing Health: Making healthy choices easier.

## INFORMATION TECHNOLOGY IN EDUCATION

- 20. Mellar, Harvey; Kambouri, Maria; Logan, Kit; Betts, Sally; Nance, Barbara and Vorhaus, John (ed). Effective teaching and learning : using ICT. London: NRDC, 2007.**

Text. Class: JQ / Eff / 2007

The principal aim of this study was to develop and test the effectiveness of ICT-based teaching strategies. They used ICT designs targeted at literacy, numeracy and ESOL learning objectives, and this was followed by an valuation of the effectiveness of the designs.

- 21. Snyder, Ilana; Jones, Anne and Lo Bianco, Joseph. Using information and communication technologies in adult literacy education : new practices, new challenges. Adelaide: NCVER, 2005.**

Text. Class: JQ / Usi / 2005

Understanding more about adult learners' digital communication practices and the implications for adult literacy programs represents the fundamental purpose of this study. Using a case study approach, this report examines the interaction between new and emerging digital technologies, adult learning and literacies for both educators and learners.

## LABOUR FORCE

- 22. Felstead, Alan; Gallie, Duncan; Green, Francis and Zhou, Ying. Skills at work 1986-2006. 1st ed. Oxford: ESRC, 2007.**

Text. Class: VA / Ski / 2007

This is a report of a survey of 4800 people about the skills they use, and the qualifications and training required to do their current jobs. The report compares this with findings from four previous surveys since 1986. It explains how several different aspects of work skill can be measured using the information gathered and examines the distribution of job skills among those in work.

Online version: [www.kent.ac.uk/economics/staff/gfg/Skills%20at%20Work,%201986%20to%202006.pdf](http://www.kent.ac.uk/economics/staff/gfg/Skills%20at%20Work,%201986%20to%202006.pdf)

- 23. Centre for the Economics of Education; Vignoles, Anna; De Coulon, Augustin and Marcenaro-Gutierrez, Oscar. The value of basic skills in the British labour market. DfES Research Brief, CEE02-07. London: DfES, 2007.**

Text. Class: VA / Val / 2007

New data from the British Cohort Study is used to determine the labour market value of basic skills in the 2004 UK labour market for a cohort of adults in their thirties. This is compared with the value of basic skills for an older cohort in the mid 1990s.

Full report from : <http://cee.lse.ac.uk/>

## MUSEUMS

- 24. Wood, Chris and Gould, Hannah. Culture shock : tolerance, respect, understanding...and museums. Bude: clmg, 2006?.**

Text. Class: YA.M / Cul

The main arguments made by this publication concern the importance of museums to cohesion, identity and citizenship. It also provides some practical tips from people who have tried them, and for some cautionary reality checks to keep our feet on the ground and make sure what we say is possible, actually is possible.

## OFFENDERS

- 25. Giles, Margaret; Tram Le, Anh; Allan, Maria; Lees, Catherine; Larsen, Ann-Claire and Bennett, Lyn. To train or not to train : the role of education and training in prison to work transitions. Adelaide: NCVER, 2004.**

Text. Class: KYT.T / Tra / 2004

The main aim of this project was to examine the education/training and work experiences of prisoners before and during their current term of imprisonment. This project also studied the factors affecting prisoners' decisions to take on education/training or work during their stay in prison, and what prisoners think about their future employment and income opportunities.

- 26. Callan, Victor and Gardner, John. Vocational education and training provision and recidivism in Queensland correctional institutions. Adelaide: NCVER, 2005.**  
Text. Class: KYT.T / Voc / 2005  
This report examines links between prisoners' participation in the vocational education and training (VET) programs available within the Queensland prison system and their chances of returning to prison. The findings reveal that being involved in VET before initial release decreases the chances of returning to prison from 32% to 23%. Nevertheless, particular attention needs to be given to designing a comprehensive range of programs targeted at meeting the needs of individual prisoners.

