

# Labour market information in lifelong guidance

AO/RPA/PMDFON/LMI in Guidance/007/14

## Case study visit focusing on 'LMI for All' initiative, ENGLAND, UK

prepared for CEDEFOP – European Centre for the Development of Vocational Training

### *Disclaimer*

*This text is presented in its original form.*

*It has neither been revised nor edited by Cedefop.*

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# 1. Background information for the case study

This section starts with a short introduction of the focus of the case study and the field-visit to England, UK, as well as details of the host organisation who facilitated the activities during the field-visit.

## 1.1 Field-visit identity

The following Table 1 summarises the main elements of the field-visit, namely the host organisation that facilitated the activities during our visit, the main contact persons and the timing of the visit:

**Table 1: Main elements of the field visit**

<b>County in focus</b>	England, UK
<b>Host organisation</b>	The <b>Prospects Group</b> – a main contractor for the National Careers Service in the London, South West and West Midlands regions of England
<b>Focus of the case study</b>	“ <b>LMI for All</b> ” - an online data portal, developed by the UK Commission for Employment and Skills, which brings together existing national sources of high quality, reliable labour market information (LMI) that can inform people’s choices about their careers ( <a href="http://www.lmiforall.org.uk">http://www.lmiforall.org.uk</a> )
<b>Location(s)</b>	(a) Prospects corporate head offices (Kent) - interviews (b) Stationers' Crown Woods Academy (Eltham) – observation activity (c) UK Commission for Employment and Skills (London office) – interviews (d) Gabbitas Educational Counsellors, Prospects Group (London) – focus group
<b>Contact persons</b>	<u>Host organisation</u> <b>(a) Janice Pigott</b> – Regional Director, National Careers Service, London ( <a href="mailto:Janice.Pigott@Prospects.co.uk">Janice.Pigott@Prospects.co.uk</a> , +44 020 8315 1500)  <u>Contractor</u> <b>(a) Iakovos Delioglani</b> - Project Manager, Q-PLAN INTERNATIONAL LTD ( <a href="mailto:delioglani@qplan.gr">delioglani@qplan.gr</a> , +30 2310 411 191) <b>(b) Elissavet Lykogianni</b> – LMI Project Manager ( <a href="mailto:elissavet@gmail.com">elissavet@gmail.com</a> , +32 4944268 22)
<b>Dates of field-visit</b>	1-3 July 2015

This section provides a short description of the objectives and operations of the two main organisations visited in England.

## 1.2 Background on the host organisation

**The Prospects Group is a mutual company** (owned by employees of the organisation) **acting as a prime contractor for the National Careers Service (NCS)** in three geographical areas, namely London, the South West region and the West Midlands region. It also operates in South Yorkshire, as part of the Careers Yorkshire and the Humber Consortium. The ‘Prospects’

contracts managed by the Skills Funding Agency, on behalf of Government, began on 1<sup>st</sup> October 2014.

The National Careers Service provides information, advice and guidance for young people and adults, particularly those aged 19 and older. The delivery model embraces digital technology by delivering services via social media, online, telephone as well as the familiar face to face service with qualified careers advisers based in the community in Jobcentres and outreach locations. Career support services to young people are primarily delivered through website and telephone helpline services, alongside other providers operating in a free and open market. Advisers support jobseekers and those in work to make decisions on learning, training and work opportunities. As a prime contractor, Prospects also provides the 'In Custody' element of the National Careers Service in all 36 prisons in its delivery areas. This service helps offenders in the resettlement phase to prepare for release and supports them moving into training, learning and jobs.

Moreover, Prospects acts as a National Careers Service provider supporting the implementation of the Government's "Inspiration Agenda". This was introduced by Government in September 2013 to provide more **inspiration** for young people and more real-life contact with the world of work. In this context, the National Careers Service acts as 'broker' to establish contacts between businesses and educational institutions to ensure young people have access to employers through inspiring activities. The goal is to raise young people's aspirations and to give them a clear and practical insight into the world of work and to improve the service provided, with professionally-qualified advisers, up-to-date Labour Market Information, local information, and a payment by results system that means money is targeted with best effect. Prospects is also a developer and user of labour market intelligence and information (LMI). For example, it makes use of LMI in differing forms produced by the UK Commission for Employment and Skills (UKCES).

## 1.3 Context information

In order to briefly analyse the "LMI for All" initiative, we need to put it into context regarding the overall characteristics of the careers information, advice and guidance system in England. This section presents the main elements that characterise the way that labour market intelligence is integrated into this context.

### 1.3.1 General context of LMI in England

England has a longstanding track record in developing careers services for young people and adults, including labour market intelligence/information (LMI). It currently operates within a quasi-market. For careers services - this is characterised through increased competition, school autonomy, de-regulation and opening up the market in careers which, in turn, has reshaped the careers provider landscape with a multiplicity of providers, products and services targeting schools, colleges, VET providers, local authorities and universities. The **National Careers Service** is managed by six prime contractors (prime contractors are responsible for the engagement of sub-contractors, ensuring that they deliver the brand values and service) and monitored by the **Skills Funding Agency**, accountable to the **Department for Business, Innovation and Skills** for its development and performance. In addition, two separate telephone/webchat contracts operate for adults and young people. The service is designed to meet the needs of adults and young people by delivering online, telephone and face-to-face services. Adults can access face-to-face services, with responsibility for young people's face-to-face services primarily residing with schools, colleges and local authorities. There is currently no remit to provide face-to-face guidance to young people below the age of 19 (except to those young people who are 18 and registered unemployed). Ongoing progress in the form of closer working links between the National Careers Service, Sector Skills Councils, Job Centre Plus,

Further Education Colleges and the National Apprenticeship Service (NAS) is increasingly apparent. Also, new online links to Local Enterprise Partnership 'Skills for Growth Plans', including labour market information (LMI) and Regional Skills Shows, indicate that steps are being taken to connect more fully with employers.

