



HOW TO USE LABOUR MARKET INFORMATION (LMI)



Introduction

The May 2017 All Parliamentary Group on Education noted that the youth unemployment rate of 13.1% is almost three times the adult unemployment rate of 4.8%. Though the fall from 14.1% in 2016 is encouraging, with over 757,000 unfilled vacancies in the UK, youth unemployment cannot simply be attributed to a lack of demand. The 2016 Education and Skills Survey reported that 69% of businesses doubted the availability of enough people with the necessary skills to fill high-skilled jobs. Josh Hardie, Deputy Director General of the CBI attributed the shortfall to *“the gap between education and the preparation people need for their future, as well as the gap between the skills needed and those people have.”*

The level of complexity and rate of change makes it difficult for people to understand what is happening, and to reach informed decisions about to develop skills for the future. Factors driving change include:

- Globalisation – including more organisations operating internationally, an increase in trade and migration of trade and services between countries.
- Application of new technologies – advances in artificial intelligence mean robots are able to perform routine cognitive well as manual tasks. The Bank of England estimates that up to 15 million jobs in the UK are under threat of automation over the next two decades.
- Environmental challenges such as climate change and pressure on resources.
- Demographic or societal changes – for instance, participation of the over-50s in the labour market is at an all-time high, putting young people at a further disadvantage.
- A shift away from traditional employment models towards the use of freelance contractors to fulfil short-term projects or “gigs”.

This briefing, prepared as a resource alongside the WorldSkills UK Career Planning Toolkit, focuses on helping schools and colleges to equip young people with knowledge about what the labour market wants and how to navigate decisions on qualifications, training and careers in a way that optimise their life chances.

What is LMI and What LMI Do People Want?

Labour Market Information or LMI is any quantitative or qualitative data about the nature and operation of the labour market. It should infuse careers provision as it helps young people explore key aspects about a particular area, including:

- The sectors, industries and businesses that operate there
- The jobs that exist
- The number and type of job vacancies
- The sectors and industries that are predicted to grow in the coming years
- Travel to work patterns
- The kinds of skills that are/will be needed by industries and businesses
- Pay and progression patterns.

Two key types of LMI are:

- Quantitative information is usually numerical and based on rigorous research methodologies (eg studies such as the Census of Population)
- Qualitative information is usually extracted from interviews or structured discussions. It can also be anecdotal, coming from sources such as press reports, local employers or personal networks.

Warwick Institute of Employment Research (IER), found that people seeking careers advice want to understand:

- The competition they will face—"How easy is it to get into?"
- Entry and progression routes—"How do I get into it?"
- The rewards available—"What's the pay like?"
- The availability of jobs in their 'travel to work area'—"Can I travel to this work easily?"
- Recruitment and selection and the prospects of securing employment in a particular job—"Could I get into this type of work?"
- The value of particular qualifications, experience or training—"Do employers accept this qualification?"

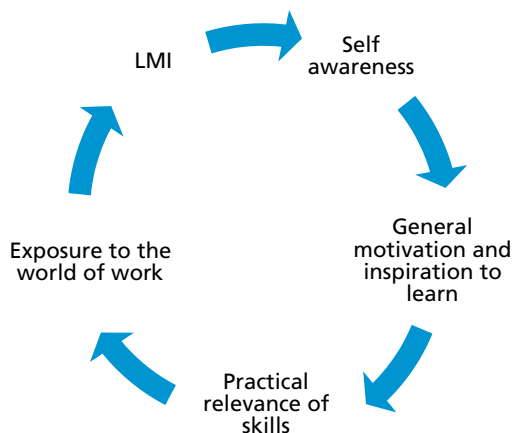
How can LMI be used in the curriculum?

In 2014, the Gatsby Foundation's '*Good Career Guidance*' report, identified eight 'benchmarks' to help promote good careers guidance. The report states:-

What is clear is that no-one has found the magic bullet to providing good careers guidance, quite simply it is about doing a number of things consistently and well.

Helping young people learn from career and labour market information is at the heart of Benchmark 2, but LMI supports the delivery of all eight benchmarks. This table offers practical suggestions on how to draw LMI into all aspects of careers work. There are a range of others ideas available through WorldSkills UK including Skills Champions videos and resources to support groups attending 'The Skills Show'.

