



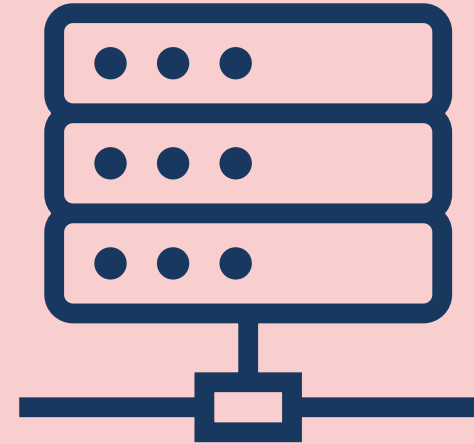
Department
for Education

Longitudinal Education Outcomes (LEO) Dataset

ADRUK Fellowships Briefing Webinar



What is LEO?

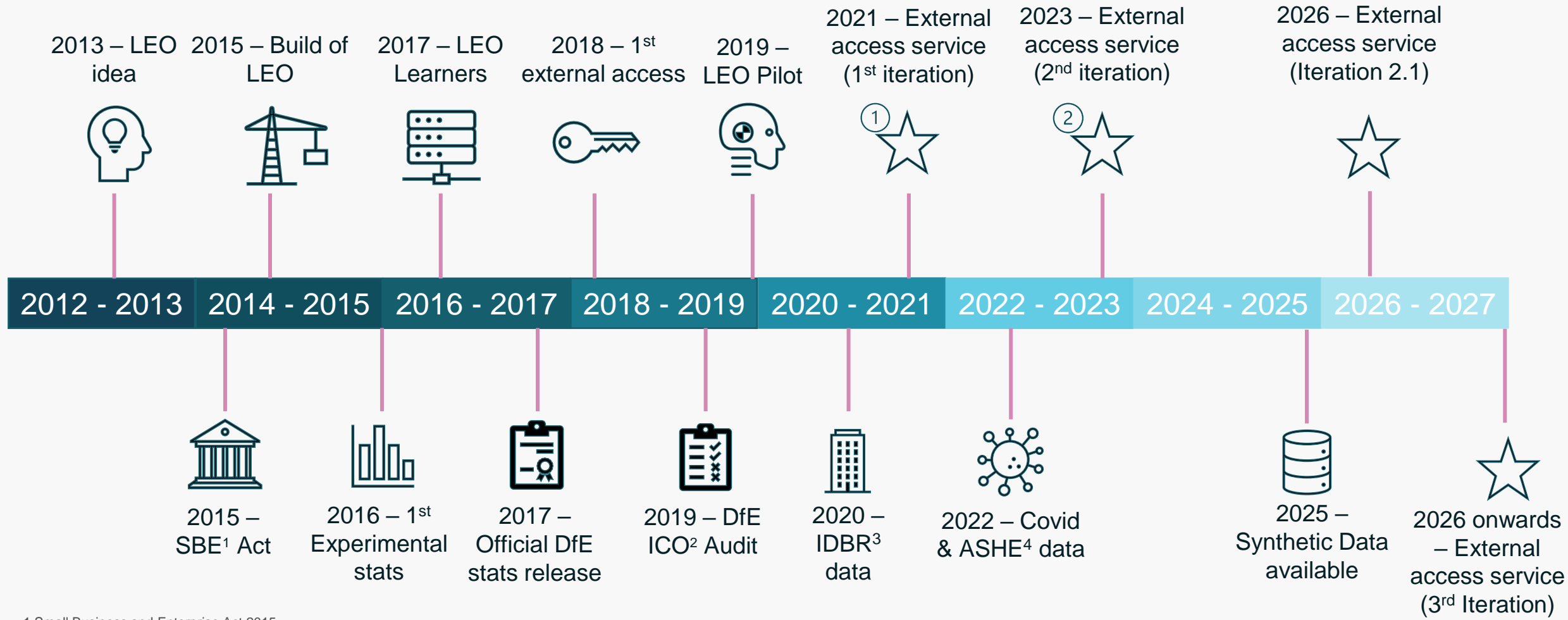


LEO Programme Vision:

'The DfE's Longitudinal Education Outcomes Programme will enable the UK to gain transformational insights about pathways within and after education in order to enhance the life chances of current and future learners through the enhancement of evidence-based decision making.'



