



Labour market information and supporting parents/carers in providing careers advice

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NELEP webinar, 2 December 2020

WARWICK INSTITUTE for EMPLOYMENT RESEARCH 



Overview of webinar

LMI for All: A careers labour market information database

- 10 mins Q&A

The role of parents and carers in providing careers guidance and how they can be better supported by schools and colleges

- 10 mins Q&A



LMI for All: A careers labour market information database

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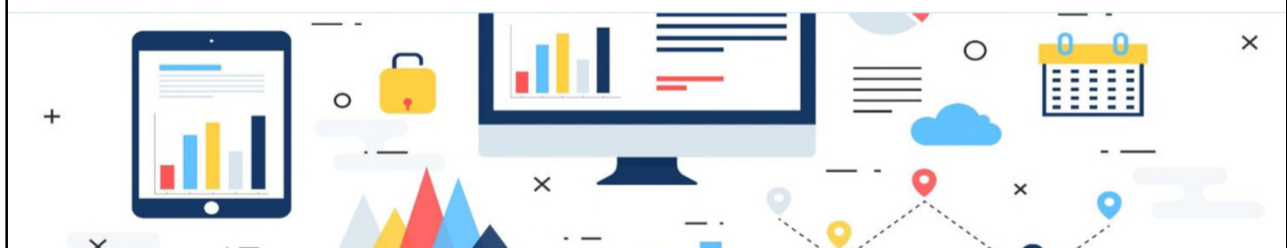
The graphic features a central computer monitor displaying a bar chart and text. Surrounding the monitor are various icons: a smartphone with a pie chart, a calendar, a briefcase, a pie chart, a bar chart, a laptop with a bar chart, a grid, a cloud, a location pin, and a map. The background is white with light blue and grey geometric shapes and lines.

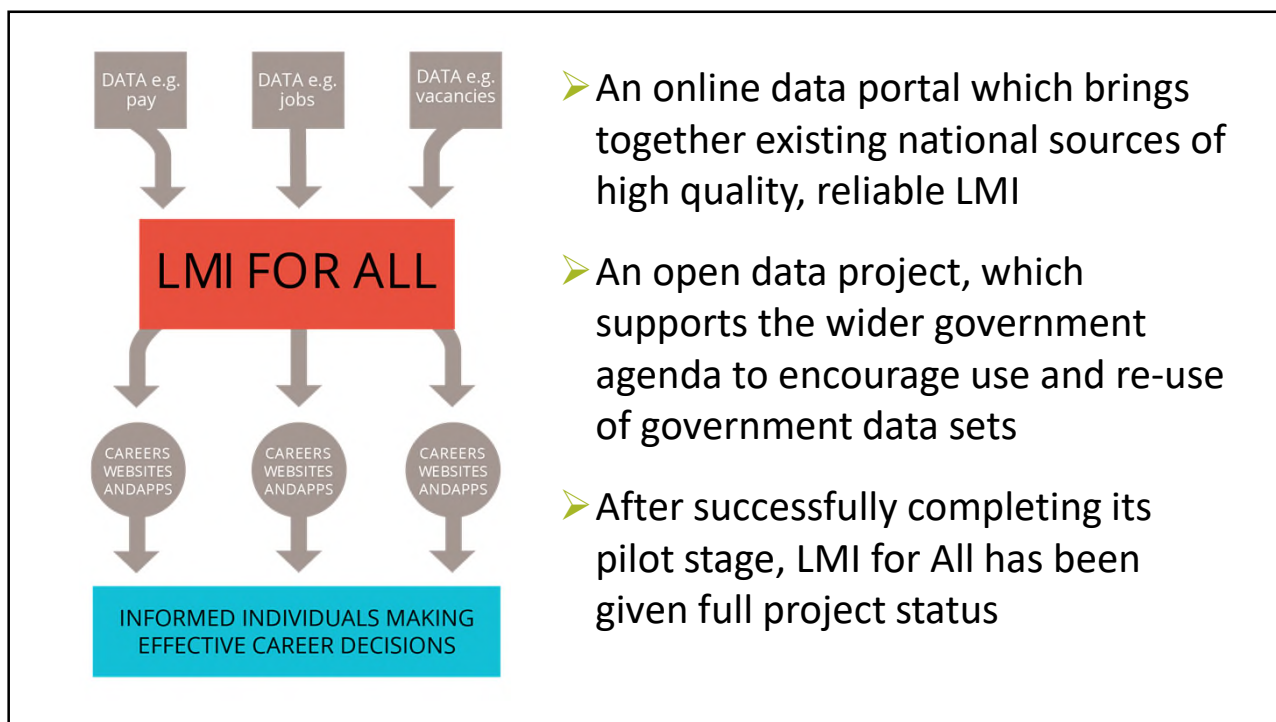
To increase and widen use of high quality labour market information to support decisions about careers and learning