## **OLDER PEOPLE**

- 27. Thomson, Peter; Dawe, Susan; Anlezark, Alison and Bowman, Kaye. The mature-aged and skill development activities : a systematic review of research. Adelaide: NCVER, 2005.**  
Text. Class: MMI.OE / Mat / 2005  
This study set out to find evidence on whether participation in education and training improves older people's productivity and keeps them in paid employment for longer. Older workers remain longer in the paid workforce and their participation in further education and training have often been cited as the main answer to overcoming the predicted skills shortage. What we do not know is the extent to which education and training makes a difference in reversing the trend of early retirement and improving the older worker participation in the labour market.
- 28. Rutherford, Janet. A golden opportunity : a guide to attracting and retaining older volunteers. London: REACH, 2006.**  
Text. Class: MMI.OS / Gol / 2006  
The aim of this guide is to address some of the misconceptions and to highlight the benefits of making more use of older volunteers. It presents tips and practical advice to help organisations take advantage of the 'golden opportunity' that the growing number of potential older volunteers has to offer.
- 29. VITA. Age shall not weary them nor the years condemn : retired and senior volunteering today. London: WRVS, 2007?.**  
Text. Class: MMI.OS / Age / 2007  
This booklet gives examples of older peoples involvement with the Retired and Senior Volunteer Programme.
- 30. Rochester, Colin and Thomas, Brian. The indispensable backbone of voluntary action : measuring and valuing the contribution of older volunteers : report of a survey carried out by VITA and Volunteering England. London: WRVS, 2006.**  
Text. Class: MMI.OS / Ind / 2006  
Older volunteers make a substantial and irreplaceable contribution to the work of volunteer-involving organisations in the voluntary and community sector and in the public sector alike. This booklet shows the findings of the survey of 477 organisations and the contribution made by older volunteers.
- 31. VITA and Price, Sally. Volunteering in the third age : final report : executive summary : findings and conclusions from the VITA Programme. London: WRVS, 2007.**  
Text. Class: MMI. OS / Vol / 2007  
Volunteering in the Third Age was established to champion volunteering by older people. It was established as a two year project, running between November 2004 and November 2006. The programme commissioned or directly ran 26 projects. This report covers the findings, future work and the recommendations.

- 32. Booth, Robin; Roy, Sue; Jenkins, Helen; Clayton, Berwyn and Sutcliffe, Sarah. Workplace training practices in the residential aged care sector. Adelaide: NCVER, 2005.**  
Text. Class: MMI.OS / Wor / 2005  
A focus of this research is the recognition of skills and training needs of personal care workers in the residential aged care sector of the community services industry. This research focuses particularly on why we need to train existing personal care workers, what barriers exist to cost-effective recognition and workplace training, and what models or strategies aged care facilities and registered training organisations have developed to improve recognition and workplace training.
- 33. Harrop, Andrew; McNair, Stephen; Soulsby, Jim; Tuckett, Alan and Lishman, Gordon. Learning in later life : a public spending challenge : a summary document. Leicester: NIACE, 2006.**  
Text. Class: MMI.OA / Lea / 2006  
This summary report is a contribution to thinking in advance of the Comprehensive Spending Review 2007. The CSR will set public spending for 2008 to 2011 and review the key government targets. NIACE, Age Concern England and the Centre for Research into the Older Workforce have collaborated in producing this report because we believe that achieving a 'fit' between the policy agendas for ageing and lifelong learning will be a key element to a successful Comprehensive Spending Review.
- 34. Age Concern England. The age agenda 2007 : public policy and older people. London: ACE, 2007.**  
Text. Class: 5A / Age / 2007  
This is Age Concern England's annual report on public policy on ageing and older people. It covers public policy developments and trends over the last year and looks ahead to likely developments in the next. The focus of the report is on UK Government policy.

## QUALIFICATIONS

- 35. Ridoutt, Lee; Hummel, Kevin; Dutneal, Ralph and Selby Smith, Chris. The place of recognised qualifications in the outcomes of training. Adelaide: NCVER, 2005.**  
Text. Class: KQ / Pla / 2005  
The purpose of this study was to identify the relationship between requirements for the performance of particular jobs and that specific part of the competence requirement that needed, in the opinion of employers, to be formally recognised. A large number of competencies were identified by employers as required for jobs to be performed well. Generally, this was significantly in excess of those needed to obtain a qualification at an Australian Qualifications Framework level appropriate to the job.
- 36. Cully, Mark. What it's worth : establishing the value of vocational qualifications to employers. Adelaide: NCVER, 2005.**  
Text. Class: KQ / Wha / 2005  
This report relies on a simple premise: the value of qualifications to employers is what they are prepared to pay for them in the labour market. The intrinsic (or use) value of qualifications to employers is inherently subjective, although the economic or exchange value can be observed. It can be observed at three points - in recruitment, in (un)employment, and in earnings.

