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**The Centre for International ePortfolio Development (CIePD)  
Information Services  
University of Nottingham**

**The SALAMI Project**  
Shared Aggregation of LABour Market Information

**Report on outcomes from Labour Market  
Information (LMI) Consultation Event**  
26<sup>th</sup> November 2010

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*CIePD projects aim to maximise the efficiency of information flow, supporting educational stakeholders in access to seamless ICT services and quality information.*

## 1. Introduction

1.1. The SALAMI project is using new technologies to develop user-focussed Shared Web Services linking Labour Market Information (LMI) with other public data. The concept is to enable organisations to link their own information with these web services in order to provide a rich and joined-up picture of LMI for their own purposes. The project is led by the University of Nottingham's Centre for International e-Portfolio Development and is funded by JISC until July 2011.

1.2. This event was the first of three consultation events and its purpose was to introduce the project to a wide range of users of LMI and invite their contribution to shaping the project. Specifically, attendees were asked to address why, what, who, when, where and how they needed LMI; describe typical use-case scenarios and construct a wish-list of achievements for the project. The key points are summarised below and further detail from the group sessions follows.

## 2. Attendees

43 staff from universities and colleges, Connexions, JobCentre Plus, Cascaid Ltd, County and City Councils, Employment and Skills Board, Aimhigher, Skills Funding Agency, Alliance of Sector Skills Councils, Dept for Business, Innovation and Skills. The presentations, discussion and networking opportunities were rated at the highest level by participants.

## 3. Summary of key points

1. **Who** - LMI is needed for policy-makers, implementers, education funders, providers, designers of curricula and learning infrastructure, teachers & strategic management; learners & potential learners, job-seekers, careers advisers, parents, employers.
2. **Why** - to inform - choices, IAG, providers of IAG, allocation of resources, targeting of funding, design of learning opportunities, business opportunities. Provide baseline for allocation & monitoring of resources.
3. **When** - It is needed online, up-to-date and on-demand.
4. **What** – employer requirements, now and in future, international, national & local. Personalised to user circumstances.
5. **Where** – currently getting LMI from – anecdotal, research, paper strategies from RDAs, SSCs, others, employer organisations, websites including NOMIS, ABS, destination surveys, social media.
6. **How** – Different needs – granular data; downloadable datasets. Clear charts, case studies and examples. Accessible to people who 'don't do data'.

## 4. Wish-list and issues for project to think about

1. How to overcome silos, connect and share data beyond what is funded.
2. How to 'personalise' and 'localise' data for different end users including parents/carers.
3. Consider whether skills rather than sector could be the starting point.
4. Consider how resources from social media might be used eg. Linked-In.

5. Think beyond UK! European and international data and other resources.
6. Definitions of LMI – the project brief is focussed on connecting data (Core LMI) and participants raised issues concerning richer contextual and personalised information – some is also data eg, bus timetables and some is ‘messier’ such as case studies of alternative pathways. The project needs to manage expectations concerning its own focus (and funding) but explore possibilities of further collaborative work with others (UK Commission for Employment and Skills, International Centre for Guidance Studies etc).

## 7. **What next?**

5.1 The team are working on use case scenarios and meeting with others working on complementary LMI and IAG projects. A second consultation event will be held on 25<sup>th</sup> March to demonstrate progress, hear about other key development work and provide opportunities to network with colleagues.

## 8. **Detail from group activities**

### 6.1 **Who they needed LMI for**

1. Educators – teachers, training providers and strategic staff developing learning opportunities.
2. Learners – to support careers information, advice and guidance, people making career and learning pathway choices - young people (14-19), undergraduates, graduates and other adults.
3. Potential learners – to support marketing and recruitment efforts.
4. Job-seekers in different circumstances and stages of working lives.
5. Careers advisers - to support provision of information, advice and guidance
6. Parents, carers, teachers – those that influence young people’s selection of learning opportunities.
7. Commissioners and other funders of learning opportunities.
8. Bid writers & business development staff - those tasked with finding and securing external funding opportunities for college, university and other learning providers.
9. JobCentre Plus partners, advisers and management.
10. Those tasked with local policy-making and/or implementation such as Economic Development Officers, Neighbourhood Workers, Employment and Skills Boards, Local Enterprise Partnerships.
11. Those involved in developing infrastructure to support learning including estates management.
12. Other LMI professionals for information-sharing.
13. Employers and business organisations.

### 6.2 **Why do they need it?**

1. To support development and commissioning of learning opportunities including identifying gaps in provision, targeting employer needs, levels of potential demand & preferred means of delivery.
2. To support CPD and equip Job-Centre and careers advisers to provide guidance including areas of growth and sectors which may have vacancies in the future.

