Labour market information

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Introduction

This section describes some research studies into career interventions designed to increase exposure to either the workplace or professionals within it, which offer learning opportunities or the chances for using evidence and ideas in approaches

In doing so, in the Practices and Outcomes section, we have noted the potential contribution that the study could make to practice, by identifying the type of challenge it addresses.

As well as publications showing implementations for this type of career intervention, we have included several resources from other media, including talks, interviews and case studies. These may not be "academically" rigorous, but can provoke reflection and understanding of further approaches. These are included in the "Further illustrations and perspectives" section.

Finally, from either discussions we have had with the CDI, or through research agendas suggested in careers or related fields, we include a section on some potential future "Research questions".

Headlines

Some of the key points that offer indicators on the state of research in this area include the following:

- An international review of LMI practices found that systems varied across OECD countries, with a very diverse range of provision. While websites generally supported secondary and tertiary students, there were gaps for adults, young learners, parents and multilingual (Hofer et al, 2020)
- A literature review of work over the period of 2009-19 suggested a clearer definition of LMI is needed. There are frequently gaps in provision. Technology can both help but introduce quality issues. (Alexander et al, 2019)
- Many uses cases are evolving for the application of AI in labour market information creation, analysis and provision (e.g. Liu et al, 2024)

Practices and outcomes

Practices and outcomes that describe practices and outcomes for different challenges are listed below, with links in the title column. We have mostly included open access sources, but where the sources requires payment, it is noted next to the link by "(Paid)".

Title	Challenges	Brief description
Mann, A., Huddlestone, P, and Dawkins, J. (2012), Employer Engagement in English Independent Schools, report for Education and Employers (Link)	Understanding how to go about employer engagement	The report provides findings from an investigation into practices of employer engagement found in English independent schools. Data came from structured interviews with 15 staff in six different schools, a survey of 987 young adults (aged 19-24). The survey addressed what provisions are in place, the motivations and how schools go about these activities. For instance: 100% of the top 20 schools employ business coaches, often through extracurricular activities. 90% undertake 2 week work placements. 80% invite speakers. There were various goals, including to support career choices and university admissions.
Hutchinson, J., & Dickinson, B. (2014). Employers and schools: How Mansfield is building a world of work approach. Local Economy, 29(3), 257-266. (Link)(Paid)	Creating the eco-system to run a local careers learning programme	This article describes a partnership approach developed in Mansfield where a consortium of local schools has worked with their business community and public sector organisations. A strategic careers learning programme was designed using feedback from students on their careers support requirements. The paper shows the role and inter-relationship of key players. The paper describes the creation of imaginative interventions.
Taylor, A. R., & Hooley, T. (2014). Evaluating the impact of career management skills module and internship programme within a university business school. British Journal of Guidance & Counselling, 42(5), 487-499. (Link)	Constructing a programme with a work experience component for school graduates	This study evaluates the impact of an intervention on business school graduates' employability comprising of a curriculum-based career management skills (CMS) module and an industrial placement year. The study uses data from the destinations of leavers of higher education survey to examine the employability of different groups within the cohort (no intervention, CMS module only and CMS module plus structured work experience). It finds that structured work experience has clear, positive effects on the ability of graduates to secure employment in 'graduate level' jobs within

		six months of graduation. Furthermore, participation in the CMS module also has a clear, positive effect upon the ability of participants to secure employment
Mann, A., & Percy, C. (2014). Employer engagement in British secondary education: wage earning outcomes experienced by young adults. Journal of education and work, 27(5), 496-523. (Link)(Paid)	Making the case to students and school stakeholders for investment in employer engagement, particularly to elevate students with low social capital.	This paper provides a data analysis on students in England to understand the impact of employer engagement. Following studies in the US that found that such interventions could lead to 6%-25% salary uplifts later in life, the same sort of analysis was carried out in England: "A new 2011 survey associates wage returns and school-mediated employer contacts for 169 full-time 19–24-year-old workers on annual salaries within the UK environment – and suggests a link of 4.5% between each additional school-mediated employer." The uplift in salary is attributed to social capital.
Jones, S., Mann, A., & Morris, K. (2016). The 'employer engagement cycle' in secondary education: Analysing the testimonies of young British adults. Journal of Education and Work, 29(7), 834-856. (Link)	Reviewing feedback from work placements to examine how it affects different students	This article analyses and conceptualises testimonies that were gathered using an online survey of over one thousand young people in the 16-18 age range. "Emerging through young people's perceptions of employer engagement is a complex web of human, social and cultural capital accumulation. Overlaps are frequent, with newly acquired forms of capital often activating others…" The authors argue that work placements benefit those with existing capital, perpetuating positive or adverse cycles.
Mann, A., Rehill, J., & Kashefpakdel, E. T. (2018). Employer Engagement in Education: Insights from International Evidence for Effective Practice and Future Research. Education Endowment Foundation. (Link)	Understanding different international models and practices for employer education, to inform choices of approach by student attainment level.	This extensive international review examines the different approaches found internationally to employer engagement in career education, and creates a typology of approaches. Nine types of intervention were described. Past literature was reviewed to strongly suggest the efficacy of employer engagement activities. The paper includes a discussion of how such schemes imbue students with benefits. Work experience was found as the most effective intervention evaluated, though benefits varied by student attainment level.
Alexander, Rosie, Graham McCabe, and Mark De	International review of LMI	This review has been driven by a desire to ascertain what makes for great labour market information and what is needed to