## REFERENCE

- 37. CaritasData. Top 3000 charities 2007/08 : concise edition. 15th ed. London: CaritasData, 2007.**  
Text. Class: Ref / SOE / Top / 2007

This publication contains: Charity Auditor Profiles; Investment management profiles; charity bank profiles, a professional advisers section and a charities section.

## REFUGEES AND MIGRANTS

**38. Commission on integration and cohesion. Our shared future. 2007.**

Text. Class: MO / Our / 2007

The final report of the Commission on Integration and Cohesion provides practical approaches to building communities' own capacity to reduce tensions and create opportunities for more integrated and cohesive societies.

## SOFTWARE

**39. Mercer, David. Drupal : creating blogs, forums, portals, and community websites. Birmingham: Packt Publishing Ltd, 2006.**

Text. Class: JS / Dru / 2006

Drupal is an Open Source Content Management System for creating websites. This publication provides practical advice for building blogs and forums, aggregating RSS fields, collaboratively creating books or other documents, and working with media files.

## VOCATIONAL EDUCATION AND TRAINING IN AUSTRALIA

**40. Dawe, Susan and Nguyen, Nhi. Education and training that meets the needs of small business : a systematic review of research. Adelaide: NCVET, 2007.**

Text. Class: QU / Edu / 2007

Through a systematic review of existing research, this study set out to find evidence to answer the following question: 'What intervention strategies achieve participation of small business managers and employees in education and training that meets the needs of small business?'. This topic was of interest because small businesses employ around 3.6 million people in Australia, but two-thirds of small businesses do not provide structured training for their employees.

**41. Smith, Peter and Dalton, Jennifer. Accommodating learning styles : relevance and good practice in VET. Adelaide: NCVET, 2005.**

Text. Class: LY / Acc / 2005

The research undertaken in this project was designed to identify how VET practitioners view style differences between students, and what sort of account they take of those differences in designing and delivering teaching. Part of that broader research question involved an identification of the methods that VET practitioners use to identify learner group and individual styles, and the forms of response that they make to those identified styles in their teaching.

**42. NCVET; Figgis, Jane; Butorac, Anne; Clayton, Berwyn and Meyers, Dave. Advancing equity : merging 'bottom up' initiatives with 'top down' strategies. Adelaide: NCVET, 2007.**

Text. Class: LY / Adv / 2007

The purpose of this study was to identify the factors that help successful equity initiatives, which had been 'seeded' in technical and further education institutes through short-term funding to take root and spread. Overall it was found that such initiatives lacked cohesion and their spread was minimal.

**43. Allison, Janelle; Gorrings, Scott and Lacey, Justine. Building learning communities : partnerships, social capital and VET performance. Adelaide: NCVET, 2006.**

Text. Class: LY / Bui / 2006

This research examines the impact of vocational education and training (VET), and its project-based activities and partnerships, on the development of sustainable communities in regional Australia. It finds that VET plays a critical role as the entry point to learning and builds considerable social and other forms of capital in regional communities. 'Building capital' means making the most of available resources and trying to generate more resources when required. Social capital refers to the network of relationships and skills which result from community and civic activities. This study points to new opportunities for integrating these assets into strategic regional development.

**44. Billett, Stephen; Clemans, Allie and Seddon, Terri. Forming, developing and sustaining social partnerships. Adelaide: NCVET, 2005.**

Text. Class: LY / For / 2005

This project investigated the principles and practices underpinning the effective operation of social partnerships. The aim was to identify those principles and practices most beneficial in social partnerships supporting vocational education and training.

**45. Ball, Katrina (ed). Funding and financing vocational education and training : research readings. Adelaide: NCVET, 2005.**

Text. Class: LY / Fun / 2005

This book of readings brings together the results of a body of research on the funding and financing of vocational education and training (VET) in Australia presented in 2003. This overview summarises the main issues identified on the funding and financing of vocational education.