3. To help individuals select learning and work opportunities and provide accurate, localised IAG such as where to live, earnings, hours, modes of working.
4. Base-line data for funding applications and monitoring effectiveness.
5. Inform allocation/prioritisation of resources in local employment and skills activity including strategies to address market failure.
6. To support strategic/tactical management of providers of IAG, employment and skills activity including location and estates management.
7. To support business-start-up guidance.
8. To support partnership working between providers.

### **6.3 When is it needed?**

1. On demand, daily, weekly, monthly, annually.
2. To fit with planning cycles.
3. At transition points and different stages of decision-making including before, during and after course choice and planning.
4. As soon as it becomes available – up to date is key.

### **6.4 What is needed?**

1. Data evidencing employer requirements – who has jobs now and where?
2. Satisfaction with applicants, number of applicants per vacancy, shortfalls and future demand – skills needs and vacancies.
3. Predictions of future growth areas and trends.
4. Comprehensive local information not just national/international trends – local information often needed to interpret data. *'Boundaries and travel always an issue because of administrative boundaries'*. Local opportunities and plans, designated regeneration areas.
5. Need to be able to cut by geography, travel to work, sector, skills and qualifications level, salaries.
6. Recruitment practices and preferences and trends/changing structures in organisation of work/employment/self-employment.
7. Learner destinations – including longitudinal studies.
8. Government requirements.

### **6.5 Where are people currently getting LMI from?**

1. Anecdotal, networking, colleagues, front-line staff, media, conferences
2. Focus groups of employers, alumni groups
3. RDA, Regional Skills Strategies, LEP proposals.
4. Internal council data, local authorities and economic regeneration units, Nottingham Insight, Welfare to Work, Learning and Skills Councils
5. NOMIS/ONS, Annual Business Survey
6. Job Centre Plus, Young Peoples Learning Agency
7. Employer intelligence, professional bodies, Sector Skills Councils, Federation of Small Businesses, Chambers of Commerce, Association of Graduate Recruiters.
8. Jobs4U, National Guidance Research Forum – LMI Future Trends
9. DLHE (Destinations of Leavers from Higher Education)
10. Graduate Prospects website.
11. Enrolment data from college.
12. Social media including Linked-In profiles

13. keyword searches – private and public competitors
14. Geographic Information Systems for current market penetration/saturation (eg. How many learning providers in area)
15. Various reports.

#### **6.6 How do you need it?**

1. Accurate, consistent, real-time, online.
2. Downloadable datasets.
3. Need metadata and context.
4. Clear unambiguous charts, graphs, maps with case studies and examples.
5. Look up forms and formats.
6. Interesting small amounts with ability to drill deeper/cut differently.
7. Need to be able to manipulate data/information,
8. Different end users need different presentations.
9. accessible to people who ‘don’t do data’.
10. Cut and mash to make relevant to user group – ie. age, locality, skill level, sector, where jobs/learning opportunities are.
11. Case studies.

#### **6.7 Issues/problems**

1. NOMIS categories (SIC/SOC) codes don’t match career paths/roles.
2. Trends too broad geographically, sectorally, occupationally.
3. Managing expectations from data – need to ‘open minds’ to possibilities and different pathways.
4. Changes in jobs and work structures – data lags behind – declining salaried positions in an area may connect with growth in self-employment.
5. Paper reports!

#### **6.8 Wish-list – what people would like to see**

1. Fewer silos, Connecting and sharing of data beyond what is funded & preferably for free.
2. Data on future demand – vacancies, skills and changes in ‘jobs’ or the way work is organised. Ability to look at individual jobs/job families and provide predictions of opportunities and requirements.
3. Help for non-experts to use and interpret data.
4. Data shaped by learner’s subject area.
5. Longitudinal information by sector and linked to geographical location.
6. Local, national and international information.
7. Links to government (benefit) information.
8. Employer focus
9. Student demographics.
10. Granular data
11. Alternative routes to jobs – how can I select package to develop skill-set
12. Information on other considerations that influence decision-making – do I want to live in a city?

## 9. About us

7.1 The University of Nottingham's Centre for International ePortfolio Development (CIePD) is funded by JISC, the EU and others to carry out research projects into how eportfolios support learning, transitions and collaborations between institutions and between learning and work, widening participation, and Information, advice and guidance (IAG).

A major focus for the CIePD is to work with a wide range of partners to join disparate systems and data sets through web services and open standards to provide lightweight and cost effective routes into IAG and employability. We have a wide regional and national network, including Connexions, schools and colleges, other universities, Regional strategic bodies, employers and national agencies.

7.2 The SALAMI Project is led by the Centre for International ePortfolio Development and partners with:

Jeanne Booth  
Roger Clark  
Derby College  
New College Nottingham  
Aimhigher in the East Midlands  
Winona Ltd

### 7.3 Contacts

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SALAMI is funded by the JISC under their Flexible Services Delivery Programme and runs until July 2011.