The **main actors** participating in LMI in England are:

(a) The **Skills Funding Agency** – an executive agency sponsored by the **Department for Business, Innovation and Skills (BIS)**, promotes adult further education and skills training in England, including Traineeships and Apprenticeships. The Skills Funding Agency oversees the National Apprenticeships Service and the National Careers Service and publishes a range of information about the labour market, some of which is drawn from "LMI for All":

(i) The **National Careers Service** provides information, advice and guidance to help individuals make decisions on learning, training and work opportunities. The service offers confidential and impartial advice. It was originally launched in April, 2012. It is designed to meet the needs of adults and young people by delivering online, telephone and face-to-face services. At the time of this fieldwork visit, face-to-face services were available to adults and to young people who were 18 and registered unemployed, with the substantial responsibility for young people's face-to-face services primarily residing with schools, colleges and local authorities. The service is supported by qualified careers advisers. In October 2014, the National Careers Service in England introduced its 'brokerage' service to schools, colleges and employers.

(ii) The **National Apprenticeships Service** provides information on the different types of apprenticeships, traineeships and job roles available for anyone living in England, over 16 years old and not in full-time education, with the strategic aim of increasing the number of apprentices in England. In May 2015, Government set a target of 3 million apprenticeships starts by 2020.

(b) The **UK Commission for Employment and Skills (UKCES)** provides labour market intelligence to help businesses and individuals in their decisions about skills investments. It funds the Employer Skills Survey (bi-annual survey to UK employers) and Working Futures (UK employment forecast data). It is an executive non-departmental public body, sponsored by the **Department for Business, Innovation & Skills (BIS)**. Priority areas of its work include 'more employers investing in the skills of their people' and 'more career opportunities for young people'.

(c) The **Local Enterprise Partnerships (LEPs)** are voluntary partnerships between **local authorities** and businesses set up in 2011 by the **Department for Business, Innovation and Skills** to help determine local economic priorities and lead economic growth and job creation within the local area. There are currently 39 LEPs operating across England.

(d) The **Sector Skills Councils (SSCs)** are employer-led organisations that cover specific industries. They work on developing an understanding of the future skills needs in their industry, and contributing to the development of National Occupational Standards, the design and approval of apprenticeship frameworks and the New Apprenticeship Standards as well as creating Sector Qualification Strategies. There are currently nineteen (19) SSCs, covering about 80% of the British workforce. SSCs are licensed by the government through the UK Commission for Employment and Skills (UKCES).

(e) The **Office for National Statistics (ONS)** is the executive office of the UK Statistics Authority responsible for collecting and publishing statistics related to the economy, population and society at national, regional and local levels. Official data on the labour market is available through regularly produced statistical bulletins, infographics and reports. Data are from national large-scale surveys, including the Labour Force Survey (LFS), Annual Survey of Hours and Earnings (ASHE), Business Demography, Census of Population and the Business Register and Employment Survey (BRES)

(f) Nomisweb is provided by the Office for National Statistics. It enables access to a range of official data from the ONS at a national, regional and local level. Its main focus is the provision of local LMI. Users are able to access local area summaries and data are comparable to regional and national data. Trend data are also available. More detailed data can be downloaded using the Advanced query feature.

(g) UK Government departments also provide a range of information on the structure and functioning of the labour market. Key sources are the Department for Education, Department for Business Innovations and Skills and the Department for Work and Pensions. All government data can be accessed on the gov.uk website.

There are also a number of organisations offering access to LMI through their websites, such as icould<sup>(1)</sup>, Plotr<sup>(2)</sup>, Prospects<sup>(3)</sup>, RCU Ltd<sup>(4)</sup>, SACU<sup>(5)</sup>, Unistats<sup>(6)</sup>, Careersbox<sup>(7)</sup> and All about Careers<sup>(8)</sup>

The **Department for Work and Pensions (DWP)** 'Work Programme' is a major payment-for-results welfare-to-work programme launched by Government in June 2011. This is being delivered by a range of private, public and voluntary sector organisations which are supporting people who are at risk of becoming long-term unemployed to find work. The programme design combines long-term incentives with freedom for service providers to innovate. It operates in partnership with the National Careers Service.

### 1.3.2 Career education and vocational guidance

There is significant evidence, predominantly from research and evaluation of national, regional and local initiatives, that the provision of high-quality, impartial careers information, advice and guidance for young people and adults is key to supporting successful transitions into education, training and employment. In 2011, significant changes to the delivery of careers support for young people through the introduction of the Education Act (2011)<sup>(9)</sup>, followed by a dismantling of the Connexions service in England (2012)<sup>(10)</sup>, and local authorities no longer having responsibility for providing a universal careers guidance offer (but they retain responsibility for providing targeted support for vulnerable young people) has led to a new era in England's careers information, advice and guidance landscape. The education landscape now requires young people to make early subject choice decisions (some from 13 years old upwards)<sup>(11)</sup>. In England's schools, most careers work takes place with 15-16 year olds in Year 11, with 88 % of pupils in this year group receiving some form of careers support in 2012/2013<sup>(12)</sup>. The raising of the participation age from 16 to 18 years by 2015<sup>(13)</sup> is becoming a new reality for this generation of young people, parents, teachers and employers. The 16 to 19 study programmes

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<sup>(1)</sup> <http://icould.com>

