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## Purpose

This is the second in a suite of learning resources which provides support to develop practice related to the Career Education Standard (CES). This resource, *'Introduction to Labour Market Information' (LMI)*, offers an introductory level learning resource to LMI and how this can be accessed and used to support learning and the development of career management skills (CMS). It is structured to begin to inform and to help you reflect on your existing practice.

## Learning outcomes

As a result of engaging with this learning resource you will have an understanding of:

- what LMI is;
- how LMI can be used to benefit children and young people's learning;
- where to access a range of reliable LMI;
- how to incorporate LMI into your practice.

## Who is this learning for?

This resource has been developed to contribute to professional learning for practitioners at all levels. This incorporates those working with children and young people in the following sectors:

- early learning and childcare;
- primary, secondary and special schools;
- colleges and independent training providers;
- third sector providers, social work, and community learning and development; and
- other specialist learning providers, including secure and residential settings.

This resource can be used flexibly within your current context and contribute to your personal knowledge and levels of understanding.



## The learning resource relates directly to the following expectations<sup>1</sup>:

- Through professional learning and having access to up-to-date resources, develop and maintain an awareness of the opportunities in the labour market and the attributes and skills needed to take advantage of these;
- Relate relevant learning experiences and skills development to the labour market and employment opportunities including entrepreneurship and self-employment;
- Facilitate young people's learning and their ability to engage with a rapidly developing landscape of work/career and learning opportunities;

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<sup>1</sup> [The Career Education Standard \(3-18\)](#) , page 10

## What is labour market information?

[The Scottish Labour Market Information and Intelligence \(LMI\) Framework](#) (Scottish Government, 2012) defines labour market information as:

*“LMI is any quantitative or qualitative facts, analysis or interpretation about the past, present or future structure and workings of the labour market and the factors that influence it”*

It includes both labour market information (descriptive data such as statistics or survey results) and labour market intelligence (analysis, interpretation, conclusions and policy recommendations).

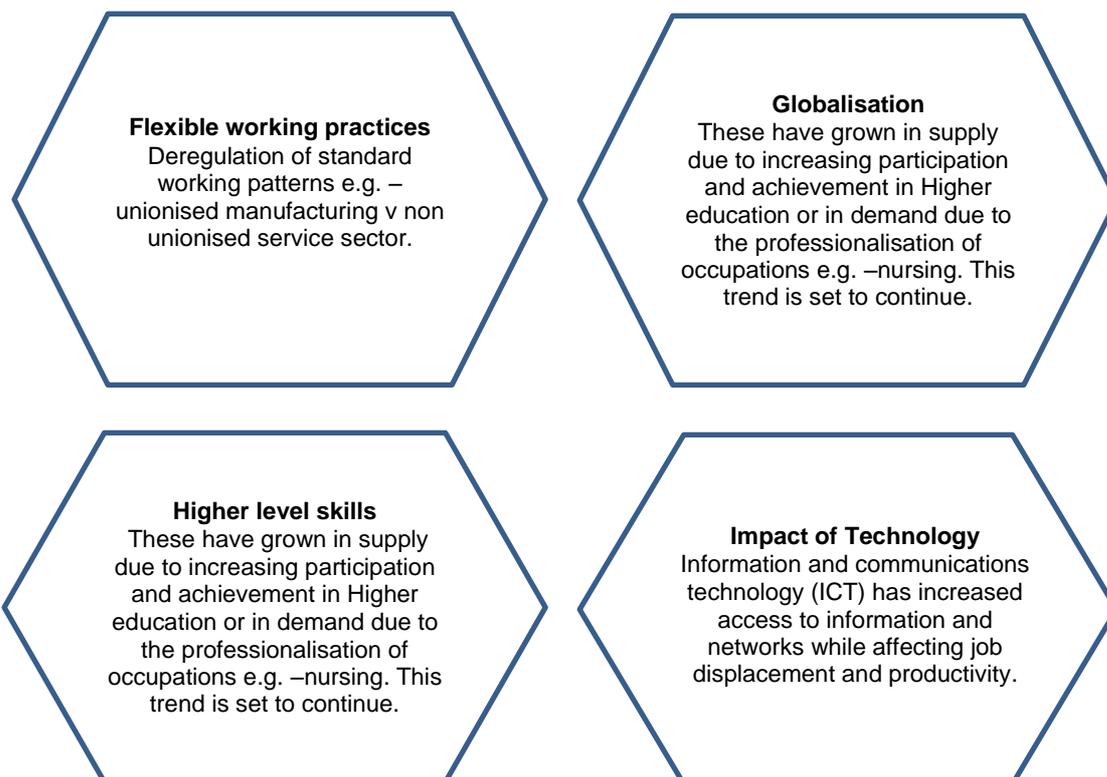
This includes information about:

