

Golo Henseke

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Profile

Applied economist and quantitative social scientist researching skills, labour markets, technological change, subjective well-being, and measurement. Experienced in designing and managing large-scale survey datasets, complex statistical analysis, and externally funded research. Publications include work in *Oxford Economic Papers*, *ILR Review*, *British Journal of Industrial Relations*, *Industrial Relations Journal*, and *New Technology, Work and Employment*. Current responsibilities include Department Graduate Tutor and senior leadership in doctoral quantitative methods training.

Appointments and Responsibilities

2024–present	Department Graduate Tutor , Department of Education, Practice and Society, UCL Institute of Education
2024–present	Member, Scientific Advisory Board , Deutsches Jugendinstitut
2022–present	Associate Professor , UCL Institute of Education
2017/18–2025	Lead for Quantitative Methods Teaching , Centre for Doctoral Education, UCL Institute of Education
2014–2022	Senior Research Associate / Senior Research Fellow , UCL Institute of Education
2014–2015	Research Associate , UK Commission for Employment and Skills
2011–2014	Assistant Professor / Postdoctoral Research Associate , University of Rostock and Institute for Employment Research, Nuremberg

Education

PhD	Economics, University of Rostock, Germany
MSc	Economics, with minor in Sociology, University of Rostock, Germany

Research Interests

Labour economics; higher education and graduate labour markets; technological change and AI at work; skills, job quality and work organisation; subjective well-being and youth transitions; quantitative measurement; survey and administrative data analysis.

Recent Funded Research

2024–2026	ESRC ADR UK Research Fellowship Principal Investigator, £153,303
2023–2025	Skills and Employment Survey 2023: Continuity and Change ESRC, Co-investigator / project team; PI: A. Felstead, £1,536,184
2021–2022	Cross-national heterogeneity in young people's mental wellbeing during COVID-19 UCL Global Engagement Fund, £2,172
2020–2022	Youth Economic Activity and Health Monitor ESRC, Principal Investigator, £350,585
2020–2023	Centre for Global Higher Education ESRC, project team; PI: S. Marginson, £1,489,019
2020–2023	The competitive effects of free schools in England on student outcomes in neighbouring schools Nuffield Foundation, project team; PI: R. Higham, £296,179

Selected Publications

- Felstead, A., Davies, R., Gallie, D., Green, F., Henseke, G., & Zhou, Y. (2026). The spatial anatomy of working at home: Concepts, measures and types of spaces used. *Industrial Relations Journal*.

- Brooks, R., Hart, B., Henseke, G., Mills, D., Robson, J., & Xu, X. (2026). Facilitating intergenerational social mobility through higher education: Three challenges for policymakers. *Policy Reviews in Higher Education*.
- Henseke, G., & Schoon, I. (2025). Revisiting the mental health impact of COVID-19 on young adults in the UK: Long-term trends, temporary setbacks, and recovery. *Social Indicators Research*.
- Henseke, G., Felstead, A., Gallie, D., & Green, F. (2025). Degrees of demand: A task-based analysis of the British graduate labour market. *Oxford Economic Papers*, 77(1), 144–165.
- Tomaszewski, W., Dietrich, H., Henseke, G., Xiang, N., & Schoon, I. (2025). Socio-economic and gender differences in post-secondary pathways in the UK, Germany, and Australia. *Social Inclusion*, 13.
- Anders, J., Green, F., Henderson, M., & Henseke, G. (2024). Private school pupils' performance in GCSEs and IGCSEs. *Cambridge Journal of Education*, 54(6), 795–813.
- Marini, G., & Henseke, G. (2023). Is a PhD worth more than a Master's in the UK labour market? The role of specialisation and managerial position. *Studies in Higher Education*, 48(10), 1538–1550.
- Schoon, I., & Henseke, G. (2023). Navigating an uncertain future. *Zeitschrift für Psychologie*, 231(3), 217–227.
- Green, F., Felstead, A., Gallie, D., & Henseke, G. (2022). Working still harder. *ILR Review*, 75(2), 458–487.
- Green, F., Henseke, G., & Schoon, I. (2022). Perceived effects of the COVID-19 pandemic on educational progress and the learning of job skills: New evidence on young adults in the United Kingdom. *Journal of Education and Work*.
- Henseke, G., Green, F., & Schoon, I. (2022). Living with COVID-19: Subjective well-being in the second phase of the pandemic. *Journal of Youth and Adolescence*.
- Gallie, D., Felstead, A., Green, F., & Henseke, G. (2021). Inequality at work and employees' perceptions of organisational fairness. *Industrial Relations Journal*, 52(6), 550–568.
- Green, F., & Henseke, G. (2021). Europe's evolving graduate labour markets: Supply, demand, underemployment and pay. *Journal for Labour Market Research*, 55(1), 1–13.
- Felstead, A., Gallie, D., Green, F., & Henseke, G. (2020). Getting the measure of employee-driven innovation and its workplace correlates. *British Journal of Industrial Relations*.
- Felstead, A., & Henseke, G. (2017). Assessing the growth of remote working and its consequences for effort, well-being and work-life balance. *New Technology, Work and Employment*.
- Green, F., & Henseke, G. (2016). Should governments of OECD countries worry about graduate underemployment? *Oxford Review of Economic Policy*, 32, 514–537.