<sup>(2)</sup> <https://www.plotr.co.uk>

<sup>(3)</sup> <http://www.prospects.co.uk>

<sup>(4)</sup> <http://www.rcu.co.uk>

<sup>(5)</sup> <http://sacu-student.com>

<sup>(6)</sup> <https://unistats.direct.gov.uk>

<sup>(7)</sup> <http://www.careersbox.co.uk>

<sup>(8)</sup> <http://www.allaboutcareers.com>

<sup>(9)</sup> <http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted> (Last Accessed 25th September 2015)

<sup>(10)</sup> <http://www.bbc.co.uk/news/education-12717567> (Last Accessed 25th September 2015)

<sup>(11)</sup> National Foundation for Educational Research (2014), *Careers engagement: a good practice brief for leaders of schools and colleges*, National Foundation for Educational Research, Association of School and College Leaders, Association of Teachers and Lecturers and the 157 Group

<sup>(12)</sup> The Pearsons Think Tank (2013), *A cloudy horizon: careers services in England: Careers 2020 Phase two*, London: The Pearsons Think Tank

<sup>(13)</sup> Department for Education (2013), *Raising the Participation Age*, London, 29th August 2013. (Last Accessed on 29th September 2015 – <https://www.gov.uk/know-when-you-can-leave-school>)

(<sup>14</sup>), introduced by Government in response to the Wolf Report (<sup>15</sup>), require all learners in full-time education aged 16 to 19 to follow a study programme tailored to their individual needs and education and employment goals (<sup>16</sup>). Over a three-year period, the process to rebuild and re-engineer careers provision for young people has included:

*Firstly*, an all-age National Careers Service, launched in April 2012 (<sup>17</sup>), which became a predominantly adult careers service, with online rather than face-to-face careers support aimed at young people (unless in exceptional circumstances). This self-help and brief-assisted service became the new careers offer for young people and schools. Since April 2012, the overall budget provided by government departments has remained broadly static (circa GBP106m). As at 31st January 2014, 2619 advisers in the National Careers Service (including those who deliver within custody) were qualified career development professionals or were working towards a recognised careers information, advice and/or guidance qualification (SAF, 2014).

*Secondly*, in September 2012 schools after four decades of having available a publicly-funded service were given a statutory duty to secure access for their pupils to ‘independent and impartial careers guidance’, with no dedicated government funding to commission such services. Despite this, some schools have risen to this challenge putting in place careers, enterprise and employability support for their students, whilst others continue to struggle to achieve this. Ofsted (The Inspectorate), in its sample survey, found that only a fifth of the 60 schools it surveyed were giving the right careers information to pupils (Ofsted, 2013) (<sup>18</sup>).

*Thirdly*, a neo-liberal approach to careers provision whereby Government has stimulated the market in careers providers resulting in a crowded and complex landscape, with a multiplicity of careers provision. There is an assumption from Government that market-based goods and services ensure greater responsiveness to consumer choice and offer better and/or more innovative services for lower prices.

*Fourthly*, the Chancellors’ Autumn Statement (October 2014) announced a 20 million pounds investment for careers advice and support for young people (para. 2.227) (<sup>19</sup>).

*Fifthly*, in early December 2014, the Secretary of State for Education announced plans for a new independent careers and enterprise company in England (<sup>20</sup>). The company will “ensure employers are supporting young people with decision-making and career development at every stage of school life” (<sup>21</sup>). The new careers and enterprise company’s work will be aimed at schools, to transform the provision of careers education and advice for young people and inspire them about the opportunities offered by the world of work. This will focus on young people aged 12 to 18 and will “help to broker relationships between employers on one hand and schools and colleges on the other” (Department for Education op. cit.). The new company which will be employer-led and independent of government, with governance and advisory board arrangements established in March 2015 (<sup>22</sup>). The National Careers Service will form part of the advisory arrangements and will have a formal ‘Memorandum of Understanding’ with the new company. (It currently has a 5% allocated budget from the Skills Funding Agency for ‘brokerage

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(<sup>14</sup>) DfE (2012), Study Programmes for 16- to 19-year-olds Government response to consultation and plans for implementation, London: July 2012. (Last Accessed on 29<sup>th</sup> September 2015 –: <https://www.education.gov.uk/consultations/downloadableDocs/1.%20Government%20response%20to%20consultation%20on%20study%20programmes%20for%2016-%20to%2019-year-olds%20for%20publication%20july%202012.pdf>)

(<sup>15</sup>) Wolf, A. (2011) *Review of vocational education: the Wolf Report*, London: DfE, 2011. (DFE-00031-2011)

(<sup>16</sup>) National Careers Council (2014), Taking action: achieving a cultural change in careers provision, England: National Careers Council

(<sup>17</sup>) SFA (2012) *The Right Advice at the Right Time*, Coventry: Skills Funding Agency.

(<sup>18</sup>) Ofsted (2013) Available at: <https://www.gov.uk/government/news/careers-guidance-in-schools-not-working-well-enough>

(<sup>19</sup>) HM Treasury (2014) Autumn Statement 2014 available to download at:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/382327/44695\\_Accessible.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/382327/44695_Accessible.pdf)

(<sup>20</sup>) <https://www.gov.uk/government/news/new-careers-and-enterprise-company-for-schools>

(<sup>21</sup>) op.cit.

(<sup>22</sup>) Secretary of State for Education: Evidence to the House of Commons Select Committee. Available at:

<http://data.parliament.uk/writtenevidence/committeeevidence.svc/evidencedocument/education-committee/careers-guidance-followup/oral/17257.pdf>

services' to schools and colleges). The extent to which employers within the new careers and enterprise company may lead the way in setting out new careers policies and practices has yet to be determined.

