**Guide to Using LMI for Course Rationale**

**Why is Labour Market Information (LMI) important?**

To achieve the University’s commitment to ‘inspiring global professionals’ courses need to be informed by a good understanding of the world of work that our students will enter when they graduate. Reliable LMI provides an objective basis for this. Knowing the typical graduate outcomes enables course teams to consider how the curriculum develops the right knowledge, skills and experiences. Seeing how their course is relevant to life after university helps motivate students and gives them the confidence they can succeed. LMI therefore forms a vital part of Course Validation, Annual Evaluation and Subject Review.

**Introduction**

For Course Rationale you have to answer three employability questions. These are:

1. What types of graduate careers would this course lead to?
2. Do you have any evidence that relevant graduate opportunities are expanding?
3. To prepare students for relevant graduate outcomes (including, where applicable, self-employment), what specialised and common skills, knowledge and experiences should the course develop?

This *Guide* provides advice and guidance on how to answer these questions. The Appendix uses a fictional proposed degree in English as a worked example.

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| **You are asked** | **Information you can use** | **How these help / how to use them** |
| 1. What types of graduate careers would this course lead to? Identify around 10 that are representative of likely outcomes. Use one of more of the following *as* required:  * What Do Graduates Do? * What Can I Do With My Degree? * Graduate Outcomes data from the University of Huddersfield as shown in Apollo. * Lightcast Report using JACS Codes * Options with My Degree (from University of Huddersfield Careers and Employability Service). | If you have completed a *Marketing Statement* for your new course proposals, all you need do is attach the same information you provided about this question when completing your Marketing Statement. You do *not* need to re-do your analysis.  If you have not completed a Marketing Statement, please see the separate Guide to this. | When completing your Course Rationale, you can summarise information you provided about this question when completing your Marketing Statement.  Please include any Lightcast Reports as part of your Course rationale documentation. |
| 1. Do you have any evidence that relevant graduate occupations are expanding? Provide a single ***Lightcast* Occupational Comparison Report** forthe graduate careers which are most important for this course (this might be for all the typical outcomes or a key sub-set). | If you have completed a *Marketing Statement* for your new course proposals, all you need do is attach the same information you provided about this question when completing your Marketing Statement. You do *not* need to re-do your analysis.  If you have not completed a Marketing Statement, please see the separate Guide to this. | When completing your Course Rationale, you can simply attach any Lightcast Reports provided for your Marketing Statement to meet the requirements of this part of the Course Rationale documentation. |
| 1. To prepare students for relevant graduate outcomes (including, where applicable, self-employment), what specialised and common skills, knowledge and experiences should the course develop? | Provide a separate Lightcast Jobs Postings Analytics Report *for each* of the relevant graduate occupations identified, to show the specialised and common skills needed.   * Optional: you may also attach skills information taken from Prospects Jobs Profiles (*if* Lightcast not sufficient / appropriate). | Lightcast is a proprietary LMI dashboard the University has a licence for.  Your *School’s Designated User will create these reports for you which should be attached to the Course Rationale documentation.*  These reports will draw on big data taken from recent jobs posted by employers. Each report will show the top specialised skills (generally technical skills) and the top common skills, as specified in employers job adverts.  It is ideal if each report shows the top 20 specialised skills for each occupation (to provide a nuanced list) as well as the top 20 common skills. You may wish to provide these reports in their entirety (as pdfs) or simply screen grabs of key sections. |

**Appendix: A Worked Example for a Fictional Proposed English UG Degree**

Please note the worked example illustrates possible ways of *using the resources* and is NOT a guide to the outcomes for the sample degree shown.

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| **Question One: What types of graduate careers would this course lead to?** |

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| Use Prospects *What Do Graduates Do?* To identify the top 10 graduate Outcomes  <https://graduatemarkettrends.cdn.prismic.io/graduatemarkettrends/8d0f5a43-fe6e-4b78-b710-4c22baa1db5e_what-do-graduates-do-2021-22.pdf> | Prospects <https://www.prospects.ac.uk/careers-advice/what-can-i-do-with-my-degree>) |
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You could also look at **Apollo** for actual Graduate Outcomes from the University of Huddersfield. [NB. If you are doing this for a new course proposal, there may still be a similar course we have run which could provide relevant data, if carefully suitable interpreted] and **Lightcast** for national LMI derived data.

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| **Apollo** (NB. The search below covers English Studies, English Language and Linguistics etc.) | **Lightcast** (Jobs Posting report for English Studies JACS Q300). NB. The query identifies a range of occupations using the transferable skills from the degree and uses longitudinal data to identify occupations associated with holders of the degree. The initial long list must be narrowed to select the most likely occupations for new / recent graduates). |
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Drawing on national and local data these word docs provide a hand-picked picture of likely outcomes for our students covering around 40 discipline areas. [NB. There are bite sized video versions you can share with your students. Ask your Careers Consultant for more information.]