Effective integration of LMI into careers provision encourages students in a realistic exploration of world of work, helps them to see how to develop the required skills and builds a clearer sense of direction.



Benchmark	Practical contribution of LMI
<p>Learning from career and labour market information</p> <p>Access to up-to-date information is a key aspect of good provision along with the skill to use the information effectively.</p>	<ul style="list-style-type: none"> • Provide parents/carers and students with ready access to useful internet sites by listing these on the school/college website. • Train student ambassadors to support younger students make effective use of printed and online LMI at key points of transition such as options choice. • Explain the full range of different learning routes including technical qualifications and apprenticeships to students and parents/carers and encourage them to explore the return on investment from different routes. • Arrange visiting speakers from local companies to demonstrate how subjects and qualifications relate to particular jobs and future success.
<p>Linking curriculum learning to careers</p> <p>Subject teachers have a powerful role to play in showing the application of their subjects in the workplace and how the subject helps develop the employability skills employers need.</p>	<ul style="list-style-type: none"> • Teachers can highlight the relevance of their subjects to different career paths. There is a particularly wide range of resources for STEM teachers including www.futuremorph.org or www.yourlife.org.uk and the STEM ambassador programme. www.cegnet.co.uk signposts people to resources for teaching careers with other subjects including Geography, Design & Technology and Art. As well as exploring how subject knowledge links to the workplace teachers can help students to see how skills sought by employers such as teamwork, willingness to learn, and communication are being developed through their subjects. The skills tags or core employability skills in the Career Planning Toolkit provide some useful points and www.barclayslifeskills.com www.careerkickstart.rbs.com and www.tideway.london/tunnelworks provide further resources on developing skills for the workplace. • When teaching statistics, show the wide range of sectors including public health, sports, politics, market research and actuarial work that make use of statistics.

	<ul style="list-style-type: none"> • Organise a special event promoting careers linked to different subject areas, for instance, “What can you do with Languages?” or “Careers in the Local Food & Hospitality Sector.” • In History, look at the work roles of men and women over the last 50 years. Study the impact of key events such as WW2 and EU membership on the labour market. • In Geography - look at the local breakdown in different sectors of employment. Build up a school to home map of different jobs and sectors. • Maths – use local employment figures to produce graphs and tables. Complete a class survey on intended destinations or use past student destinations to show breakdown. Study the variety of jobs that require a confident ability with statistics and numbers, from engineers to actuaries. • English – students can be set a task to interview visiting employers and capture and share information on ways their jobs have changed. • Sectors that have a skills shortage in the local area could be highlighted, and efforts made to reach out to employers and invite them into the classroom to talk about what they are looking for from future employees, giving students first-hand experience of the skills they will need to focus on.
<p>Addressing the needs of each student – tailoring support to challenge stereotypical thinking, build inclusion, raise aspirations and broaden horizons for all students.</p>	<ul style="list-style-type: none"> • Use school/college destination data and leaver information to encourage aspiration. • Explore gender and ethnic origin breakdown in different sectors including the pay gap. • Encourage young people to see themselves as individuals, with a particular blend of strengths and interests. LMI data can help identify the skills needed across multiple sectors and occupations. Young people need support to maintain their confidence about the future and to keep their options open.

Encounters with employers and employees	<ul style="list-style-type: none"> • Tailor school/college visits around regionally significant LMI information to raise students' awareness of local trends and diverse options open to them eg green careers or digital careers. • Work with The Careers & Enterprise Company Enterprise Advisers to build students' access to employers and employees and ensure talks and activities include an input on LMI trends. • Arrange careers talks that demonstrate the growing sectors open to young people. • Invite input from WorldSkills UK Skills Champions where young people now in business or industry deliver talks and workshops in schools on their jobs and progression routes. Build opportunities for skills-based challenges and problem solving activities such as Future of Energy Challenge (Shell & IBM), Crest Awards, Springboard Future Chef and enterprise competitions with employer input, so that young people understand skills required at work.
Experience of workplaces	<ul style="list-style-type: none"> • Set tasks for work experience placements eg interviewing someone about their job, finding statistical information about the sector, looking into technology used at work or creating a map to show travel to work patterns.
Encounters with further and higher education	<ul style="list-style-type: none"> • Ensure young people are able to take part in open days and receive talks from reliable experts who can provide relevant LMI on routes and pathways including qualifications and apprenticeships. • Help young people to plan activities or effective questions for use on college and university open days or on visits to events such as The Skills Show.
Personal guidance	<ul style="list-style-type: none"> • Ensure that your careers guidance expert has support to stay up to date on LMI. • Personal guidance is an important element of careers provision and helps young people to make personal sense of labour markets information. LMI is general, and should not be used to draw conclusions for an individual's career.