National Careers Service performance findings 2013-2014 show that the adult careers service performs well in the current arrangements. The National Careers Service Satisfaction and Progression Survey shows 85% of adult customers were satisfied or very satisfied with the service; 80% of National Careers Service adult customers reported progress in learning and work after six months; and 57% highlighted the service in being instrumental in achieving this. There has been little change in the figures over the last two years. Research findings based on propensity score matching results highlight added-value returns on investment for careers work with adults due to reductions in levels of Job Seeker's Allowance (JSA) dependency and narrowing the employment gap (London Economics, 2012) <sup>(23)</sup>.

As part of the Government's Plan for Growth <sup>(24)</sup>, a commitment was made to 'create an improved careers information portal as part of the National Careers Service. This was based on the premise that career focused labour market information (LMI) using core national data sources can be used to support people in making better decisions about learning and work. This would not only contribute to the creation of an improved careers information portal but also supports the Open Data policy agenda.

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<sup>23</sup> London Economics (2012) *A Exploratory Evaluation of the Next Step service*, commissioned by the Department of Business, innovation & Skills (BIS), London.

<sup>24</sup> H M Treasury & BIS (2013) *Plan for Growth Implementation Update*, London (March 2013)



## 2. Initiative in focus: “LMI for All” initiative

### 2.1 Objectives

The pilot ‘LMI for All’ project (2012 to 2015) has successfully developed a comprehensive careers LMI data tool, designed to support individuals to make better decisions about learning and work by exploiting open data sources. **‘LMI for All’ is an online data portal** (<http://www.lmiforall.org.uk>), which connects and standardises existing sources of high quality, reliable labour market information (LMI) with the aim of informing careers decisions. **These data are made freely available via an Application Programming Interface (API) for use in websites and applications.** It is owned by the UK Commission for Employment and Skills (UKCES) and has been developed by the Institute for Employment Research (IER) at the University of Warwick <sup>(25)</sup>, in association with Pontydysgu <sup>(26)</sup> and RayCom BV <sup>(27)</sup>. The basic principle of the portal supports the wider government agenda to encourage use and re-use of government data sets, thus, **making available the wealth of high quality Labour Market Information through a single access point enhancing its usage to non-experts.** The advanced and open ended design of “LMI for All” provides great opportunities for **extendibility**, new **functionalities** and **transferability**.

The development of “LMI for All” was a direct response from Government to recommendations made by Sir John Holman in October 2011 as part of the government’s Growth Review: “*a robust and comprehensive repository of LMI should be developed, making high quality LMI accessible to users, particularly learners and their parents, to enable better, more informed decisions about careers, education and training options*”. The feasibility study on developing a prototype careers LMI database which could be opened up for multiple interfaces for a range of users (launched in April 2012), led to the development of the career LMI data tool “LMI for All”, which was approved by UKCES.

### 2.2 Implementation

‘LMI for All’ is a UK-wide portal that includes information from:

- (a) the Office for National Statistics (the Labour Force Survey, Business Register and Employment Survey, UK Census of Population and the Annual Survey of Hours and Earnings);
- (b) two products from the UK Commission for Employment and Skills (the Employer Skills Survey and Working Futures);
- (c) Universal JobMatch on vacancy data);
- (d) HESA data on higher education students; and
- (e) the US O\*NET database on skills, interests and abilities (these data have been mapped to UK occupations).

The data within LMI for All are all available under an open government license. This means that individuals and organisations can use the data for any purpose, including commercial use. Currently, the following types of data are collected and available:

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<sup>(25)</sup> <http://www2.warwick.ac.uk/fac/soc/ier/> (Last Accessed 25th September 2015)

<sup>(26)</sup> <http://www.pontydysgu.org> (Last Accessed 25th September 2015)

<sup>(27)</sup> <http://www.raycom.com> (Last Accessed 25th September 2015)

Theme	Career planning context	Source
Employment levels per occupation (current and future projections)	<ul style="list-style-type: none"> <li>✓ How many jobs are there? How many in my region? How many for women" etc.</li> <li>✓ What are the past trends?</li> <li>✓ What are likely future trends?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Labour Force Survey (Office for National Statistics)</li> <li>✓ Working Futures – Business Register and Employment Survey (UKCES)</li> </ul>
Average earnings by occupation, plus hours worked	<ul style="list-style-type: none"> <li>✓ How much do people get paid for this job?</li> <li>✓ How much at the start of their career?</li> <li>✓ How much in my region?</li> </ul>	Annual Survey of Hours and Earnings (Office for National Statistics)
Skills, abilities and interests	<ul style="list-style-type: none"> <li>✓ Which jobs best match by skills, abilities and interests?</li> <li>✓ What skills and abilities do I need to do the job that I am interested in?</li> </ul>	O*Net database (US department of Labour)
Unemployment rate by occupation	What proportion of people in this occupation are out of work?	Labour Force Survey (Office for National Statistics)
Profile of qualification level by occupation	What level of qualification do people have in this job (and what am I likely to need)?	<ul style="list-style-type: none"> <li>✓ Labour Force Survey (Office for National Statistics)</li> <li>✓ Working Futures – Business Register and Employment Survey (UKCES)</li> </ul>
Vacancies by occupation	<ul style="list-style-type: none"> <li>✓ How many vacancies are there for this job? What vacancies are available in local area?</li> <li>✓ What proportion are hard to fill due to shortage of skilled people?</li> </ul>	<ul style="list-style-type: none"> <li>✓ Employer Skills Survey (UKCES)</li> <li>✓ Universal JobMatch</li> </ul>
Graduate entry routes into occupations	What subjects do people study in Higher Education before entering particular occupations?	Higher Education Statistics Agency

Standard Occupation Classification (SOC) occupational descriptions are also included. The data available from LMI for All are organised around UK SOC. This system classifies all jobs into 369 detailed categories, according to the tasks that are undertaken and the level and nature of the skills and qualifications required to do the job. Software developers access the data through an Application Programme Interface (API), while they can ask for support in developing their apps/websites on top of the full documentation on how to extract data, which data types exist, etc. that is available.