- Entry requirements, earnings and future options in particular jobs or sectors.
- The qualifications and skills employers are looking for.
- Trends in skills supply and demand; past present and future.
- Trends in employment sectors; growing, declining and new emerging.
- School leaver destinations; both initial and how these change over time.
- Changes in learning pathways such as the growth of Foundation, Modern and Graduate apprenticeship
- Progression opportunities to further and higher education
- Gender, age, qualification etc distribution across jobs and employment sectors.



### ACTION

Look at the infographic on LMI Trends below. Reflect on the information presented.



**Changing demand for goods and service**

Consumer preference and the 'green' agenda have influenced the way people do business. On line services and self help technology will continue to grow.

**An ageing workforce**

Demographic trends show that the need for replacement labour is important across most sectors where the average age is high.

**Youth unemployment**

Scotland has recently recorded employment levels beyond 2.5 million but even in times of high employment, youth unemployment for 16-24 year old has persisted between 10-15%. Evidence shows this has a scarring effect on future life.

**Employability and soft skills**

This is a new concept from the last few decades and refers to mean what employers want from recruits. Soft skills such as communication, presentation, team working and customer skills are viewed as essential and this demand stems from our move away from being a manufacturing to a service economy.

**Changing occupational structure**

We have an 'hourglass' shaped economy with a hollowing out of middle ranking jobs. At the top end there are many high skilled high paid jobs and at the bottom end there are many low skilled low paid jobs.

**Prolonged transitions from education to employment**

In the 1970's about ¾ school leavers would have gone into employment from school but nowadays it's about ¼ so typically most young people are taking longer to settle into a career area and will access training, further and higher education first.



**CONSIDER**

- Do I recognise any of these trends in my own career to date?
- What did I already know?
- What surprised me?
- What questions do I now need answered?
- How can I use this information in my day to day work?



**RECORD**

## Why is labour market information important?

*“All children and young people need to be flexible and adaptable, with the capacity to continue developing the new skills which they will need for the rapidly changing challenges of life, learning and work in the modern world. The skills for learning, life and work for Curriculum for Excellence referred to in this document are often cross-cutting and transferable across the whole range of curriculum areas, contexts and settings. They are skills that can be developed by all learners, whenever and wherever they are learning”.*

(Building the Curriculum 4, p10 2009)

In an increasingly dynamic labour market children and young people need to be ever more aware of the changes and trends in learning pathways and employment opportunities as well as the skills, attributes and information needed to successfully navigate this changing landscape.

“ The **Career Education Standard (CES)** makes it clear that all teachers and practitioners have a role to play in preparing children and young people for the world of work and to develop the necessary skills to help achieve their aspirations. Learning and teaching activities should ensure that all children and young people acquire the relevant skills and knowledge to help them succeed in life and focus on relevant career pathways and destinations.

Contextualising learning and teaching activities using LMI effectively , will enable you to:

- Relate relevant curriculum content and knowledge appropriately to the world of work.
- Raise the aspirations and broaden the horizons of young people, making their learning more relevant to their career aspirations.
- Provide opportunities to incorporate practical and real-life contexts to learning activities, including employer engagement, which relate directly to learners’ experiences, and serve to enhance their motivation and engagement.
- Challenge traditional perceptions and stereotypes in careers, and widen their options regarding career choices.



