



Fun and Gains with Data and LMI

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Session content

How data, monitoring and evaluation can improve career guidance, track outcomes and ensure that programmes are effective and responsive.

How LMI can be used in career programmes to engage, motivate and ensure young people are best informed about job opportunities.

How data, monitoring and evaluation can improve career guidance, track outcomes and ensure that programmes are effective and responsive.

The importance for an effective programme to:

- Track and record career learning data
- Monitor and evaluate inputs and outcomes
- Use learner voice for continuous improvement

Key takeaways

- Potential systems for organisation and individual tracking
- Monitoring and evaluation systems
- Collection of learner voice and continuous improvement

How LMI can be used in career programmes to ensure young people are best informed about their learning and employment opportunities.

Ways to include LMI in career programmes using a range of resources

Using research skills to identify and use LMI creatively via a range of methods including possible use of quizzes, videos and posters.

Key takeaways

- How to find/interpret Labour Market information/intelligence from a range of sources
- LMI can be fun as well as useful.

Tracking and recording career learning

How does your organisation track and record young people's career learning?

Talk to your neighbour to identify systems used in your organisation for the following:

Needs analysis, tracking and recording learning, attendance at special events, work experience etc.

Tracking and Recording Career Learning

Baseline assessments - Future Skills Questionnaire
Personality tests, Complete-Careers profiling quiz

COMPASS +

Other tools - own internal systems
Unifrog, Grofar, Morrisby, Kudos,
Start profile, WorkRamp or Workday
LMS (post 16)



Monitoring and evaluating

Has anyone any additional tools, systems or processes they can share about how they monitor and evaluate?

Has monitoring raised any issues ?

What changes has evaluation brought about?

Monitoring and Evaluating

Stakeholder feedback

Compass/Compass+

Department Development Plan/School Development Plan

Destination data, case studies

CEC internal leadership review, Careers Impact System

National Quality in Careers Standard - independent impartial assessment by career development professionals that supports a cycle of continuous improvement



Use of Learner voice

Questionnaires, focus groups, posters, videos, written records including CV's, personal statements, ongoing careers action plans.

Use of national Quality in Careers Standard includes recommendations for continuous improvement

Complete Careers as a Licensed Awarding Body using the Career Mark approach has a strong emphasis at assessment on use of learners' voice



Using Labour Market Information/Intelligence.

Data – is facts, figures, observations, or measurements collected for reference, analysis, or decision-making. It can be **quantitative** (numerical) or **qualitative** (descriptive), and it serves as the foundation for generating information and knowledge.

Types of Data:

- **Raw Data** – Unprocessed facts (e.g., survey responses, sensor readings).
- **Processed Data** – Organised or analysed to make it meaningful.
- **Structured Data** – Organised in databases or spreadsheets (e.g., tables).
- **Unstructured Data** – Not organized in a predefined format (e.g., emails, videos).

Labour Market Information/Intelligence (LMI)

Data and insights about the current and future state of the job market. It helps people to understand employment trends, skills demand, and career opportunities.

Key Components of LMI:

Job Vacancies – What jobs are available and where.

Skills in Demand – What employers are looking for.

Wages and Salaries – Average pay by job and region.

Employment Trends – Which sectors are growing or declining.

Qualifications Needed – Education or training required for roles.

Regional Differences – Local job market conditions.

Future Projections – Predicted changes in the workforce.

Why LMI Matters in Schools:

- Helps students understand their and other economies and make informed learning and career choices.
- Supports curriculum planning and careers guidance programmes.
- Motivates learners and encourages alignment between education and employment needs.

Sources of Labour Market information

1. Office for National Statistics (ONS) ONS Labour Market Overview

What it offers:

- National and regional employment trends
- Pay, vacancies, and workforce data
- Monthly and quarterly updates

2. National Careers Service <https://nationalcareers.service.gov.uk/>

Search and apply for jobs | Find a job

What it offers:

- Job profiles with salary, qualifications, and demand
- Sector-specific trends
- Regional job market insights



Sources of Labour Market information

3 LMI for All Website: LMI for All LMI For All – LMI For All

What it offers: (no longer being updated stopped December 2024 may finish during 2025)

- Open-access API for careers platforms
- Real-time job market data
- Career comparison tools

4. Regional sites e.g. LEPS

<https://www.somerset-ebp.co.uk/industry-insights>

<https://llbsp.org.uk/our-economy/sector-profiles/>

<https://www.greaterlincolnshirelep.co.uk/priorities-and-plans/sectors/>

[Employment & Skills » HEY LEP - Hull and East Yorkshire](#)

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



Their environment – everywhere is a workplace

Help learners to always be aware of jobs people might be doing visibly and hidden examples locally might include:

Local shops- banks, services, hair beauty,

Utilities

Education/health

Tourism/hospitality,

Arts/leisure

Logistics/transport

Construction and manufacturing

Agriculture/food

Labour market Quizzes

Fun ways of introducing LMI could help learners to:

- ✓ increase knowledge and understanding of a range of careers
- ✓ have greater ownership of their career learning journey
- ✓ have a greater awareness of their options in the future
- ✓ more motivation to achieve as they what their ambitions require
- ✓ learn about and practice using AI tools like Copilot or ChatGPT

Other resources students can use as inputs

Job websites – what jobs are available

Company websites or social media accounts- to find out about company vacancies

Apprenticeship websites – learn more about and identify apprenticeships

FE/HE provider websites to identify courses including micro credentials.

Other resources students can create and share

If learners are given time/tasks to research jobs, courses, apprenticeships etc. they can then potentially use a range of media and subjects to develop LMI resources. Examples may include:

Career posters, PowerPoint, Videos/or similar media presentations about specific jobs/careers and learning pathways to provide others with information about jobs, skills and careers.

Subjects to involve include English, drama, art, photography, design and technology, media, business, maths, ICT/computing, history, geography + any others who are willing 😊

Thank you for listening and contributing
Any Questions?



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