**Figure 1: “LMI for All” concept**

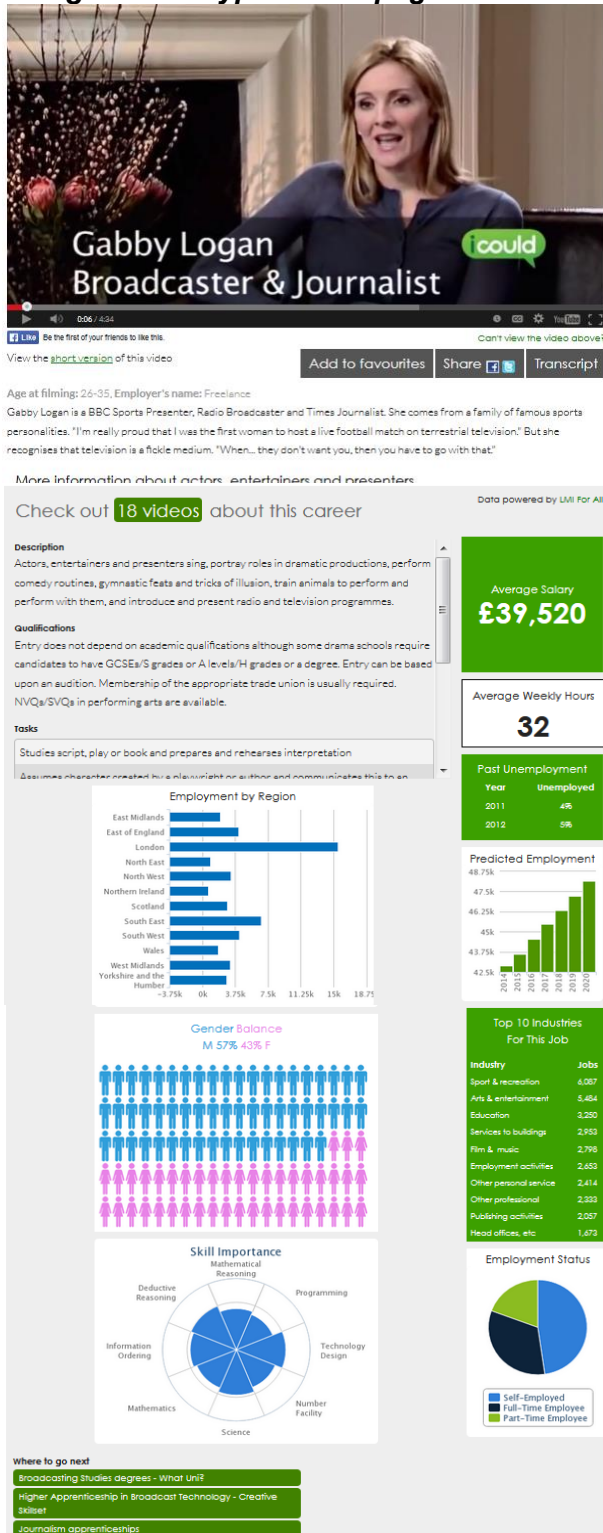


Source: <http://www.lmiforall.org.uk>

An example of an early adopter of the “LMI for All” is **iCould** (<http://icould.com>); a small charity providing career inspiration and information for young people through their website. Initially launched in 2009, **the iCould website is based on the idea of storytelling** - personal video stories (currently more than 1000 video stories exist) of people talking about what they do and how they got there. iCould focuses on career exploration and encouraging young people to discover career possibilities, including options they may not have considered or didn’t know about, than trying to matching them to a particular job type.

The videos are searchable either by subject or by job type and are supported by written content in the form of LMI data, practical tips, insight and advice through relevant articles. Ever since they first came across “LMI for All” in autumn 2013, they realised the value of complementing their video career stories with robust LMI data providing strong insight and information into a career route.

**Figure 2: A 'typical' webpage of iCould**



Source: <http://icould.com/videos/gabby-logan/>

Not all available datasets are used but have selected those which seemed most relevant to their users and which answer common questions young people have about career, such as *How much will I get paid? What qualifications do I need? What exactly does the job involve?*

Underneath each video is selected labour marketed information which doesn't relate specifically to the person in the video, but gives an idea of:

- what they may earn;
- how many hours they might work;
- a general overview for that particular role;
- unemployment rates;
- what employment levels for that kind of role could look like over the next few years;
- the gender balance (percentage of man and women working on that particular role);
- the most common industries for each role;
- the skills which might be need for that particular role; and
- employment status.

on their website. Connexions Leicestershire was the first to implement this widget into their service provision.

## 2.3 Results and SWOT of the “LMI for All” initiative

During the participant interviews at a policy and practice level, it was commonly acknowledged that even though many organisations gather a wealth of information on the labour market, this is often located in a number of places making it a challenge to find robust, reliable and relevant information. In fact, NCS career counsellors interviewed admitted that searching for relevant information and ‘transforming’ it so as to be easily communicated to their clients takes more of 80% of their working time.

The “LMI for All” data portal supports their effort by offering a single access point to the information that exists in several national sources (such as the Office for National Statistics and UKCES), while UKCES (as owner of the portal) has developed formal partnerships and data sharing agreements with core data owners to increase the accessibility of core data sources. However, this unique labour market information source cannot be directly used by citizens in their quest for information to plan their career but aims career service providers and web developers. With minimum technical assistance, they can through an Application Programme Interface (API) freely extract suitable data shaped to specific audiences and present them in an attractive way through powerful, visually striking mobile applications and web portals.