www.lmiforall.org.uk/

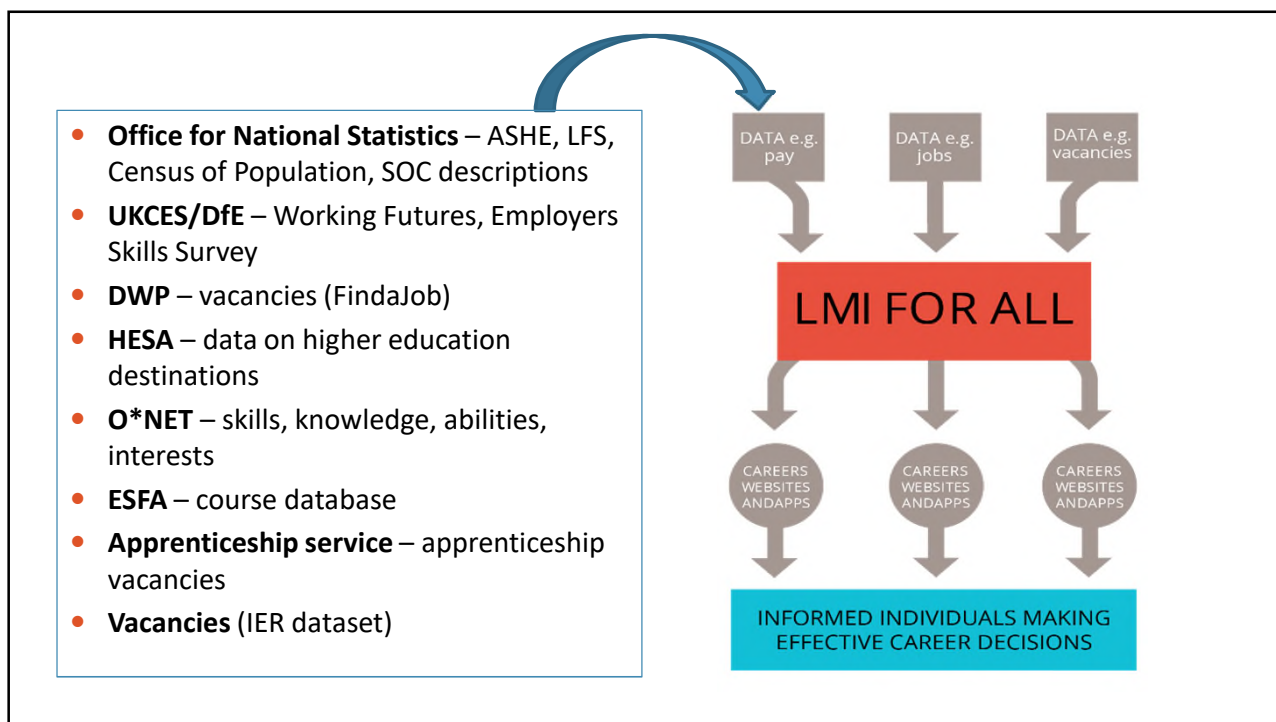


Department
for Education





Big questions...		
Employment levels by occupation	How many jobs are there? How many in my area? What are the past trends? What are likely future trends?	Labour Force Survey, Working Futures
Average earnings by occupation	How much do people get paid for this job? How much at the start of their career? How much in my area?	Annual Survey of Hours and Earnings
Unemployment by occupation	What proportion of people in this occupation are currently out of work?	Annual Population Survey
Profile of qualification level by occupation	What level of qualification do people have in this job and what am I likely to need?	Labour Force Survey, Working Futures
Vacancies by occupation	How many vacancies are there for this job? What proportion are hard to fill?	Employer Skills Survey



Current data and indicators

- Employment: historical, current, projected and replacement demand (*Working Futures based on LFS and the BRES*)
- Pay and earnings (*estimates based on ASHE and LFS*)
- Hours (*ASHE*)
- Unemployment rates (*LFS*)
- Number and type of vacancies (*Employer Skills Survey (ESS)*)
- Higher education destinations of graduates (*HESA*)
- Occupational descriptions (*ONS*)
- Skills, knowledge, abilities and interests (*O*NET*)
- Geographical location of jobs and travel to work distances (*Census of Population*)
- Current vacancies and apprenticeship vacancies (*FindaJob, IER dataset, Apprenticeship service*)
- Course data (*ESFA*)

Accessing data in LMI for All



Develop a web interface or mobile application that uses the API to access the LMI for All database