LMI resources

There is a huge amount of information about the labour market available now, but it is important to consider:

- Objectivity - who produced or funded the LMI and are they likely to have an agenda?
- Is it fit for purpose - will it help young people make good career decisions?
- Is it up to date - are there likely to have been changes since the research was completed?
- Geographical basis - will it apply to the young people you are working with?

The source can be a clue to the quality of the information. LMI from established organisations (such as the CBI, TUC or IER) is likely to be valid. Other organisations, such as industry bodies, may have an interest in putting over a particular message. This does not mean the information is not useful, but you need to bear this in mind when using it and, if possible, seek out supporting data.

Here is a selection of some of the key sources:

For teachers and practitioners

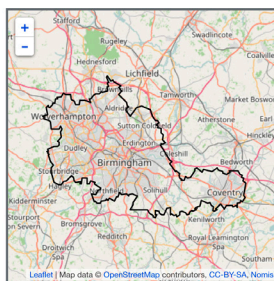
Nomis is from the Office for National Statistics and gives access to LMI from government sources. It provides summary data from national to local authority ward level (see below). Data from census returns can also be queried and there is a helpline for users. Using Nomis, you can, for example, find employment by occupational qualifications achieved and compare it with other regions or the UK as a whole.

Labour Market Profile - West Midlands (Met County)

The profile brings together data from several sources. Details about these and related terminology are given in the definitions section.

All figures are the most recent available.

- Resident population
- Employment and unemployment
- Economic inactivity
- Workless households
- Employment by occupation
- Qualifications
- Earnings by place of residence
- Out-of-work benefits
- Jobs (total jobs / employee jobs)
- Civil Service jobs
- Businesses



LMI Future Trends, from the IER National Guidance Research Forum, is aimed at careers guidance practitioners. It covers 25 sectors and includes:

- Regional and national information
- Occupations - salary level and demand
- Equal opportunities issues
- Qualification profiles and training opportunities
- Links to other sources of information
- *UKCES* (UK Commission for Employment & Skills) was a publicly funded, industry-led organisation that offered guidance on skills and employment issues in the UK. It closed in March 2017 but key reports remain available online and its employer research work will continue and be moved to other government departments. They published many reports including employment projections in *Working Futures 2014 to 2024* and *Careers of the future* (see page 7—Resources aimed at young people).

amazingapprenticeships.com - offers a comprehensive set of resources for teachers and advisers on apprenticeships including posters, inspirational films and “How to” guides. It has a link to the Find an Apprenticeship site and provides direct access to support on apprenticeships for schools including a booking service. You can sign up to a monthly newsletter.

For young people

National Careers Service Job Profiles cover almost 800 jobs and include information on entry routes, wages, hours and work activities.

Prospects is a careers website aimed at graduates and undergraduates. It is a good source of LMI, not just for those in higher education, but also for any student considering higher education, including:

- *What can I do with my degree*
- *Job sectors* with 400+ job profiles including salary, qualifications and skills needed and prospects.

LMI for All is an online data portal, which connects and standardises existing sources of high quality, reliable LMI. LMI for All provides an easily customisable *Careerometer widget* for websites. The widget can be used to explore and compare key information about occupations to support the process of identifying potential careers.