### **ACTION**

Look at the Regional Skills Assessments and Skills Investment Plans. Note how they are set out and the information they contain.

- **REGIONAL SKILLS ASSESSMENT (RSA)** - RSAs aim to provide a single, agreed evidence base which can be used to build future investment in skills within local authority areas and partnerships.  
<https://www.skillsdevelopmentscotland.co.uk/what-we-do/partnerships/regional-skills-assessments/>
- **SKILLS INVESTMENT PLANS** – SIPs give a picture of the economic and labour market situation, trends in skills and qualification supply and employers’ perspectives on the big skills issues affecting sector growth.  
<https://www.skillsdevelopmentscotland.co.uk/what-we-do/partnerships/skills-investment-plans/>

1. Consider the information provided in the [Skills Investment Plans](#) about one of the industry sectors most relevant to your own context (ie. Curriculum, local employment situation, school-employer partnership etc).

2. Reflect on some of the data provided in the LMI stimulus [PDF](#).



### CONSIDER

- What have I learnt from the information / data I have discovered?
- How can I use this information when planning my learning and teaching?
- What other information do I require in order to make links within my area of work?
- Are there some simple steps I can take to begin to take account of my newly gained insights?
- To what extent do I incorporate LMI into your learning activities?
- What areas can I identify for further development?
- In what ways do I support young people to reflect on their skills and capture the development of their skills, in line with their career aspirations?
- How do I introduce information about future learning pathways and career options into your discussions with learners? How do I know it is working?

The section below can be used to capture your responses to the above reflective question.



### RECORD

## How can I enhance the use of LMI in my practice and setting?



### ACTION

Three examples of LMI in practice are offered here: from a local authority, a primary school and a secondary school. Look at each of the examples:

1. Labour market information inspires curriculum change in the Western Isles. This blog illustrates how the use of LMI increased positive sustained destinations  
<https://blogs.glowscotland.org.uk/glowblogs/eslb/2016/09/06/labour-market-informed-inspires-curriculum-change-in-the-western-isles/>
2. The link below details an initiative at Caskieberran Primary School to enhance employability skills and a knowledge of career paths for learners. The young girl in the 'Learner Perspective' video talks (around 0.55sec) about the information they viewed around different sectors of employment, related jobs and skills required.  
<https://education.gov.scot/improvement/pages/dyw14-career-education-in-the-primary-sector.aspx>
3. The link below gives details of a pre-apprenticeship training programme at Govan High School. The initiative aimed to tackle youth unemployment through a partnership programme with a local employer.  
The video emphasises the importance of partnerships and community links in the success of the programme.  
<https://education.gov.scot/improvement/pages/dyw16-pre-apprenticeship-programme-at-govan-high-school.aspx>



### CONSIDER

- What have I learned from these case studies?
- Can I identify actions I could now take to change/improve my own practice?
- A number of these activities are achieved by teamwork and working with partners. What partnerships can I identify which will help me make progress in developing these activities?
- In what ways do I support young people to reflect on their skills and capture the development of their skills, in line with their career aspirations?
- To what extent do I use LMI effectively and timeously to help raise career aspirations for all learners?
- To what extent does my practice challenge gender bias that currently exists in some employment sectors? For example, females in construction or engineering and males in care settings?

The section below can be used to capture your responses to the above reflective questions.



**RECORD**

## Action Research / Practitioner Enquiry Activity



### CONSIDER

Having already reflected on how you currently use LMI and identified areas for potential improvement consider:

- How can I test my improvement ideas on a small scale and which colleagues or partners could I work with to do this?
- How will I know it's made a difference?

You may find the table below helpful in planning a 'small test of change' you could try with one pupil, one group or one class over the next few weeks. Working with colleagues will help you focus this task and identify measures that will tell you whether it is making a difference for learners. If it works, scale it up, if it doesn't then consider whether it can be refined or try another small test of change' before implementation with a bigger group.