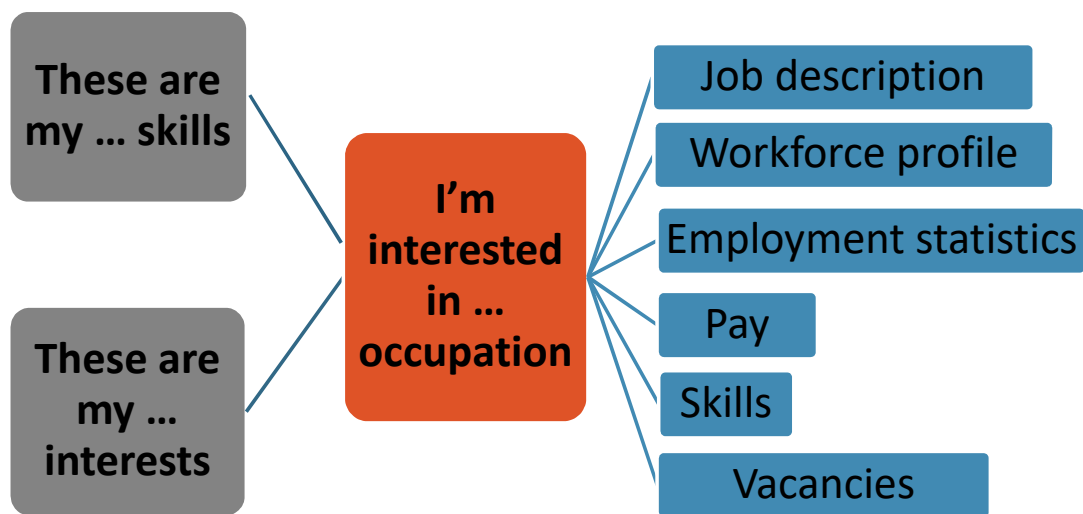


Embed one of our two free widgets into your own website

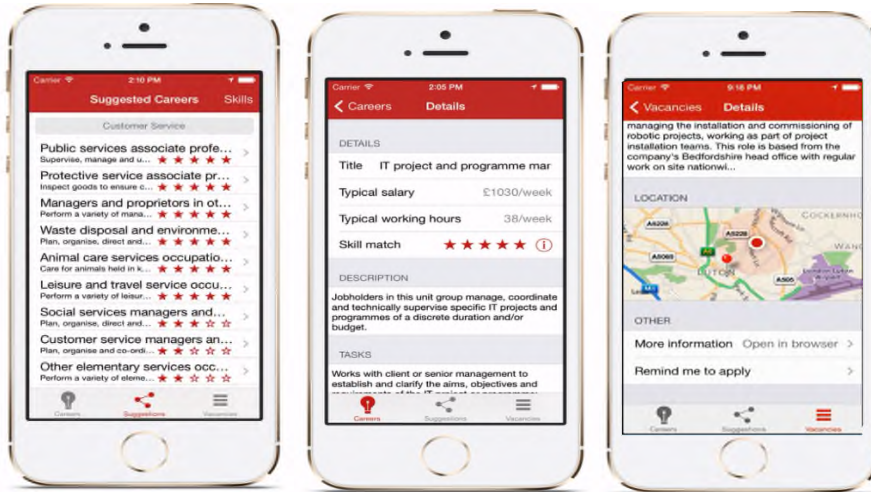


Explore a third party website or application that uses LMI for All data

Develop web interface or mobile app...



For inspiration...JobHappy, by Harry Jones



<https://www.lmiforall.org.uk/about-lmi-for-all/career-hack/>

LMI for All Careerometer

UK Average		Nurses		Nurses
Weekly Pay £505	Annual Pay £26,260	Weekly Pay £670	Annual Pay £34,840	Nurses provide general and/or specialised nursing care for the sick, injured and others in need of such care, assist medical doctors with their tasks and work with other healthcare professionals and within teams of healthcare workers. They advise on and teach nursing practice.
Hours/Week 37.5h	Hourly Pay £13	Hours/Week 39h	Hourly Pay £17	
Workforce Change (projected)		Workforce Change (projected)		Common tasks in this job: <ul style="list-style-type: none"> assists medical doctors and works with other healthcare professionals to deal with emergencies and pre-planned treatment of patients; manages own case load; monitors patient's progress, administers drugs and medicines, applies surgical dressings and gives other forms of treatment; participates in the preparation for physical and psychological treatment of mentally ill patients;
Growth 6%	Replacement 39.5%	Growth 10.7%	Replacement 31.6%	
The workforce is projected to grow by 6% over the period to 2024, creating 1,974,000 jobs. In the same period, 39.5% of the workforce is projected to retire, creating 13,110,000 job openings.		The workforce is projected to grow by 10.7% over the period to 2024, creating 73,638 jobs. In the same period, 31.6% of the workforce is projected to retire, creating 217,967 job openings.		