The main challenges for those accessing and making use of **LMI for All** include:

- (a) demand for data at a local level;
- (b) lack of robust vacancy data and no one source of course data;
- (c) diversity in careers organisations ICT and LMI workforce development needs;
- (d) a shrinkage in public sector resources for schools, colleges, training provides and universities impacting upon LMI innovation;
- (e) the organisational culture (that is, the expectation that employees will engage with ICT and the priority attached to this aspect of continuous professional development).

The following table summarises the main conclusions that the field-visit team derived from the implementation and results of the “LMI for All” initiative in the form of SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis.

### **Strengths**

- (a) Collection of information from various reliable national (official) sources (e.g. Office for National Statistics and UKCES);
- (b) The public facing website for developers is built on open standards, while data is provided through an Application Programme Interface (API);
- (c) A single reliable source of up-to-date official data on:
  - (i) employment / unemployment levels per occupation (both current and future projections);
  - (ii) pay data;
  - (iii) occupational descriptions; and
  - (iv) job characteristics, such as necessary qualification, skills/abilities, day-to-day activities, earnings, etc.
- (d) Freely available to all.
- (e) Inclusion of UK employment forecasting data.
- (f) The available data is organised around the Standard Occupational Classification.

### **Weaknesses**

- (a) Data at a local level is difficult to locate and often unreliable therefore not included in the

database. This type of information is most requested and would be useful in order to compare local areas;

(b) The data cannot be used 'directly' by the citizens but must be processed by software developers in order to develop targeted applications and websites with labour market information shaped to specific audiences;

(c) Resourcing required to develop app or web interface.

### **Opportunities**

(a) More data becoming available and more accessible through API;

(b) Ability to develop apps and interfaces and mash LMI for All data with other data sources (and APIs);

(c) Greater take-up of the widget by schools, colleges and universities;

(d) Increased usage by both the National Careers Service and Jobcentre Plus;

(e) Dissemination and further implementation roll-out now underway (August 2015 onwards).

### **Threats**

(a) In some cases, duplication of effort by organisations who prefer to develop their own system;

(b) Lack of available resources for implementation.



### 3. Transferability and developments towards the future

The increasing complexity of career trajectories in fast changing, volatile labour markets is making decisions harder as individuals face a sequence of complex choices over a lifetime of learning and work. The dynamic way in which individuals become engaged with learning and development pathways, which can involve up-skilling, re-skilling and sometimes transformational shifts in perspective as their careers unfold, has remained largely absent from policy analysis (Bimrose, Brown, Barnes and Hughes, 2011) <sup>(28)</sup>. For this to occur, high quality careers guidance support, based on robust and up-to-date labour market information is essential.

**To address the current skills mismatch between jobseekers and the labour market (both current and future)** London Councils' Young People's Education and Skills (YPES) Board built upon the 'LMI for All' dataset to customise and extend this to suit London's specific requirements. The Board identified a more rational, informed and managed process was required to ensure the skills of young people ('supply') match the requirements of employers and the London economy ('demand'). As a result, the **Skills Match, London interactive tool** <sup>(29)</sup> was developed bringing disparate skills and labour market datasets together, acting as an online resource that facilitates exploration of the dynamic between skills supply and employer demand across London. This is aimed at individuals and organisations interested in connecting young Londoners to London's jobs (i.e. career advisers, education/training providers/curriculum planners, policy makers and employers). It focuses on the:

(a) Supply side: a) National Pupil Database (Department of Education) - information on young people completing post-16 courses in schools and b) Individualised Learner Record (Skills Funding Agency/Data Service) - information on young people completing 16-18 courses in colleges and apprenticeship providers; and

(b) Demand side: a) Greater London Authority Economics – overall job projections, and information on replacement demand and net requirement from education/new entrants; b) Working Futures (UK Commission for Employment and Skills) – detailed jobs data and qualification levels; and c) 2011 Census (Workplace Zones) (Office of National Statistics) – distribution of jobs between different Local Authorities in London (*note: the Working Futures data is London level only*).

The work is dynamic but long-term sustainability remains an issue; however, the London Mayor's recent commitment to a 'London Careers Offer' for every young Londoner (Hughes, July 2015) <sup>(30)</sup> is keeping the spotlight on LMI and encouraging new approaches to embed good and/or interesting practices in schools, colleges and other community organisations.

**New partnerships and new sources of funding for careers service and LMI delivery feature high on the agenda** to supplement and/or replace diminishing budgets within government-funded services. This is evidenced in the joint work of the London Enterprise Panel, Greater London Authority and London Councils whereby LMI resources are being pooled

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<sup>(28)</sup> Bimrose, J., Brown, A., Barnes, S-A. and Hughes, D. (2011) The role of career adaptability in skills supply, Evidence report 35. Wath-upon-Deerne: UKCES.

<sup>(29)</sup> <http://skillsmatch.intelligentlondon.org.uk>

<sup>(30)</sup> Hughes, D. (2015) London Ambitions: Shaping a successful careers offer for all young Londoners, London: London Enterprise Panel, Greater London Authority and London Councils (June 2015) -

[http://www.londoncouncils.gov.uk/sites/default/files/Policy%20themes/Children%20and%20young%20people/Shaping\\_Report\\_Interim\\_19\\_June\\_SP.pdf](http://www.londoncouncils.gov.uk/sites/default/files/Policy%20themes/Children%20and%20young%20people/Shaping_Report_Interim_19_June_SP.pdf)



and clusters of schools are working together to improve the careers offer to young people, parents and teachers.

