LEO Research Priorities

ADR UK Research Fellowships 2022

The Longitudinal Education Outcomes (LEO) dataset provides a unique insight into the transitions of individuals from their education to workplace. It combines data from the National Pupil Database (NPD), Higher Education Statistics Agency (HESA) data on students at UK publicly funded higher education institutions and some alternative providers, Individualised Individual Record (ILR) data on students at further education institutions, PAYE employment data held by Her Majesty's Revenue and Customs (HMRC), data from the Self-Assessment tax return, the National Benefit Database, Labour Market System and Juvos data, held by the Department for Work and Pensions (DWP).

The dataset allows researchers to analyse longer-term labour market outcomes at person level, enabling a major leap forward in the assessment of education policy and provision, and with greater accuracy than ever before. We welcome applications looking at the following research topics for this round of our research fellowships:

Place

- 1: What is the link between location ('place'), education, labour mobility and labour market outcomes? At similar education levels do those who are more mobile have better outcomes and how much does place matter (i.e., is there a crucial interdependence)?

Characteristics

- 2: Which groups are the most vulnerable or disadvantaged and what are the most effective ways to measure or represent this? Which socioeconomic, demographic and education factors (and groups of/interactions between these) are associated with the poorest labour market outcomes?

Educational influences

- 3: What types of education lead to 'good' labour market outcomes for disadvantaged or vulnerable groups? How is 'good' assessed and what more could be done to improve quantification? What education factors are linked with positive labour market outcomes for those who would not be expected to do well?
- 4: Does an academic or vocational route lead to 'better' labour market outcomes, does this vary by level of qualification? For which groups might doing a vocational route be better than doing an academic route, and on what objective basis can that assessment be made? What is the difference in labour outcomes for those who go through the vocational route?
- 5: For groups with similar characteristics but very different labour market outcomes what are the education and wider contextual factors that drive these variations? Do

these factors work systematically (rather than by chance) and are they predictable and /or controllable?

- 8: What are the returns to post-16 qualifications for different groups? What are early career labour market outcomes and/or estimated lifetime earnings across the range of post-16 qualifications?

Covid 19

- 6: What were/ are the impacts of Covid-19 on labour market outcomes and how were they influenced by socioeconomic, demographic and education factors?

Work destinations

- 8: What socioeconomic, demographic and education factors are linked with working in different sectors and are these causal or moderated by other factors?
- 9: What are the skills pipelines for key sectors? What are the characteristics of those working in key sectors? What types of skills and qualifications are needed in key sectors, are there qualifications that clearly meet these needs and are enough people studying in those areas?

Policy & interventions

- 11: How do education policies affect social mobility? Which policies have greater or lesser impact?

This is not an exhaustive list and other questions are also welcomed providing you can demonstrate policy-relevance and likelihood of impact and uptake.