You might find this job in all industries combined. This is the average across all UK.		You might find this job in Health Residential care Social work Public admin. & defence Education		
Clear card		More info	Clear card	Back

Powered by LMI For All.

<https://www.lmiforall.org.uk/widget/>

LMI for All Skillsometer

Artistic

Write scripts for movies or television shows

👉
😊
😐
😞
😡

Investigative

Conduct chemical experiments

👉
😊
😐
😞
😡

Realistic

Assemble electronic parts

👉
😊
😐
😞
😡

Progress: PROGRESS

Further education teaching professionals

Further education teaching professionals supervise and teach trade, technical, commercial, adult education, secondary and post-secondary courses to students beyond minimum school leaving age.

Common tasks for this career include:

- prepares, delivers and directs lectures, seminars and tutorials;
- prepares, administers and marks

<https://www.lmiforall.org.uk/widget/>

S 15★ **Social** ✕

A 12★ People with Social interests like working with others to help them learn and grow. They like working with people more than working with objects, machines, or information. They like teaching, giving advice, and helping and being of service to people.

E 12★

I 8★

C 5★

R 1★

S 15★ **Artistic** ✕

A 12★ People with Artistic interests like work that deals with the artistic side of things, such as acting, music, art, and design. They like creativity in their work and work that can be done without following a set of rules.

E 12★

I 8★

C 5★

R 1★

S 15★ **Enterprising** ✕

A 12★ People with Enterprising interests like work that has to do with starting up and carrying out business projects. These people like taking action rather than thinking about things. They like persuading and leading people, making decisions, and taking risks for profits.