Selected Reports, Data Resources and Policy Outputs

- Felstead, A., Davies, R., Gallie, D., Green, F., Henseke, G. (2019) & Zhou, Y. *Skills and Employment Survey, 2024*. UK Data Service.
- Brooks, R., Hart, B., Henseke, G., Mills, D., Robson, J., & Xu, X. (2025). *Degrees of Difference: Intergenerational social mobility and higher education internationally*. Sutton Trust.
- Henseke, G., Felstead, A., Gallie, D., Green, F., Rhys, D., & Zhou, Y. (2025). *What Drives AI and Robot Adoption?* Wales Institute of Social Economic Research and Data.
- Higham, R., Anders, J., Chouhy, G., Green, F., Henseke, G., & McGinity, R. (2024). *The Free Schools Experiment: Analysing the impacts of English free schools on neighbouring schools*. IOE, UCL.
- Henseke, G., Green, F., & Schoon, I. (2023). *Youth Economic Activity and Health Survey, 2021–2022*. UK Data Service.

Selected Invited Talks and Engagement

- Invited talk: *From Potential to Pressure: Mapping Generative AI's Disruption of UK Jobs*, MIRS-CIPD Annual Arthur Priest Memorial Lecture, Manchester, 2025.
- Invited talk: *How Exposed Are UK Jobs to Generative AI?*, Urbino, 2025, and ESCoE Conference on Economic Measurement 2026.
- Invited talk: *The Economic Returns to STEM Degrees: Skills or Sorting*, ADR UK Conference, Cardiff.
- Organised and hosted CGHE-SRHE International Academic Workshop, *Unequal Graduate Outcomes*, London, 2023.
- Invited talk: *Tracking graduate skills demand*, 5th Assisi Workshop in Economics, Assisi, 2023.

- Invited talk: *The health crisis consequences for young people's current and future well-being*, Emerging Minds Network, University of Oxford and King's College London, 2021.
- Invited presentation: *Task-warranted graduate jobs and mismatch: The case of Singapore*, SkillsFuture Singapore, 2021.
- Invited presentation: *Unpacking rising degree requirements in the British labour market*, Lingnan University, Hong Kong, and LIS/LISER, Luxembourg, 2020.

Teaching and Doctoral Supervision

Programme leadership	Lead for Quantitative Methods Teaching, Centre for Doctoral Education, UCL Institute of Education, 2017/18–2025.
Module leadership	<i>An Introduction to Applied Quantitative Analysis in the Social Sciences</i> , 2019–2022.
Research supervision	Doctoral supervision across labour markets, education, quantitative methods, skills, and youth transitions. Current and recent supervisees include John Bakki-Ogundipe, César Burga Idrogo, Yuqi Zhang, Jiajie Du, Anan Chen, Ronald Gibson, Martin Longstaff, Eden Bolivar, and Granville Pitter.

Academic Service and Professional Activity

- Department Graduate Tutor, Department of Education, Practice and Society, UCL Institute of Education.
- Member, Scientific Advisory Board, Deutsches Jugendinstitut.
- IOE Research Ethics Reviewer.
- Peer reviewer for ESRC Impact Accelerator Grants and academic journals including *Higher Education*.
- Research and evidence contributions cited in UK education and labour-market policy discussions, including post-18 education, Teaching Excellence Framework consultations, occupational classification, and post-18 education policy.

Methods and Languages

Methods	Survey design and analysis; administrative data; longitudinal and repeated cross-section analysis; causal inference; decomposition methods; labour-market measurement; quantitative text and task analysis.
Software	Stata, R, LaTeX, reproducible quantitative workflows.
Languages	German and English: fluent professional proficiency, including academic writing and peer review.