LEO Timeline



1 Small Business and Enterprise Act 2015

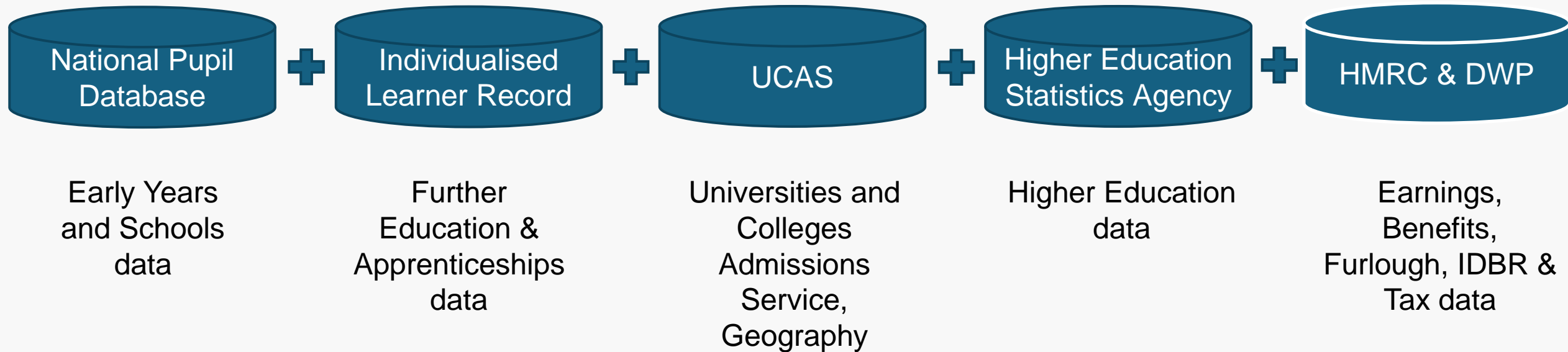
2 Information Commissioner's Office

3 Inter Departmental Business Register

4 Annual Survey of Hours and Earnings

What is LEO?

Longitudinal Education Outcomes (LEO) is a dataset which connects individuals' education data with their earnings, benefits and tax data.



Department
for Education

DfE - DDaT

UCAS

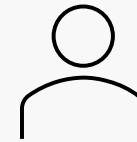
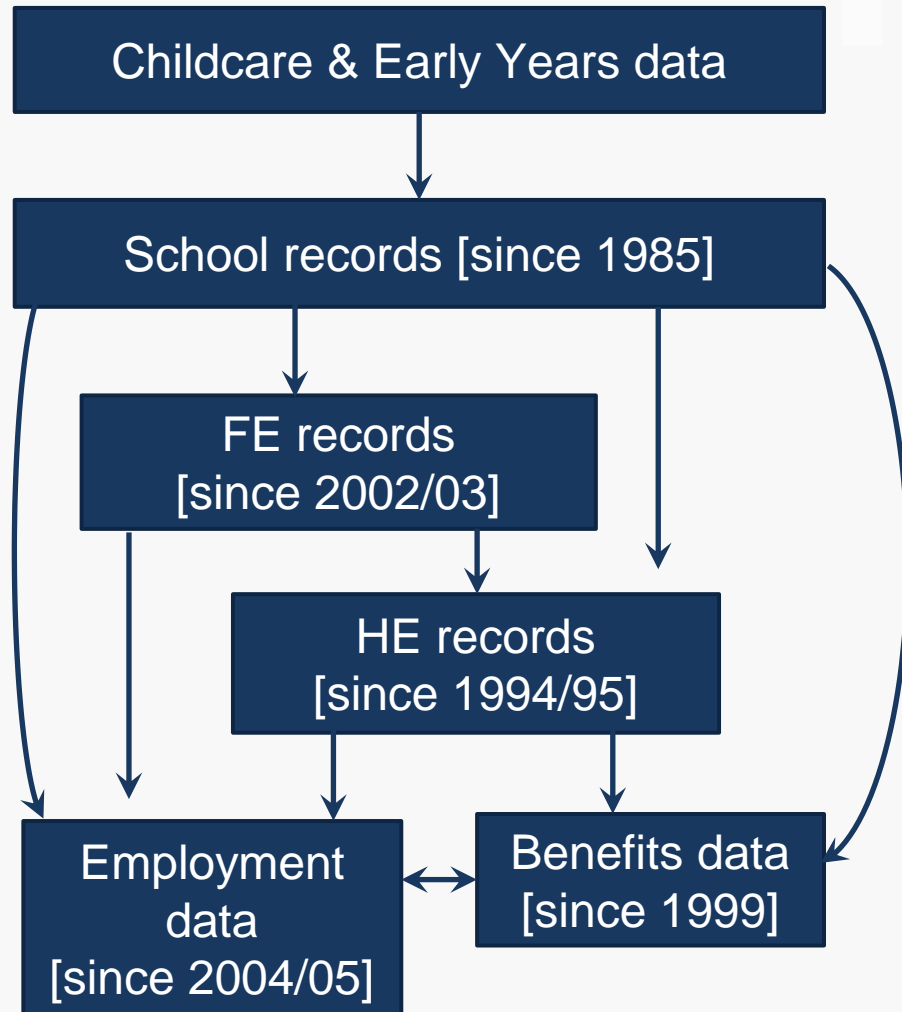