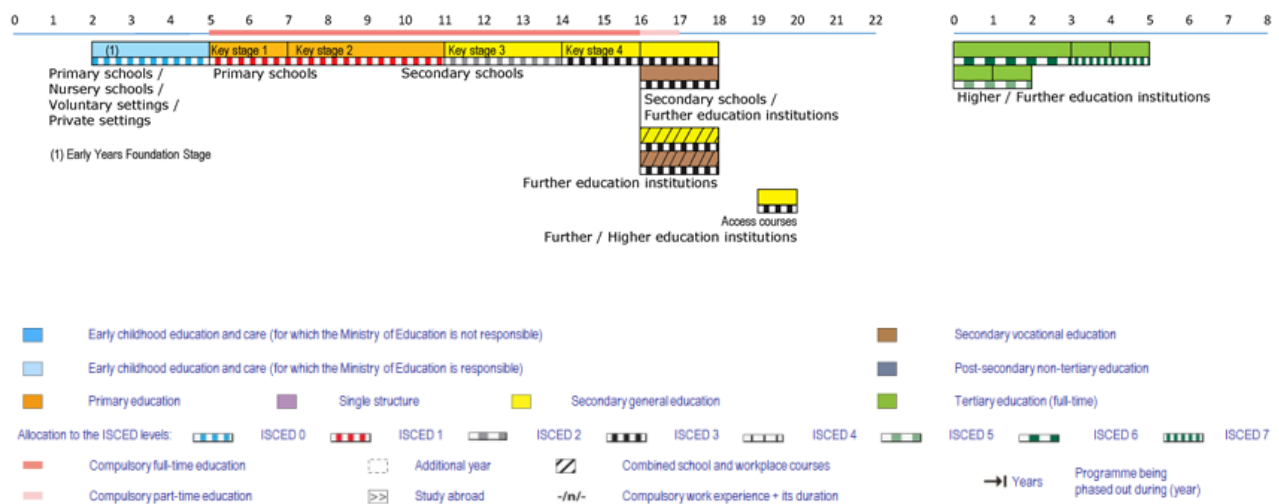
**Help jobseekers and career planners navigate through the wealth of labour market information sources** - Lessons learned from 'LMI for All' including the many different ways in which the API can be used and customised to meet specific organisation and practitioner needs are currently being captured within a case-study and dissemination approach led by the University of Warwick's, Institute for Employment Research (IER) on behalf of the UK Commission for Employment & Skills (UKCES).

# Annex I – Educational framework

## I.1 Overview of the educational system

Education in England is compulsory for everyone between the ages of five and sixteen. At compulsory education up until an individual is 18 years, they are expected to stay on in full-time education, undertake an apprenticeship or traineeship, or engage in part-time training if employed for 20 hours or more a week. The education provisions have been designed in such a way so as to suit the age, ability, aptitude and special education needs of all students. The structure of England’s educational system is outlined in the figure below, which describes how the different stages of education correspond to the age of the pupils.

**Figure 3: England’s Education System**



Source: Eurydice

There are five stages of education:

- (a) early years;
- (b) primary education;
- (c) secondary education;
- (d) Further Education (FE) or tertiary education colleges, which is not compulsory and may be used in a general sense to cover all non-advanced courses taken after the period of compulsory education and may be at any level from basic skills training to higher vocational education; and
- (e) Higher Education (HE), which, for most full-time students, takes place in universities and other HEIs and colleges and is composed of three levels: Postgraduate courses, Undergraduate courses and Other undergraduate courses which include all other higher education courses, for example HNC/HND or SVQ/NVQ Level four or five.

After completing compulsory education at the age of 16, students may legally leave school, start work or get an apprenticeship or traineeship. According to 2010 OECD data, around 45% of the 25-34 year olds and 30% of the 55-64 year-olds have been through tertiary education. According to DCSF 2008 data, by the age of 18, 24% of young people in full-time education have progressed onto a higher education course.

**Adult Education:** outside of higher education, there is a large and diverse range of vocational programmes aiming to provide specific skills and ongoing development for people in work as well as support career progression. A large proportion of government supported vocational learning is within apprenticeship frameworks, while an increasing proportion of workplace training is funded by employers through in-company training and learning by independent (private) providers. The adult education programmes, provided mainly by colleges, are:

(a) 'Access to Higher Education' programmes have been designed to prepare adult learners for higher education study;

(b) community learning provides flexible opportunities for both formal learning and non-formal learning, including opportunities for personal development and cultural enrichment and learning opportunities and outreach and support activities for people living in disadvantaged neighbourhoods.

Adult education has been assessed that it has become a relatively low priority in recent years. While adult students are commonly enrolled in further education courses, whether vocational or academic, adult education per se – that is courses on subjects of general public interest, such as art history or 'keep fit' – have either been phased out from the further education sector as funding has been withdrawn or have become restricted in availability due to the need to charge fees for attendance. Many older people are nevertheless enrolled on basic skills courses, which can lead onto higher-level academic or vocational courses.

**Vocational education and Training (VET)** in England, is currently being reformed, following the Wolf Review (accepted by the Government in 2011). The remit of the Wolf Review was to improve VET for 14-19 year olds in order to promote successful progression into the labour market and into higher-level education and training routes. The key was to introduce a more structured and rigorous framework in which students have the opportunity to study coherent, well thought out programmes which offer them breadth and depth, are rigorously assessed, and which do not limit their options for future study and work.

Overall, the **system is highly permeable**, namely there are no 'dead-ends' preventing progression to higher levels of education. It ensures accessibility to higher or vocational education from any stage of a person's life. Learners can always continue their studies on an upper level of education, whatever the choices they make in between.