E 12★

I 8★

C 5★

R 1★

S 15★ **Investigative** ✕

A 12★ People with Investigative interests like work that has to do with ideas and thinking rather than physical activity or leading people. They like searching for facts and figuring out problems.

E 12★

I 8★

C 5★

R 1★

S 15★ **Conventional** ✕

A 12★ People with Conventional interests like work that follows set procedures and routines. They prefer working with information and paying attention to details rather than working with ideas. They like working with clear rules and following a strong leader.

E 12★

I 8★

C 5★

R 1★

S 15★ **Realistic** ✕

A 12★ People with Realistic interests like work that includes practical, hands-on problems and answers. Often people with Realistic interests do not like careers that involve paperwork or working closely with others. They like working with plants and animals; real-world materials like wood, tools, and machinery; and outside work.

E 12★

I 8★

C 5★

R 1★

Explore those using LMI for All

prospects
Inspiring People: Developing Potential

Skills Development Scotland

Skills Funding Agency

icould

Employment status

Future employment

Skill importance

Employment by region

Top 10 industries for this job

Other trans. equipment	10082	Architectural & related	9639
Head offices, etc	6280	Repair & installation	6182
Construction	5752	Specialised construction	4850
Motor vehicles, etc	4523	Machinery, etc	4038
Metal products	3585	Rental & leasing	3100

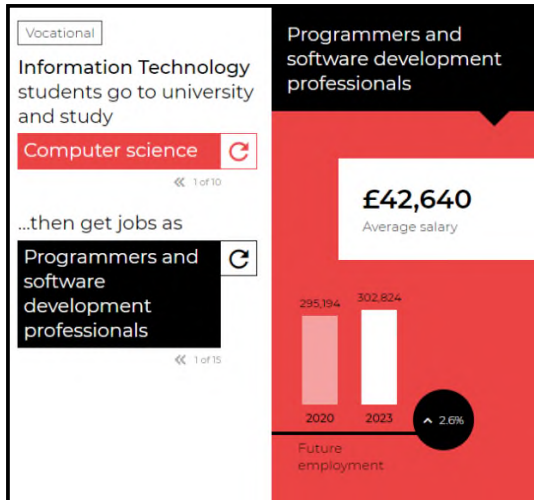
£49,400 average salary
The UK average salary is £28,758

38 average weekly hours
There are 37.5 hours in the average working week

94% male 6% female
The UK workforce is 47% female and 53% male

<http://www.icould.com>

Career Pathways by Float



Programmers and software development professionals

Programmers and software development professionals design, develop, test, implement and maintain software systems in order to meet the specifications and business objectives of the information system; they also design and develop specialist software e.g. for computer games.

Salary range
Starter: **£21,320** — Experienced: **£44,720**

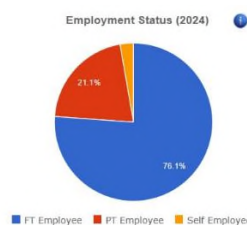
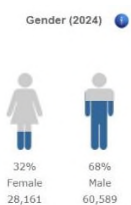
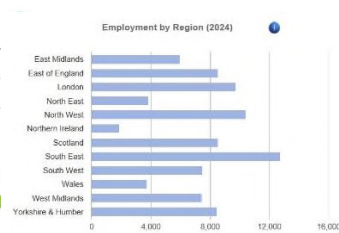
Working hours
39 per week

Qualifications held
Level 6 NQF

The majority of those employed in this role will hold a BA/BSc degree with honours, degree apprenticeship, graduate diploma, Level 6 NVQ