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| **Options With My Degree** | **Options With My Degree** |
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Next, drawing upon the various sources you have used, the course team decides which graduate occupations are most representative and useful for curriculum planning.

We would suggest around 10 occupations are selected to provide a manageable number as well as a representative spread. For some courses with a very specific vocation or professional focus the number may be smaller and restricted to occupations within the same sector or profession. NB the following selection is therefore purely illustrative.

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| **Occupations selected** (illustrative example). | **Standard Occupational Classification Codes (SOC**) are used by the UK Government to classify occupations by level. (while you do NOT need to state these, they have been provided for reference). SOC codes for Graduate Level / Highly Skilled occupations are ONLY those which start with a 1, 2 or 3. Please remember that Lightcast uses SOC 2010 version (as per historic ONS data sets). However, HESA and our Graduate Outcomes reports uses the newer SOC 2020 version. |
| Secondary Education Teaching | 2314 |
| Marketing Associate Professionals | 3543 |
| Public Relations Professionals | 2472 |
| Authors, Writers and Translators | 3412 |
| Primary Education Teaching Professionals | 2315 |
| Human Resources and Industrial Relations Professionals | 3562 |
| Newspaper and periodical journalist and reporters | 2471 |

By identifying the occupations representative of the degree outcomes the challenges and opportunities can be deliberately addressed in the course, through choice of topics, case studies, authentic assessment, live projects, placement opportunities and skills development etc. Having a specific set of careers to target helps to position students for these careers through ‘constructive alignment’ and *at the same time* develops transferable skills which can be applied to other more diverse degree relevant careers.

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| **Question Two: Do you have any evidence that relevant graduate opportunities are expanding?** |

Your Lightcast Designated User will undertake the following search for you and provide you with the **Occupational Comparison** report. If you are creating this when proposing a new course, the Report should be sent to Marketing and attached to your to Marketing Statement. Remember that you will only need one Occupational Comparisonreport as the report can compare multiple occupations.

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| Please note regarding Lightcast, it is only Occupational reports that should be sent to Marketing. Please do **NOT** send Jobs Posting reports to Marketing. |

**Step 1: Meet your School’s Lightcast Designated User (DU) and discuss the selection of typical graduate outcomes you have chosen.**

**Step 2: DU Find the occupations by entering them into the search bar (shown below).**

Graphical user interface, application

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If a direct match is not available, use the Online CASCOT tool to find the best occupational match (and SOC code) and then create the and create a search. (NB if pasting text into the search bar Lightcast may not find any results if the text match is not an exact match. If this happens, try typing the start of the text descriptor instead). <https://cascotweb.warwick.ac.uk/#/classification/soc2010> (NB currently Lightcast uses SOC 2010 version).

**Step 3: Set the Region to the Leeds, Manchester and Sheffield LEP areas.**

**Step 4: Set the Timeframe to 5 years in the past and 5 years in the future.**

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**Step 5: Run the report, save in Lightcast and share as a pdf with the course team.**

Chart, waterfall chart

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When viewing the results please bearing mind that:

* The historical occupational data is drawn from official UK government data sources and while no data is without potential issues this is the most reliable, objective and comprehensive data set possible.
* The results are for ‘occupational areas’ covering a range of occupations, including, but not limited to (new) graduate roles.
* Future data should be regarded as ‘trend-based projections’ rather than predictions.

You can use this data to answer questions like:

* What is the size of the different occupational areas compared to each other?
* Are there big differences in the number of opportunities in the region for the different occupations?
* Are there any outliers?
* Which is largest and which is smallest?
* Have any markedly expanded or declined recently?
* Are any projected to markedly expanded or declined in the near future?

**Step 6: Optional Occupational Table Report**

If the proposed course is heavily dependent upon a limited number of specialised occupations, and the Occupational Comparison Report indicates a possible (and significant) reduction in opportunities, then it is recommended that an Occupational Table Report is also produced for the occupations concerned to show in more detail the normal and projected number of openings (new jobs and vacancies created by ‘churn’). Please note that this is an optional element.

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| **Question Three: To prepare students for relevant graduate outcomes (including, where applicable, self-employment), what specialised and common skills, knowledge and experiences should the course develop?** |

**Step 7: Create Jobs Postings Analytics Reports**

Your Lightcast Designated User will undertake the following searches for you and provide you with the **Jobs Posting Analytics** reports. To show the distinctive mix of skills needed, a separate report will be needed for each of the occupations identified by the course team as being especially important.

**Step 8: Set the region to Leeds, Manchester and Sheffield LEP areas, unless your course as a different demographic.**

**Step 9: Set the time frame to the last 12 months to ensure that results reflect the current labour market.**

**Step 10: Run the report, save in Lightcast and share as a pdf with the course team.**

Example snip from Jobs Postings Analytics Report: Journalist, Newspapers and Periodical Editors.

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