Department
for Work &
Pensions

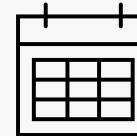


HM Revenue
& Customs

What is in LEO?



Approx. 39m Individuals

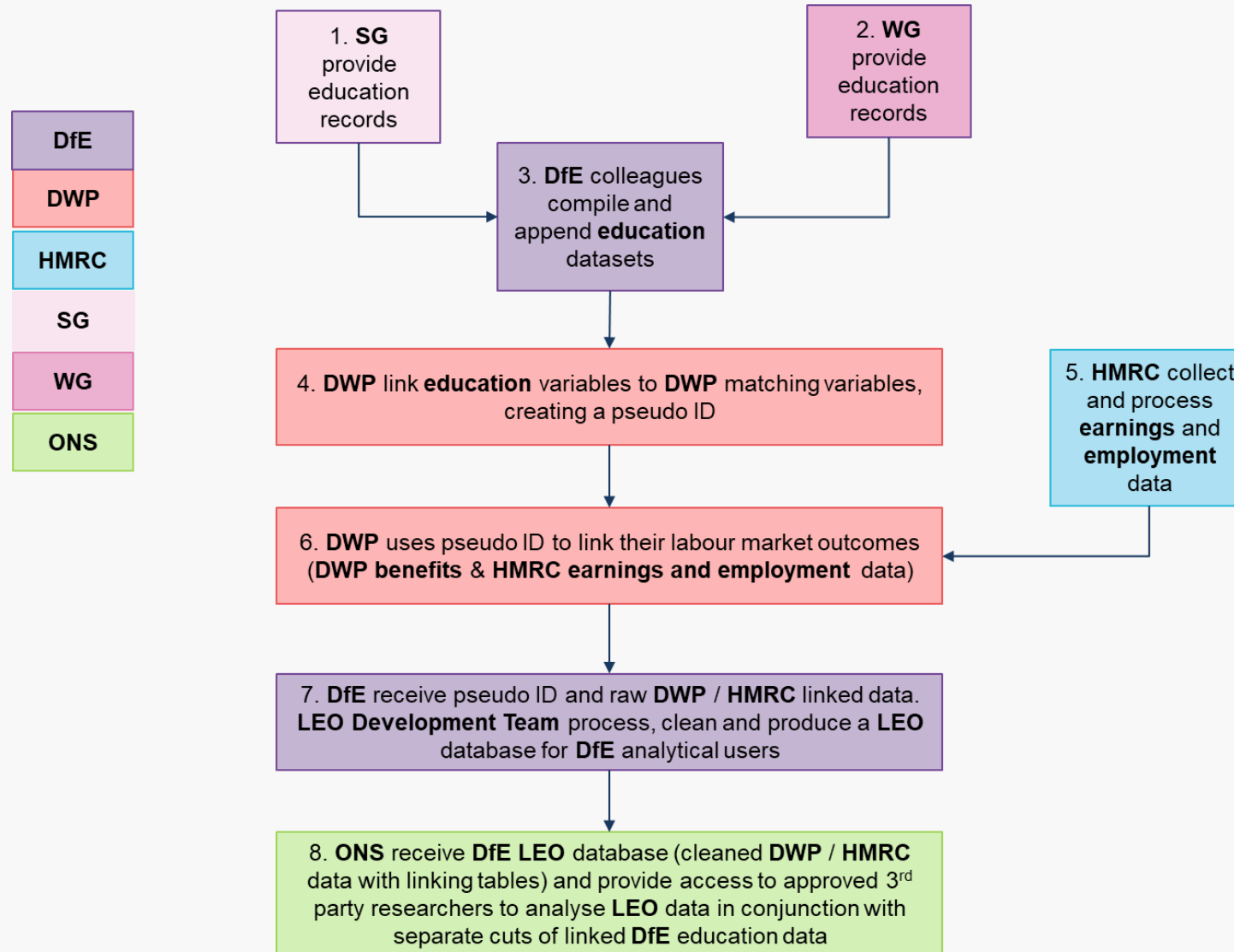


Coverage currently up to approx. age 40



DfE's LEO covers England (but there are Scottish, Welsh and Northern Irish LEOs too!)

How is the LEO Standard Extract built?



Overview of Cohorts in LEO

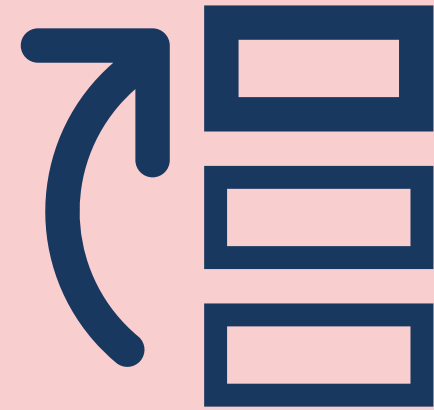
Birth cohort	Year 0 EYFSP (reception)	Key Stage 1		Key Stage 2				Key Stage 3			Key Stage 4		Key Stage 5		Age in most recent year of LEO data
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	
1985/86							1996/97					2001/02	2002/03	2003/04	34
1986/87							1997/98				2001/02	2002/03	2003/04	2004/05	33
1987/88							1998/99			2001/02	2002/03	2003/04	2004/05	2005/06	32
1988/89							1999/00		2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	31
1989/90							2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	30
1990/91			1997/98				2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	29
1991/92			1998/99			2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	28
1992/93			1999/00		2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	27
1993/94			2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	26
1994/95			2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	25
1995/96		2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	24
1996/97	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	23
1997/98	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	22
1998/99	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	21
1999/2000	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	20
2000/01	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	19
2001/02	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	18
2002/03	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	17
2003/04	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22*	16
2004/05	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23*	15