<https://www.career-pathways.co.uk/>

RCU data dashboard

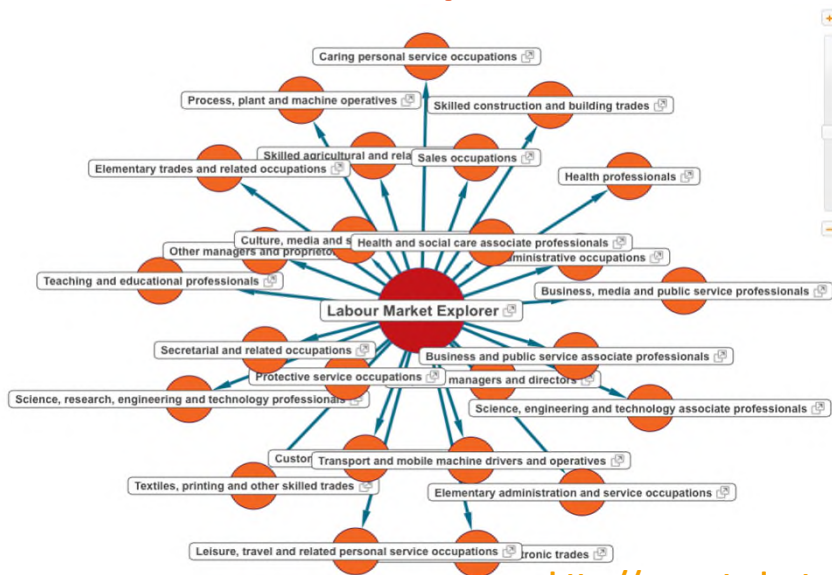


Top 10 Industries (2024)

Industry	Employment
1 Education	22734
2 Architectural & related	10996
3 Health	9491
4 Scientific research	7827
5 Wholesale trade	4290
6 Public admin. & defence	4208
7 Specialised construction	2811
8 Coke & refining; Chemicals, etc	2735
9 Food products	1690
10 Advertising, etc	1492