Hairdressers and barbers		Nursery nurses and assistants		Nurses	
Weekly Pay £330	Annual Pay £17,160	Weekly Pay £320	Annual Pay £16,640	Weekly Pay £670	Annual Pay £34,840
Hours/Week 39h	Hourly Pay £8	Hours/Week 39h	Hourly Pay £8	Hours/Week 39h	Hourly Pay £17
Workforce Change (projected)		Workforce Change (projected)		Workforce Change (projected)	
Growth 0.7%		Growth 10.2%		Growth 9.3%	
Replacement 35.2%		Replacement 33.2%		Replacement 31.2%	
The workforce is projected to grow by 0.7% over the period to 2024, creating 1,400 jobs. In the same period, 35.2% of the workforce is projected to retire, creating 71,300 job openings.		The workforce is projected to grow by 10.2% over the period to 2024, creating 21,200 jobs. In the same period, 33.2% of the workforce is projected to retire, creating 69,400 job openings.		The workforce is projected to grow by 9.3% over the period to 2024, creating 64,700 jobs. In the same period, 31.2% of the workforce is projected to retire, creating 218,000 job openings.	
You might find this job in Other personal service Employment activities Postal, etc Residential care Telecommunications		You might find this job in Social work Education Health Public admin. & defence Sport & recreation		You might find this job in Health Residential care Social work Public admin. & defence Education	
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icould.com uses the LMI for All data along with personal career stories to help young people explore career routes and pathways. There are over 1,000 different video clips, teaching resources and a helpful careers calendar detailing career-related events around the UK.

worldskillsuk.org/careers-cloud SACU's Careers Cloud test allows students to explore the very latest labour market information related to the jobs that they specifically match with, powered by the fantastic 'LMI for All'. Highlights include Unemployment / Pay by region, UK labour market projections, Estimated pay by age, Skills shortages and thousands of the latest job vacancies

[Get In Go Far](https://getin.go.far) is the government portal for information about apprenticeships and Find an Apprenticeship is the website for live apprenticeship vacancies. As well as being used to find vacancies to apply for, Find an Apprenticeship can also help young people to research the availability of opportunities, wages and entry requirements locally. This can add qualitative data to the facts and figures obtained from other sources. Young people seeking higher education-level apprenticeships should also see the Times Guide to Higher & Degree Apprenticeships.

Careers of the Future produced by UKCES in 2014 to showcase top jobs analysis suggests will be crucial over the next decade. The aim is to inspire young people about the wide range of jobs that are out there. With clear, bright infographics (as below), this is a good teaching resource but there is a danger of focusing too much on the 12 jobs they highlight. There is a list of 40 on pages 4/5 of the report and 100 on page 67 of *Careers of the Future: Background report*.



Careers and employment events

Job and careers events like The Skills Show provide an opportunity to ask employers targeted questions about their business, including employment trends and entry requirements. Search online for careers and skills events happening in your area.

Events aimed at professionals, such as the [National Careers Guidance Show](#), feature seminars and talks on topics such as developments in specific industry sectors. [Central Careers Hub](#) is a network where careers advisers and teachers can attend presentations on employment trends in specific sectors and exchange information.

Local LMI

Much of the LMI available is regional, national or even international. Local Enterprise Partnerships are an important source of local information and they each have their own LMI sector skills information. Several including Humber, West Midlands, West of England and Oxfordshire are developing LMI resources targeted at teachers, advisers and young people.

gov.uk/government/publications/local-enterprise-summary-reports

Local Authority websites are a good source, in their 'regeneration' and 'economic development' sections. Many Local Authorities also compile business directories listing employers by area and business sector.

[Find an Apprenticeship](#) can help research the availability of opportunities, wages and entry requirements locally (eg within five miles of a postcode).

Bibliography

This resource draws from a range of resources including:

- Developing Career Skills: A guide for teachers, lecturers and careers advisers WorldSkills UK 2016
- Manchester Inspiring IAG How to use LMI
- How well do schools prepare children for their future? May 2017 All-Party Parliamentary Group for Education.
- Labour Market Information Toolkit – CLC Building Futures Spring 2017
- Anthony Mann and Prue Huddleston (2016) Schools and the twenty-first century labour market: perspectives on structural change British Journal of Guidance and Counselling
- [*Institute for Employment Research LMI Online Learning Module*](#)

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