Introduction to LEO

Dataset strengths and limitations

Strengths	Limitations
<ul style="list-style-type: none">• Ability to link socioeconomic, demographic and education factors with labour market outcomes• Massive breadth range of administrative data• Massive statistical power: big numbers• Great for showing 'what' is happening• Particularly strong for social mobility focussed analysis (also education policy and provision & long-term COVID-19 recovery)• National coverage up to age 40 and growing• Ability to assess interventions much more effectively	<ul style="list-style-type: none">• No information on household, e.g. parental income or education• Does not currently have richer information found in surveys, such as motivations, parental aspirations etc.• Time lags and policy reforms• No hours worked information• Can be difficult to explain 'why' something is happening• Just England• Money isn't everything!

Research Priorities, Previous Publications & Potential



DfE Areas of Research Interest



[Department for Education: areas of research interest - GOV.UK](https://www.gov.uk)

This could generate research questions such as...

- What are the drivers of UK students' decisions about pathways into and out of HE?
- How can the skills system best support disadvantaged students and other under-represented groups to achieve good labour market outcomes, e.g. sustainable, well-paid employment?
- What are the benefits of HE and FE on a range of individual outcomes, including long-term employment?
- What are the wider societal benefits of HE and FE study and provision (including the local and national benefits generated by HE/FE providers)?
- For both individual and wider benefits of HE/FE:
 - Are these benefits shared equally or do some groups benefit more than others?
 - Do these benefits vary by the type of HE or FE study, e.g. full degree or short courses, institution (university or FE college) or mode of study?