**46. TAFE; FitzSimons, Gail; Mlcek, Susan; Hull, Oksana and Wright, Claire. Learning numeracy on the job : a case study of chemical handling and spraying. Adelaide: NCVET, 2005.**

Text. Class: LY / Lea / 2005

The processes of preparation, application, handling, storage and transport of chemicals are key elements of a range of economically significant industries, and place high demands on workers' literacy, and especially numeracy skills. Many of these skills are acquired during employment on the job or in associated off-the-job training. This research illustrates the challenges faced by industries using chemical handling and spraying as they attempt to ensure that workers have the appropriate numeracy skills.

**47. Cavallaro, Toni; Foley, Paul; Saunders, John and Bowman, Kaye. People with a disability in vocational education and training : a statistical compendium. Adelaide: NCVET, 2005.**

Text. Class: LY / Peo / 2005

This statistical compendium examines, firstly, VET students with a disability as a whole group, focusing on their participation levels, achievements and outcomes from VET, and identifies gaps and/or issues with the existing data. This is followed by a comparison section of people with different types of disabilities, and a conclusion.

**48. NCVET. Profiling the national vocational education and training workforce. Adelaide: NCVET, 2004.**

Text. Class: LY / Pro / 2004

This report consolidates two studies. The first is a national study of the TAFE workforce - that is, those working in TAFE institutions - using point-in-time administrative data from the states and territories as at June 2002. The second forms part of a larger Australian National Training Authority national project entitled Enhancing the capability of the VET professional. This second study, which covers those working in both private and public registered training organisations, relied primarily on two Australian Bureau of Statistics surveys.

**49. Mawer, Giselle and Jackson, Elaine. Training of existing workers : issues, incentives and models. Adelaide: NCVET, 2005.**

Text. Class: LY / Tra / 2005

This study set out to investigate issues associated with the training of existing workers and their implications for the labour force, industry, employers and the vocational education and training system. It examines three industry contexts - retail, manufacturing and building and construction - where little accredited training occurs, and the reasons for this. It also seeks to identify the driving forces and most useful approaches to learning and training from both employer and employee perspectives.

**50. Curtain, Richard. Vocational education and training, innovation and globalisation. Adelaide: NCVER, 2004.**

Text. Class: LY / Voc / 2004

The particular focus of this report is on the role the vocational education and training sector has played in economies with strong track records in innovation. The examples of Finland and Singapore, in particular, are drawn on to show the importance of the concept of a national innovation system as a framework for guiding public policy. This concept emphasises the importance of having a broader concept of what innovation involves - including diffusing new technologies, processes and products. It also supports the view that low and medium technology industries harness the research and development of others to support their own innovations.

**51. Callan, Victor. Why do students leave? : leaving vocational education and training with no recorded achievement. Adelaide: NCVER, 2005.**

Text. Class: LY / Why / 2005

The research investigated the characteristics and motivations of vocational education and training students who do not complete any of the subjects they enrol in. The project interviewed students with no recorded achievement, spoke to technical and further education teachers and administrators about this issue, and also through a questionnaire survey gained the opinions of Queensland students who were identified as having no recorded achievement. In addition, the Queensland and national student databases were examined to determine the defining characteristics of students with no recorded achievement.

**52. Beddie, Francesca; Lorey, Barb and Pamphilon, Barbara. Enhancing career development : the role of community-based career guidance for disengaged adults. Adelaide: NCVER, 2005.**

Text. Class: KSI / Enh / 2005

The aim of this project was to investigate learning and career development services for adults, in particular, those in some way disengaged from the labour market and educational systems. It took as its starting point a community based career guidance model and focused on women seeking to re-enter the workforce, older job seekers and mature-age workers only marginally attached to the workforce.

## WALES

**53. NIACE DYSGU CYMRU; Aldridge, Fiona; Furlong, Cerys and Nettleship, Swati. Wales : moving towards the learning country : survey of adult participation in learning in Wales 2007 [Cymru : Symud Tuag at Wlad sy'n Dysgu]. NIACE participation surveys. Cardiff: NIACE Dysgu Cymru, 2007.**

Text. Class: 37W / Wal / 2007

This third substantive all Wales survey on adult participation in learning, funded by the Welsh Assembly Government, describes the current position in Wales in 2007 and provides evidence of trends in participation in adult learning from the last survey in 2003. It complements the parallel UK-wide report The Road to Nowhere, and is based on the boosted weighted sample of 1,000 adults in Wales used in that survey.