Backer. "Careers and labour market information: An international review of the evidence." (2019). ([Link](#))		ensure its effective use. The interest is in providing insight targeted at policy and practice, and focuses on the last ten years.
Inceoglu, I., Selenko, E., McDowall, A., & Schlachter, S. (2019). (How) Do work placements work? Scrutinizing the quantitative evidence for a theory-driven future research agenda. Journal of Vocational Behavior, 110, 317-337. ([Link](#))	Reviewing the evidence for work placements and their potential limitations	The aim of this systematic literature review is to evaluate the effectiveness of placements for career outcomes and to identify any underpinning core psychological processes and to offer a theoretically grounded framework for future research: "Work placements improve employment prospects, but evidence on subjective career outcomes is mixed... Most existing studies on work placements lack theoretical basis and empirical rigor.... Placements can be viewed as career transition events which lead to identity construction in the work context."
Kashefpakdel, E., Rehill, J., & Percy, C. (2019). Motivated to Achieve: How encounters with the world of work can change attitudes and improve academic attainment. London: Education and Employers. ([Link](#))	Creating a case - and then designing a programme - to enable students to engage with employers.	A robust, randomised controlled trial (RCT) that researched n=650 GCSE students ini England is used to demonstrated between young people's engagement with the world of work through career talks and their GCSE attainment. The intervention group received additional careers talks over and above their usual career activities. Improvements were also found in student attitudes, weekly revision hours, as well as GCSE results. Lower achievers and less engaged learners were found to benefit most from the intervention.
Kuijpers, M. (2019). Career guidance in collaboration between schools and work organisations. British Journal of Guidance & Counselling, 47, 487 - 497. ([Link](#))(Paid)	Integrating career guidance into the relationship between schools and employers	This paper reviews a two year project to review evidence of where schools and employers collaborated to over students insights into the workplace. The paper presents the results of a desk research on 17 performed studies, four case studies and 34 interviews. Results show that collaboration between schools and organisations takes place mainly through divided responsibilities rather than shared responsibilities and that a career dialogue with students is still often missing. Recommendations are ultimately made to elevate career guidance.

Percy, C., Rehill, J., Kashefpakdel, E., Hodges, A., & Haskins, M. (2019). Insight and Inspiration: Exploring the Impact of Guest Speakers in Schools. Education and Employers.	Inviting speakers into schools	The report uses evidence from three UK datasets that had become available recently to understand the impact of bringing speakers from employers into schools. The paper reviews why teachers who invite guest speakers keep doing it, how they deliver talks, and the impact this can have on young people: Across various surveys, between 77% and 91% if young people said that the talks had helped.
Tyszko, J. A., & Sheets, R. G. (2019, September). Co-designing assessment and learning: Rethinking employer engagement in a changing world. Urbana, IL: University of Illinois and Indiana University, National Institute for Learning Outcomes Assessment (NILOA). ([Link](#))	Establishing partnerships between employers and education to co-design pathways for students and work placement experiences	A partnership was described between the secondary education community and employer community, which facilitated the creation of new pathways for students to enter the world of work. This so-called "Talent Pipeliine Management" movement provides a framework for co-designing the pathways, and designing new work experiences for students. The model for collaboration was described as a way for employers to signal their need for students' capabilities to educators. Meanwhile, it allowed educators to signal relevant student learning to employers in a way that they could relate to.
Hofer, Andrea-Rosalinde, Aleksandra Zhivkovikj, and Roger Smyth. "The role of labour market information in guiding educational and occupational choices." OECD Education Working Papers 229 (2020): 0_1-58. ([Link](#))	International comparison of the application of LMI	Drawing upon the insights of behavioural economics, this paper examines how learners access and use information, and what this implies for the design of public study and career choice websites that aim to effectively support student choice. The report also takes stock of the career guidance websites in use in the majority of OECD countries, and sets out to provide actionable advice for policy makers to guide the design of effective information policy levers that support student choice.
Huddleston, P. (2020). A short history of employer engagement. Once more round the buoy or set fair for a better voyage.	Making the case for employer engagement, using lessons from the long history of initiatives.	The report provides an interesting review of the history of employer engagement as a means for informing (usually) young people who are yet to enter the workplace about the realities of work. By the early C21st, a "A growing body of evaluation studies, and some research, had identified the benefits to be derived from