LEO could be used to answer...

What impact does attending an Ofsted rated “Good” school have on a person’s labour market outcomes?

Are pupil referral units effective in improving outcomes for young people?

What impact has Academisation had on student outcomes?

What impact does time in the care system have on a person's labour market outcomes after controlling for other factors?

Which education factors have a positive impact on labour market outcomes of school leavers with poor attainment?

Do reforms in further education lead to better labour market outcomes?

LEO could be used to answer...

Which subjects lead to the highest-paying jobs five years after graduation?

How do career trajectories differ for students who took gap years before university?

Do individuals from disadvantaged backgrounds catch up in earnings over time?

Do students from different regions (e.g., North vs. South England) experience different employment outcomes?

How do earnings compare between those who enter employment immediately vs. those who pursue further study?

What role does geographic location play in employment success after education?

Do apprenticeships lead to better employment outcomes than academic routes?

Do graduates from STEM fields experience faster earnings growth than those from humanities?

Existing LEO projects

Informing Targeted Campaigns for the Construction Industry Research

Valuation of informal learning and education outcomes in cultural and heritage settings

The effect of attending a selective school on Educational and labour market outcomes: evidence from England

Specialist Creative Education - Demand and Impact Analysis

Secondary education careers provision and longer-term career outcomes

Out of sight: Exclusions, alternative provision and later life outcomes

The risk of experiencing custody aged 16-18

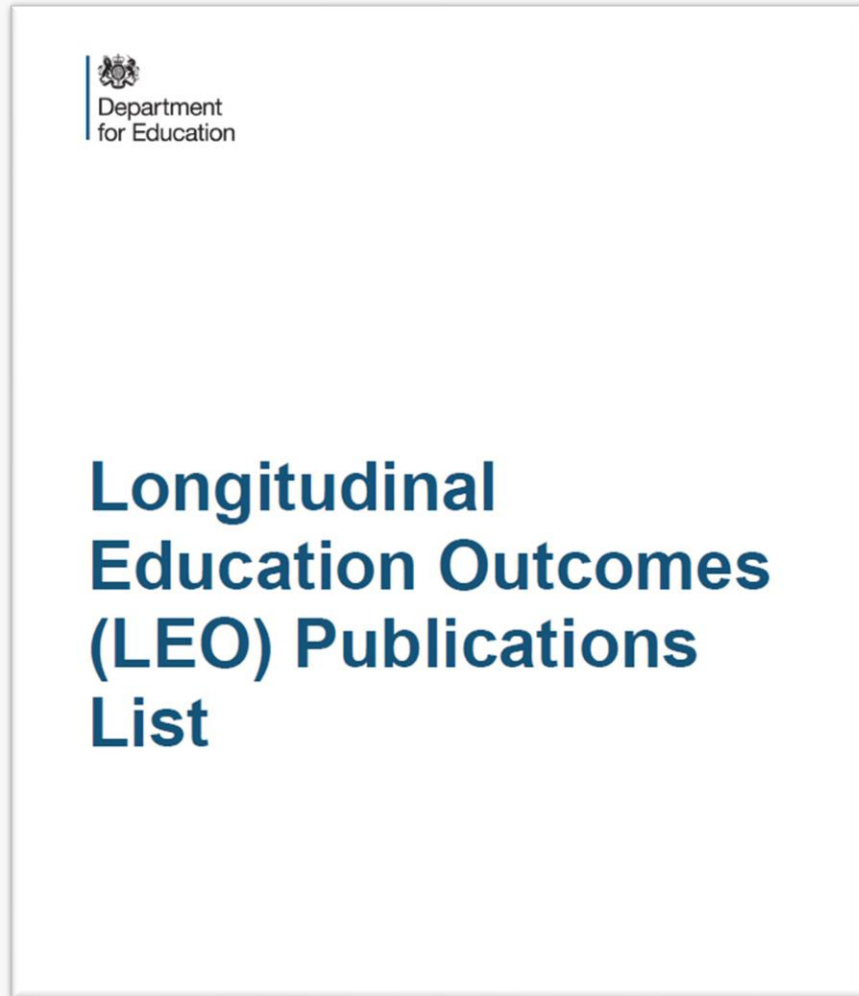
The long run impact of the Education Maintenance Allowance

Comparing policies, outcomes and inequalities across UK post-16 education and training landscapes

Ethnic, Gender and Socioeconomic Diversity in the Finance Sector

The drivers of labour market inequality: employer or education providers?

