

Lesson plan

Understanding the school leaver and graduate jobs market

40
Minutes

16-18
Age

KS5:L7
PSHE

Learning outcomes

By the end of the lesson students will:

- Understand what's meant by labour market information (LMI)
- Identify different sources of LMI
- Know how to investigate school leaver and graduate opportunities using different sources of LMI

Summary of the lesson

The lesson begins with a discussion of the meaning of the terms labour market and labour market information (LMI), and the relevance of LMI for career planning. Students find out about opportunities for school leavers at 18 in their local area using apprenticeship vacancy data, and then in groups explore graduate opportunities in a specific job sector using the Prospects website. Groups feedback their findings to the class.

Classroom requirements

- Interactive whiteboard
- Accompanying PowerPoint slides
- Computer/device for each student
- Paper and pens per pair

Suitable for students aged

16-18

Time required to complete tasks

40 mins max

Gatsby Benchmarks covered



Learning area in the CDI Career Development Framework

Explore possibilities / See the big picture

Programme of Study for PSHE Education

KS5:L7

Skills Builder Universal Framework



Lesson activities

1. Starter activity

Explain that this lesson explores what we mean by a labour market and what labour market information (LMI) is. It will encourage students to consider the relevance of LMI for their career decisions. During the lesson they will use different LMI sources to find out about opportunities for school leavers at 18 in their local area and to research graduate opportunities after a degree course at university.

- Ask students if anyone can define what a labour market is. Then show a definition on PowerPoint Slide 2
- Ask them to brainstorm in pairs the factors which affect a labour market. Show PowerPoint Slide 3 which includes some factors but is not exhaustive. Did they identify these? What other factors did they identify?
- Ask students if they understand what is meant by labour market information (LMI) then show PowerPoint Slide 4
- In pairs ask them to discuss why understanding LMI is important. Ask them to feedback their ideas then show PowerPoint Slide 5
- Show PowerPoint Slide 6 - in pairs students discuss for a minute which of the careers shown are shortage occupations ie skilled roles which we need migrants to the UK to fill. Ask for some suggestions then show the answer on PowerPoint Slide 7. The answer may come as a surprise to some students and shows the importance of LMI
- Show PowerPoint Slide 8 which shows some key sources of LMI for young people some of which will be used in the following exercises

Time
required

8
Min

Resources

PowerPoint Slides 2-8

Paper and pens per pair

2. School leaver opportunities

This activity gets students exploring the opportunities for school leavers in their local area.

Show PowerPoint Slide 9 (schools in England) which outlines the task:

Using the Find an apprenticeship service on gov.uk students search for apprenticeship vacancies at different distances from their home or school postcode, and select vacancies to find out more about them.

If your students are in Scotland, Northern Ireland or Wales show slide 10, instead of PowerPoint Slide 9, for a similar exercise.

Time
required

10
Min

Resources

Device for each student

PowerPoint Slide 9

<https://www.gov.uk/apply-apprenticeship>



2. School leaver opportunities (continued)

After 5 minutes researching, ask students to discuss their findings with the class:

- Did they find more apprenticeships when they widened the distance searched?
- What are the advantages of travelling further for an apprenticeship? (can access opportunities not available in your immediate area)
- What might the disadvantages be? (longer travel time and cost, maybe a requirement to live away from home)
- Is anyone in the class actively considering an apprenticeship or employment at 18? Did they find any vacancies that interest them?

Note: apprenticeship vacancies are updated on an ongoing basis. Students who are seriously considering an apprenticeship at 18 should be encouraged to return to the site at regular intervals to search for the latest vacancies.

3. Graduate opportunities

Divide students into groups of 3 or 4. Allocate a specific sector to each group from the following list (a different sector for each group):

- Engineering and manufacturing
- Charity and voluntary work
- Accountancy, banking and finance
- Information technology
- Public services and administration
- Media and internet
- Environment and agriculture
- Retail

Show PowerPoint Slide 11 which outlines the task. Students use different sections of the Prospects website www.prospects.ac.uk and LMI for all www.lmiforall.org.uk/ to research their sector. Each group can decide how to approach the task. For example, they could divide the task between themselves and work at separate screens or they could pair up at screens. Allow 10 minutes for the research then encourage groups to pool their findings and agree which group member will present their findings to the class.

Ask each group in turn to feedback their findings to the class. After all the groups have presented note whether any common themes have emerged in relation to graduate qualifications, skills employers want and key issues facing different sectors.

**Time
required**

**10
Min**

Resources

PowerPoint Slide 11



4. Reflection

Ask students whether they feel more confident to use LMI to investigate careers that interest them. If they have a Morrisby account encourage them to revisit it for LMI about apprenticeships, higher education courses and careers.

Time
required

2
Min

Differentiation

Some students may need support with the school leaver and graduate opportunities tasks.



Extension activities

There are regional variations in graduate destinations. Students could explore graduate destinations in their region of the UK in the report 'What do graduates do?' Regional edition <https://luminare.prospects.ac.uk/what-do-graduates-do-regional-edition>

Students with a Morrisby account could add this as a goal to their Morrisby Action Plan.