Education and Employers. ([Link])		closer cooperation between education and the world beyond the academy." The paper concludes by lamenting that the lessons of history are not always learned, and what is intended in policy has not always been enacted.
Poulsen, B. K. (2020). Insights and outlooks: Career learning in the final years of compulsory school. Education Inquiry, 11(4), 316-330. ([Link])	Using employer engagement with self-reflection to retain/increase students' openness to different options in later stages of secondary education.	This article reports from a Danish study about career learning in secondary school where the aim was to broaden perspectives about careers in the final years. In the programme, teachers and guidance practitioners worked with VET-schools, upper secondary schools and local companies in order for the pupils to both experience and sense different educational and occupational opportunities and systematically reflect on these experiences. Students came to have more positive views of vocational career paths as well as increased openness and curiosity.
Bimrose, J. (2021). Labour market information for career development: pivotal or peripheral. The Oxford handbook of career development, 283-295. ([Link])(Paid)	Improving LMI quality and effectiveness	The practice of career professionals referring clients to use LMI is critically assessed, given the important role that 121 interactions take in career interventions. This chapter discusses ways that the provision of LMI can be made more effective, such as applying checklists to evaluation quality and applying ethical considerations to data collation.
Lexis, L., Thomas, J., Taylor, C. J., Church, J. E., & Julien, B. L. (2021). Informational Interviews Help Undergraduate Students at the Midpoint of Non-Specialist STEM Degrees Confirm Their Career Aspirations. Journal of Teaching and Learning for Graduate	Confirming career plans with higher education students using employer engagements	The paper describes informational interviews held by Australian STEM higher education students some way through their degree - i.e. interviews with career professionals to confirm or challenge their chosen career plans. The nature of the intervention is described and students conclude that the exercise was a useful one.

Employability, 12(2), 299-315. (Link)		
Otto, E., & Dunens, E. (2021). Imparting the Skills Employers Seek: Community-Engaged Learning as Career Preparation. Journal of Community Engagement and Higher Education, 13(1), 39-56. (Link)	Helping students to acquire skills more strategically from placements, and then articulate them to employers	This US paper reported a community learning programme that involved college students taking placements. The research involved parties carefully reporting the skills acquired on placements. The researchers compared with the skills that employers were most seeking in the year of the study, This exercise provided a more detailed analysis at career readiness - at the level of specific skills - as well as showing how it could be then used to help students to articulate the skills they've acquired when seeking employment.
Agcas (2022), Employer Engagement: A New Era. Phoenix, the Agcas Journal (Link)	Learning from current higher education practices	Examining the post COVID landscape, the report finds from a survey of career services that "university careers services, and the professionals that work within them, are firmly plugged into their local communities and playing a crucial role as mediators between students and graduates and industry representatives." Various modes of collaborative practice are described: "careers fairs, to building communities of practice, to cross-region and cross-sector steering groups." The report also covers equality, diversity and inclusion and the role of university career services on influencing how employers recruit towards these ends.
Millward, W. (2022), International work experience practices: a rapid evidence review for Speakers for Schools, SQW (Link)	Reviewing the international evidence on "what works" in work experience, and proving the impact for students.	As part of a programme called "Work Experience for All", Speakers for Schools commissioned SQW to undertake this international review of English-language evidence on international work experience practices. The rapid evidence review found that there were commonalities in work experience internationally, and that participation in short-term placements is associated with heightened self-confidence, motivation towards school and career aspirations in the short-term, as well as improved access to higher education and lower likelihood of becoming NEET in the longer-term.
The Careers & Enterprise Company (2022),	Encouraging employer participation	This report presents key insights into how and why businesses are supporting the careers education of young people in