<https://datahub.rcultd.co.uk/blocks/labour-market-information>

SACU – Labour market explore

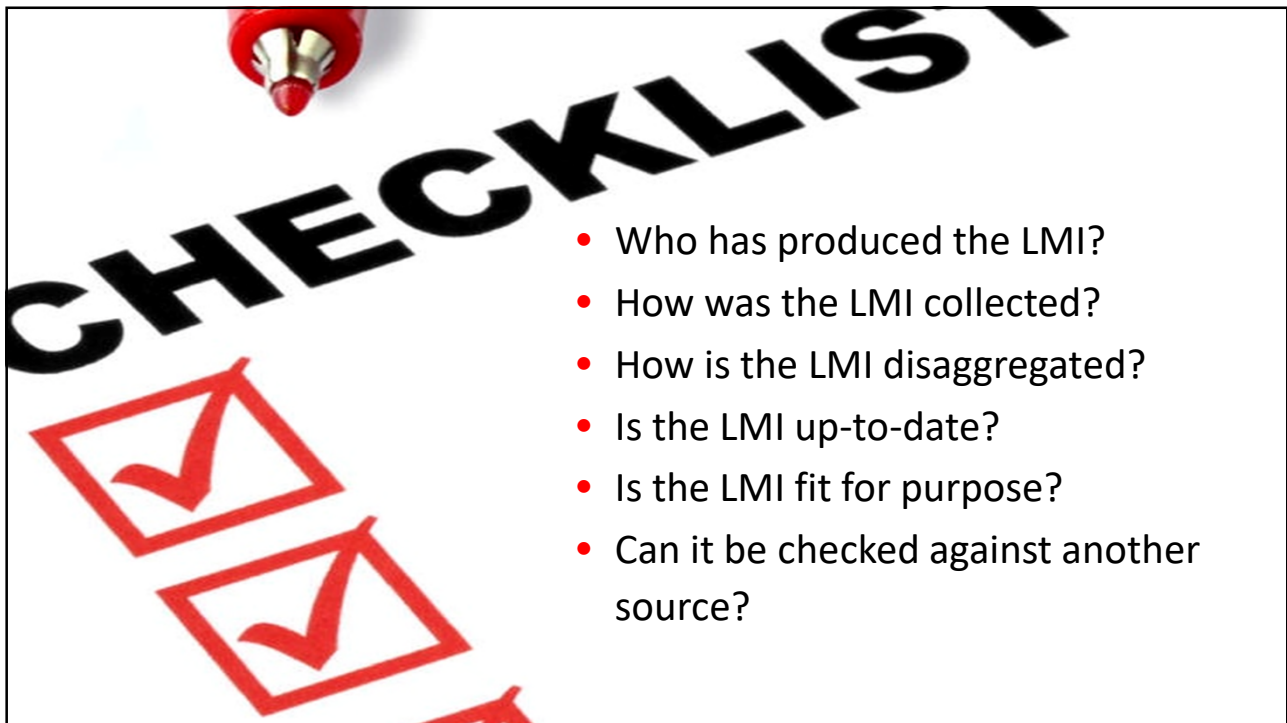


LMI Learning units

1. What is LMI and why is it important?
2. Who uses LMI and what for?
3. Sources of LMI
4. Limitations of LMI
5. Features of LMI
6. Choosing amongst sources of LMI
7. Understanding replacement demand and skills shortages

https://www.lmiforall.org.uk/explore_lmiforall/learning-units/





- Who has produced the LMI?
- How was the LMI collected?
- How is the LMI disaggregated?
- Is the LMI up-to-date?
- Is the LMI fit for purpose?
- Can it be checked against another source?

What's next?

- Piloting local vacancy data
- Integrating Apprenticeship service vacancies
- Developing more LMI learning units
- Developing SOC to educational course mapping
- Preparing for SOC2020



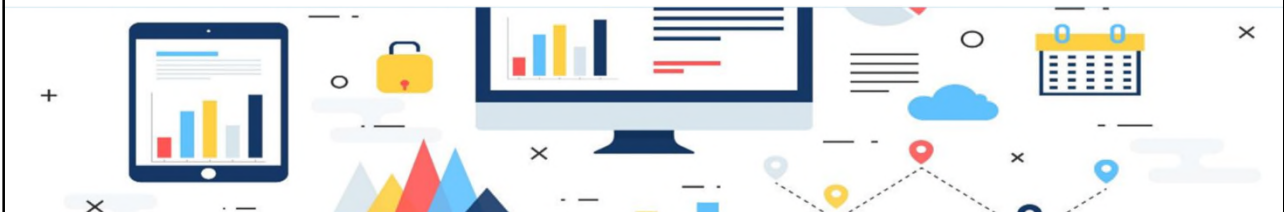
For more information

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

<http://api.lmiforall.org.uk/>

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The role of parents and carers in providing careers guidance and how they can be better supported

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Research supported by the Gatsby Charitable Foundation and J.P. Morgan Chase Foundation

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Aim of the study

To understand how parents and carers can be better supported by secondary schools and colleges to feel more informed and confident helping their children with their career choices.

Methodology

Collect and analyse a range of data:

- Extensive literature review
- Fieldwork – Interviews with practitioners, key stakeholders and experts from the UK/international contexts

Parental careers support:



- **Instrumental assistance** – support with their children’s career-related skill development
- **Career-related modelling** – parents’ own examples of relevant career-related behaviours & experiences
- **Verbal encouragement** – praise and encouragement associated with their children’s educational & career development
- **Emotional support** – with their children’s experiences of educational & career development

Parental engagement is important for supporting the development of...