### RECORD

| What areas have I Identified that I want to improve? | What specific action I will take to improve my practice? | Who can support me with this? Who can I partner with in this? | When will I review the impact/outcome of this action |
|--|--|---|--|
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|  |  |   |  |

# APPENDIX -

## LMI Resources

### MY WORLD OF WORK

<https://www.myworldofwork.co.uk/>

To access LMI on My World of Work:

- Select 'My Career Options' on main page
- Half way down the 'My Career Options' page select 'Got a career in mind? You can
- Either enter the career you have in mind and click on the search or leave the field blank and click on the search key.
- This takes you to information **on job profiles, industries and related job categories.**

Alternatively,

- further down 'My Career Options' page select 'Choosing my subjects'
- scroll down to 'Explore subject choices'
- enter a subject and click on 'show my career options'.
- This also takes you to information on job profiles, industries and job related categories but also types of **Modern Apprenticeships.**

Within the **Partner area of My World of Work** you will find a full set of activities and **lesson inserts.** **Lesson inserts** offer a simple way to link the curriculum to careers using short activities.

**SKILLS DEVELOPMENT SCOTLAND** main website

<https://www.skillsdevelopmentscotland.co.uk/>

### SKILLS INVESTMENT PLANS

<https://www.skillsdevelopmentscotland.co.uk/what-we-do/partnerships/regional-skills-assessments/>

Skills Investment Plans provide information on how skills can drive growth and opportunities in 11 of Scotland's key industry sectors. They highlight workforce characteristics, occupational trends, future skills demand, current provision, key challenges, and priorities for each sector.

**USING LABOUR MARKET INTELLIGENCE IN A COLLEGE CONTEXT** - page 4 illustrates an example of the 'hourglass economy'

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/440558/Using\\_Labour\\_Market\\_Intelligence\\_in\\_a\\_college\\_context\\_1.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/440558/Using_Labour_Market_Intelligence_in_a_college_context_1.pdf)

### SCOTTISH GOVERNMENT LABOUR MARKET NEWS

<http://www.gov.scot/Topics/Statistics/Browse/Labour-Market>

### SDS RESEARCH ONLINE

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

### **LABOUR MARKET FOCUS NEWSLETTERS**

<https://www.skillsdevelopmentscotland.co.uk/publications-statistics/>

### **APPRENTICESHIP.SCOT – SKILLS DEVELOPMENT SCOTLAND**

<https://www.apprenticeships.scot/>

### **CLOSE THE GAP – TEACHER RESOURCES**

<https://www.closesthegap.org.uk/content/resources/BEWHATYOUWANT2014-CG.pdf>

### **ASSOCIATION OF GRADUATE CAREERS ADVISORY SERVICES**

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

### **CONFEDERATION OF BRITISH INDUSTRY (CBI)**

CBI *Delivering Excellence: A new approach for schools in Scotland* report 2015.

<http://news.cbi.org.uk/news/business-supports-scottish-school-reforms-but-teachers-and-school-leaders-need-more-power-cbi/delivering-excellence-a-new-approach-for-scottish-schools/>

### **FEDERATION OF SMALL BUSINESSES (FSB)**

School Ties: Transforming Small Business Engagement with Schools. FSB Scotland

<http://www.fsb.org.uk/media-centre/latest-news/2016/02/19/tap-smaller-businesses-to-boost-scottish-pupils-prospects>

### **GREAT EXPECTATIONS, CITY AND GUILDS (2015)**

[http://www.cityandguilds.com/~/\\_media/Documents/Courses-and-Quals/Apprenticeships/EMSI%20reports/cqgreatexpectationsonline%20pdf.aspx](http://www.cityandguilds.com/~/_media/Documents/Courses-and-Quals/Apprenticeships/EMSI%20reports/cqgreatexpectationsonline%20pdf.aspx)

### **RIGHT COMBINATION, CBI(2016)**

<http://www.cbi.org.uk/cbi-prod/assets/File/pdf/cbi-education-and-skills-survey2016.pdf>

### **DELIVERING THE APPRENTICESHIP AMBITION, REED PARTNERSHIP/NCFE (2016)**

<http://reedinpartnership.co.uk/media/178828/reed%20and%20ncfe%20apprenticeship%20report%20july%202016.pdf>

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