Employer engagement in careers education: Insights 2020/21. London: The Careers & Enterprise Company. (Link)	and best practice to maximise the value of collaboration	England, based on surveys of ninety highly engaged employers. Employers are found to be strengthening their pipeline by working with schools and colleges, using digital innovation to provide experiences for students and actively working with schools and colleges to influence how the collaboration model works. The paper provides a range of activities that employers can engage in to contribute to students, such as promoting the role of teachers and sharing LMI with schools.
James Relly, S., & Laczik, A. (2022). Apprenticeship, employer engagement and vocational formation: a process of collaboration. Journal of education and work, 35(1), 1-15. (Link)	Designing collaborations between employers and training providers to design high quality apprenticeships	This paper does cover employer engagement in guidance per se, but rather employer engagement in the formation of apprenticeships. Semi-structured interviews were conducted with employers and apprentices from five businesses in the automotive industry and their further education training providers. The findings suggested a close collaboration and communication between the college, employer and the young person, based on high levels of trust.
Zaidi, A. and Salis, S., (2022), Evaluation of the Employer Support Fund pilots, Report by ICF Consulting Services for the Department of Education (Link)	Identifying and overcoming barriers to employers providing work placements.	This report evaluates the employer support fund pilots in the academic years. The pilots offered grants of up to £750 to employers to cover the costs of hosting industry placements in preparation for the roll out of T Levels. This report described an evaluation that examined the barriers with employers providing placements, and then how the funding was used by providers and employers, the role it played in overcoming employer barriers. Finally, the impact on the quality and quantity of the placements was also described. The report described some barriers, particularly engaging employers, but concluded with the finding that the grant improved the quality of the placement in nearly all cases,
CRAC (2023), Supporting local students and graduates: An evaluation of the Office for Students challenge	Derving local economic benefit from partnerships between employers and universities	This challenge project run by the Office for Students was launched in October 2018. The competition aimed to support universities and partnerships to deliver innovative projects targeted at supporting local graduates and students, and through doing so improve both graduate outcomes

competition: Industrial strategy and skills: support for local students and graduates (Link)		and local prosperity Around 6.5k students participated, in line with the initial targets. 89% of student or graduate participants were positive about their participation in the programme with improvements evident in relation to a series of confidence, capability and learning outcomes.
The Careers & Enterprise Company (2023). Insight Briefing: The Potential of Teacher Encounters. London: The Careers & Enterprise Company. (Link)	Designing teacher engagements with employers to enhance careers education	The report is contextualised by the prospect that teachers will play a larger future role in career education Two small partnership projects are described that bring teachers together with local businesses.The results show increased teacher knowledge, a better ability to connect lesson content with careers, and greater commitment. Both employers and students also benefited.
Liu, Jin, Kaizhe Chen, and Wenjing Lyu. "Embracing artificial intelligence in the labour market: the case of statistics." Humanities and Social Sciences Communications 11.1 (2024): 1-14. (Link)	AI applied to labour market analysis	The paper discusses the potential for AI in the labour market, and provides a use case, where it used to analyse trends in job positions in the US related to AI.
LMiC (2024), Navigating labour market information: Challenges faced by career development professionals (Link)	Canadian study into the availability and gaps for Labour Market as seen by career advisers.	This report covers the availability and use of labour market information in Canada, with the gaps in the available information. The study's main questions were: 1) What are the career guidance services in existennce and where are they, 2) What range of services do they offer and 3) How do they use, understand and integrate LMI and data sources into the programs on offer? More than one-half of the career development professionals surveyed mentioned that finding up-to-date information was challenging. Over one-third reported that it was hard to find data related to international qualification recognition, job outlooks, workplace environments, local markets, and skills transferability Career development professionals turn to unofficial sources, such as word of mouth,

		when official sources are unavailable, inaccessible or inadequate.