- Information seeking and research behaviours
- Self-efficacy, career decision-making and confidence
- Planning, goal setting and creating a sense of direction
- (Career) adaptability, flexibility and employability skills (such as entrepreneurship and team working skills)

Robust evidence for the importance of parental support for particular groups

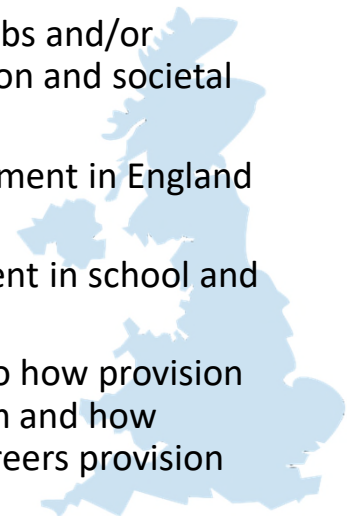
Significant impacts



- Home/caring environment
- Parents own experiences of education
- 'Rational' input career decision-making requested by young people
- Shared career conversations

Careers guidance in schools and colleges across the UK

- In England, move from matching young people to jobs and/or attempting to tackle wider issues of social deprivation and societal (dis)engagement
- Enhancements to parental engagement and involvement in England are often associated with project funding
- Evidence shows that embedding parental engagement in school and college programmes and curricula can be effective
- Approaches in Scotland and Wales offer insights into how provision can be successfully embedded across the curriculum and how parents are recognised, valued and supported in careers provision



International policies and strategies

- Policies to involve parents were found in: Australia, Canada, Denmark, Germany, the Netherlands and the USA
- Work well in some cases, but not in others
- Key issues are the educational context and student populations

Implications:

- Increasing engagement may require a twin focus on underlying national strategy and an individual school approach
- Contact with parents from the start of their child's educational trajectory critical

Current CEG practice supporting and engaging parents

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Current careers practice supporting parents

- Parents' evenings
- Careers fairs
- Breakfast and coffee clubs
- Curriculum activities
- Personal guidance sessions
- Careers open days
- Employer/sectoral events
- Collaborative careers events with other schools and colleges
- Expert presentations on topics such as the future labour market, employability skills, apprenticeships, etc.
- Career guidance sessions for parents

Parental involvement in careers interventions: UK examples

- 'Help your child achieve their goals', Adviza workshops
- The Brilliant Club – The Scholars Programme
- Online interventions, apps and websites offer ways in which to communicate, disseminate and enable access to information (i.e. Learning with Parents)
- INSPiRED Teenager online programme



International examples

- Parents as Career Transitions Support program (PACTS), Australia
- Future to Discover project, Canada
- Family Group Conferences, Czechia
- Supporting educational journeys, France
- Career competency model, Germany
- Learning from others, The CLAP for Youth project, Hong Kong
- Parents Turn, Netherlands
- Individual Learning Plans, USA



What can we learn from practice?

- Creating a space and opportunity for shared career conversations
- Delivering interventions that stimulate conversations
- Designing (interactive) activities that build parental knowledge (around the labour market) and skills, and ultimately confidence
- Having a trained facilitator to guide activities
- Targeting and personalising information and communication
- Starting activities in educational environment that can be taken home



What could schools and colleges do to engage parents and young people in CEG



Create parent-friendly environments with activities to draw parents into the school or college



Promote and communicate CEG activities across the curriculum

Build on current parental engagement in the school or college



Involve parents in the development of your CEG provision and careers strategy



Use technology to engage parents

Create targeted activities and communications

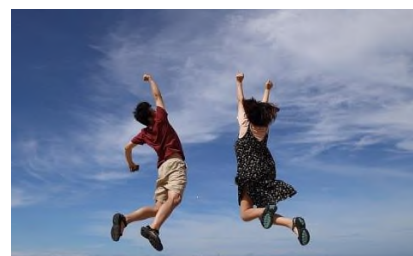


Redesign existing activities to involve parents



Design new activities that engage parents, employers and the local community

Organise specific aspiration raising activities that cover educational and personal development



Draw on parent's expertise to build your careers programme



Involve students and encourage them to prompt their parents to get involved

Develop 'peer communities' within and across schools and colleges



Recommendations: Schools, colleges and careers organisations



- An effective parental engagement strategy based on parent feedback
- The need to differentiate and develop support that is tailored to parents
- Determine what careers information and activities are needed through a comprehensive needs analysis
- Ensure the parent-school and parent-college relationship is not reduced to a static series of concrete activities



Further information

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