Existing LEO Publications



LEO Publications List v4.3.pdf

Application Process and Available Support



Application process – ONS SRS

ONS Secure Research Service



The service	The ONS Secure Research Service (SRS) gives accredited or approved researchers secure access to de-identified, unpublished data for research projects in the public interest.
Advantages	The SRS is an access point for all data held within ONS for statistical purposes, where there is also agreement to share the data for research (some datasets are UK-wide, other are GB, England and Wales or England only).
Conditions	Only de-identified data is made available in the SRS. Linkage on identifiable data can only be done by processors accredited under the Digital Economy Act (DEA) for the preparation of data (i.e. the ability to receive data for matching, linking and de-identification). Projects must go through the Research Accreditation Panel (RAP) before data can be accessed.
Data access charges	ONS do not charge for access to the SRS. ADR UK's investment has enabled significant expansion of the service, and for the service to remain free at the point of use.
Data access points	Data in the SRS can be accessed at ONS offices (Newport, Titchfield and London), SRS safe rooms available in National Records Scotland (Glasgow) and NISRA (Belfast) and via the SafePod Network . ONS will also be making some SRS data – dependent on data owner agreement – available to researchers via secure remote access through the Assured Organisation Connectivity (AOC) scheme.

Note: The current estimated timeframe from application submission to data access is approximately 10 weeks.

LEO Research Community

- The LEO Research Community, which is hosted on Knowledge Hub (Khub), is a great place to share knowledge and bring together a wide group of LEO Users. The Community can be found [here](#).



Longitudinal Education Outcomes (LEO) via ONS SRS Research Community :

The purpose of the LEO Research Community is to:

- Establish & grow the LEO knowledge base.
- Enable peer-to-peer support for all LEO analysis.
- Generate evidence to help develop the service and its data.
- Distribution of key LEO Communications.

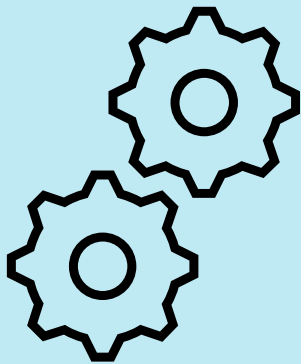
Benefits

- Access to supporting documents including, User guide, FAQs
Publication lists
- Opportunity to connect with other LEO users
- Post queries on the Forum
- Keep up with announcements

LEO Synthetic Data

Synthetic data is created to reflect real data without using real people's information.

It is made by analysing the patterns in the real data and creating new data that follows the same trends and/or structures – but without including data for any actual (real) individuals.



The LEO Synthetic Data is:

- A low-fidelity synthetic dataset
- A dataset retaining the overall structure of the table without preserving the relationships across the variables
- To be used for training and teaching purposes
- Able to help potential users to gain a better understanding of the structure and content of the data.
- Also able to be used to support code development
- Supplied in csv format
- Available imminently via the UK Data Service's TRE.

For more information, or to be informed when the synthetic data extract is available, please contact LEO.PROGRAMME@education.gov.uk

Collection of Useful Links

- How to [Apply to access LEO](#)
- The [ONS SRS Data Catalogue LEO entry](#)
- The [LEO Variable Request Form](#)
- The [LEO FAQ document](#)
- The [LEO Research Community](#)
- [ADRUK's LEO page](#)
- [How to become an accredited researcher](#)
- [ONS's Discover secure research data](#)



Any questions?



Get In Touch

LEO Programme mailbox

LEO.PROGRAMME@education.gov.uk

Questions about applying to access data via ONS SRS should be directed to:

srs.customer.support@ons.gov.uk

Department for Education

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