## I.2 Governance and funding

The **administration and governance** of the education system in the UK is different among the four countries:

Central government – in the form of the Department for Education (DfE) and the Department for Business, Innovation and Skills (BIS) – has powers and responsibility for the overall provision of the education service, for determining national policies and for planning the direction of the system as a whole. In further detail, DfE's priorities for 2014-2015, among others, involve: creation of a self-improving school-led system; development of workforce with strong leadership; increase of rigour and expectations of curriculums, assessment and behaviour; supporting of schools to prepare well-rounded young people for success in adult life; BIS invests in skills and education to promote trade, boost innovation and help people to start and grow a business.

At **local** level it is the responsibility of the local authorities (LAs) to secure sufficient suitable education and training opportunities to meet the reasonable needs of all young people in their area. The role of the local authority has been changing in recent years. The Government is encouraging stronger schools to work with weaker schools to raise standards, either in academy chains or looser collaborative arrangements, and some aspects of the local authority's role as the 'middle tier' now sit with such organisations. The three core responsibilities of the

local authority in education are to ensure a sufficient supply of school places; to tackle underperformance in schools and ensure high standards; and to support vulnerable children and young people.

With respect to **funding**, public education in the UK is largely publicly funded, but retains a complex and generally tolerant relationship with a small private sector. A substantial proportion of pre-school and nursery care is privately provided, but only around 6% to 8% of the subsequent compulsory age cohorts attend private schools. Private schooling is most prevalent in England and in the last decade, there has been a growth of private supply and intervention in the publicly maintained sector of schools. These include partnership arrangements between businesses and schools, business sponsorship of one of the new types of 'independent' state schools, such as Academies, and even private takeovers of education authorities deemed 'failing'. Probably, the most visible and contentious change has been the **Private Finance Initiative (PFI)**, which was initiated in England and now is being copied in many other developed countries, and helps providing the scale of resources needed to rebuild public infrastructure. In summary, through PFI firms in the private sector generate finance for capital building projects, e.g. build new schools, which are then leased back for 30 years by the local authority; the project is then managed by the private company for profit. Advocates claim that PFI projects are more likely to be delivered on time and budget, but opponents suggest that this is an expensive kind of loan for the taxpayer. In any case, PFI is more and more used by the government in a number of public policy areas.

**Responsibility for education funding** in England lies with the Government, through the DfE and the BIS, which provide funds to the various statutory and non-statutory agencies for education including the Learning and Skills Council and the Higher Education Funding Council for England (HEFCE). Central government also provides funds to local authorities for education services in the local area. LAs also have some particular responsibilities with regard to maintained schools (those schools funded via the LA), which they do not have for academies – publicly funded independent schools with direct funding agreements with the Secretary of State. Other 'middle tier' bodies such as academy chains and other local partnerships are increasingly playing an intermediary role between central government and schools.

Overall, publicly funded education institutions at all levels (school, higher and further education) enjoy a high degree of autonomy, counterbalanced by a strong system of accountability.

## Annex II – Agenda of the field-visit

Day 1 – Wednesday 1 July 2015	
<b>Prospects corporate head offices (Kent), National Careers Service London</b> – Interviews with management level staff, practitioners and LMI researchers	
14.00– 14.45	Overview of the National Careers Service in London ✓ <b>Janice Pigott</b> – Regional director, National Careers Service London
14.45– 15.30	Overview of the “Inspiration Agenda” and LMI ✓ <b>Laurie McLoughlin</b> - Partnership Manager, National Careers Service London ✓ <b>Chris Minter</b> - Research & Innovation Manager, National Careers Service London
15.30– 15.45	Coffee break
15.45– 16.15	Overview of a careers advice session integrated with LMI ✓ <b>Trudy Nieto</b> – Lead adviser, National Career Services London
16.15– 16.45	LMI and research ✓ <b>Michael Larbalestier</b> - Head of Research & Knowledge Management, National Career Services London
16.45– 17.00	Reflections on the meetings and planning of the following days ✓ <b>Janice Pigott</b> – Regional director, National Careers Service London
Day 2 – Thursday 2 July 2015	
<b>Stationers' Crown Woods Academy (Eltham)</b> – Observation activity	
8.30 – 10.15	LMI session for A level students ✓ Two 45 minute presentations and open discussions with 16 years old students
10.15– 10.35	Interview with practitioner ✓ <b>Katie Mawhinney</b> - Manager of the City of London Careers Unit at Prospects
10.35– 14.00	Lunch and travel time
<b>UK Commission for Employment and Skills (London office)</b> – interview with “LMI for All” experts	
14.00– 15.30	Demonstration and open discussion on the UKCES “LMI for All” initiative ✓ <b>Peter Glover</b> - Senior research manage, UK Commission for Employment and Skills ✓ <b>Lucy Skipper</b> – iCould initiative ✓ <b>Chris Minter</b> - Research & Innovation Manager, National Careers Service London
Day 3 – Friday 3 July 2015	
<b>Gabbitas Educational Counsellors, Prospects office in London</b> – Focus group	
9.30 – 10.00	Demonstration of iCould initiative ✓ <b>David Arnold</b> – Director, iCould
10.30– 12.00	Open discussion with management level experts and policy makers ✓ <b>Janice Pigott</b> – Regional director, National Careers Service London ✓ <b>Louise Proctor</b> – Head of Consumer Services Policy, Skills Funding Agency (coordinator of the National Careers Service) ✓ <b>Peter Glover</b> – Senior research manage, UK Commission for Employment and Skills ✓ <b>Alison Morris</b> – Assistant director, UK Commission for Employment and Skills

	<ul style="list-style-type: none"><li>✓ <b>Michael Heanue</b> – Principal Policy Officer, London Enterprise Panel (LEP), Greater London Authority</li><li>✓ <b>Yolande Burgess</b> – Strategy director, Skills Match, London Councils</li></ul>
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