Further illustrations and perspectives

Title	Role	Brief description
Benefits of work experience placements, a candidate's perspective. YouTube (c2015) ([Link](#))	Understanding perspectives of a candidate	This video captures the thoughts of a UK work experience candidate who undertook an eight week placement at the construction group, Breyer Group. This short video shows the candidate on site and talking about how engaging with new tasks helped her confidence.
What works in careers and enterprise (c2017). YouTube ([Link](#))	Understanding principles and intent of work placements	This short video is provided by the Careers and Enterprise Company and features some leading academics talking about the intent of work placements in schools and desirable outcomes.
Economics Work Placements (c2019). YouTube. ([Link](#))	Understanding a candidate's experience	Several young people talk about their experiences on placements as part of years out from their economics degrees at Sheffield University. For instance, a young economics graduate talks about working at Lloyds Banking group, the workplace culture, the opportunities presented to learn about different divisions in the bank. Another talks about carrying out economic and health analysis for the OECD.
What you need to know about work placements (c2019). YouTube ([Link](#))	Explanation of the unique benefits of placements	This is a short talk by a Work Placements Adviser at Anglia Ruskin University, talking about the role of work placements and the specific value it offers to candidates alongside their degrees.
Careers Related Learning in Secondary Schools YouTube (c2021) ([Link](#))	Overview of careers learning in schools	This was a lengthy (45m) talk by the Careers and Enterprise Company for Governors in Schools and explains about the multiple facets of careers education in schools, including roles and responsibilities and challenges. The governor role is explained as a way to get buy-in for careers.
A Day in the Life of an Enterprise Student. YouTube (c2022) ([Link](#))	Understanding a candidate's experience	This 6m video explains the day in the life of University of York enterprise student and describes networking opportunities with businesses presented in her course, and the role of monthly coaching sessions.
Work placements: are they worth it, YouTube (c2021) ([Link](#))	Understanding value and benefits of HE placements	This podcast by the University of Exeter, involving their Placements Learning Manager, discusses the value of work placements to students.
Work experience, YouTube (c2022) ([Link](#))	Insights from a work experience education provider	This 33m podcast is by two company directors for the Changing Education company who provide work experience services to education. I

My Social Work Placements (c2023) YouTube ([Link](#))	Understanding a candidate's experience	A social worker describes the experiences she had a young black social worker, and the settings she worked in. She talks about the range of cases that she dealt with, as well as the wider context of how the placement sat within her qualification.
Placement case studies, Sepnet (n.d.) ([Link](#))	An example of a subject specific placement initiative	Sepnet are the South East Physics network. This resource provides a number of case studies of higher education physics placements, as an example of a subject specific placement scheme. Case studies provide the learning gained by students.
Careers & Enterprise Company, Cornerstone Employer case studies ([Link](#))	Case study collection on career hubs across England	Description of the CEC's Cornerstone Employer Groups – with case studies to help illustrate how they work and what they have achieved. Case studies list the background, aims, activities, outcomes from different regional career hubs across England.

Future research questions

The Careers and Enterprise Company and Education and Employment are particularly active in research into employment engagement, as part of careers education within compulsory education.

Additionally, the CDI discusses research questions and gaps with expert academic. Amongst the common topics that have been proposed for future research studies, to close gaps in our knowledge, include:

- Exploring mini placements and experiences - The question has been raised about the pros and cons of having multiple shorter placements or workplace experiences that offer a broader set of experiences to students. Such interventions might be designed differently to those today, prior to narrowing down on longer placements later in education.

Some research agendas have been proposed in other disciplines which many be asking questions that are also relevant to the CEIAG profession, such as:

- How work placements work ([Inceoglu et al, 2019](#))

Relevant Institutions

To understand more about this area, it is worth reviewing the work of the following organisations who are active in commissioning or producing research.

Where content is restricted to memberships or requires payment, this is noted next to the name of the organisation in the first column.

Name	Description
ILOStat (Link)	he ILO Department of Statistics is the focal point to the United Nations on labour statistic
Learning and Work Institute (Link)	The LWI are a research and policy think tank who carry out "what works" evaluation studies in education and work settings, influence policy and develop new ideas to improve practice.
LMI for All (Link)	Website dedicated to UK labour market stats, with links, sources and descriptions. (No longer updated).
ONS (Link)	The ONS publish a wide rage of economic and labour market data, with the Labour Force survey particularly valuable for showing data and trends.

Journals/publications

To explore this topic further, research related to this group of people is disseminated in the following publications.

Name	Description
Journal for Labour Market Research ([Link](#))	Covers different angles of the labour market and provides open source content from 2016

Data sources

Some contextual data sources are provided below. These are particularly useful for studying the prevalence of different situations, trends over time, or for comparing situations with different geographies or groups.

Name	Description
CIPD, Labour Market Outlook ([Link](#))	Forward looking indicator of labour market trends.
US Bureau of Labor Statistics ([Link](#))	Detailed industry level data on the US labour market.
ILOSTAT, Indicators and data tools ([Link](#))	International data on labour markets
Indeed, Hiring Lab ([Link](#))	Data and trends in vacancies, hiring rates etc over time from one ot the largest international recruiters,
ONS, Labour market survey ([Link](#))	Annual estimates of employment status and occupation distribution across the population.
World Bank data ([Link](#))	Data and trends by nation on employment, unemployment and broad categories of employment