



Department
for Education

Schedule to the Agreement to make available Linked Data

Data Sharing Approval Panel (DSAP) No: DS00259
Request (DR) reference No: DR180731.01

Name of Requester: Department for Work & Pensions

Disclosing Parties	Department for Education of Bishopsgate House, [REDACTED] [REDACTED] [REDACTED]
Requester	Department for Work Pensions (DWP) [REDACTED] [REDACTED] [REDACTED]
Requester Primary Contact including name, position, telephone number, email address	[REDACTED] Data for Analysis and Research Team DWP [REDACTED] [REDACTED]
Requester Secondary Contact including name, position, telephone number, email address	[REDACTED] Labour Market, Families and Disadvantage Directorate DWP [REDACTED] [REDACTED]
Name, position, telephone number and email address of the person that will receive the Linked Data on behalf of the Requester	[REDACTED] Labour Market, Families and Disadvantage Directorate DWP [REDACTED]

Requester Data Protection Officer name, address, telephone number, email address	<p>██████████</p> <p>DWP Data Protection Team</p> <p>██████████</p> <p>data.protectionofficer@dwp.gsi.gov.uk</p>
Commencement Date	The date of the last signature to this Agreement
Licence End Date	30 th October 2022
Linked Data	<p>For All Datasets - earliest historical to latest available, even if the latest is not in its final form. Matching will be performed at DWP not with DfE</p> <p>Data From the National Pupil Database</p> <ol style="list-style-type: none"> 1. Pupil Level Spring Census 2001/02 to 2018/19 2. Pupil Referral Unit Census 2009/10 – 2012/13 3. Alternative Provision Census 2007/08 – 2018/19 4. Early Years Foundation Stage Profile 2002/03 - 2018/19 5. Key Stage 2 1995/96 – 2018/19 6. Key Stage 4 2001/02 –2018/19 7. Key Stage 5 2001/02 – 2018/19 8. Absence 2005/06 – 2018/19 9. Exclusions 2001/02 –2018/19 10. Young Person’s Matched Administrative Dataset 2017/18, or later if available <p>HESA Data</p> <ol style="list-style-type: none"> 11. 2004/05 to 2018/19 <p>ILR Data</p> <ol style="list-style-type: none"> 12. ILR Learner 2000/01 to 2018/19 13. ILR Aims 2000/01 to 2018/19 14. ILR LearnerEmpStat 2000/01 to 2018/19 15. ILR LearnerDPOOutcome 2000/01 to 2018/19
Legal Basis	<p>Request for pupil data</p> <p>The following legislation covers the sharing of pupil data via the National Pupil Database</p> <ul style="list-style-type: none"> • section 537A of the Education Act 1996 <p>The law which governs the sharing of NPD data with named bodies and third parties is the Education (Individual Pupil Information) (Prescribed persons) (England) Regulations 2009 and to other bodies who, “for the purpose of promoting the education or well-being of children in England are conducting research or analysis,</p>

	<p>producing statistics or providing information, advice or guidance”. This is cited in the relevant privacy notices for pupils and workforce in schools, for local authorities and for children in need and children looked after.</p> <ul style="list-style-type: none"> • Legislation within section 537B of the Education Act 1996 covers the sharing of pupil data from the alternative provision census as defined at section 537B(1) and section 537B(9) of the act. The law which governs the sharing of alternative provision census pupil data with named bodies and third parties is the Education (Information About Children in Alternative Provision) (England) Regulations 2007. <p>Request for learner data</p> <p>The following legislation covers the sharing of pupil data. This covers schools data (NPD), Further Education data from the Individual Learner Record (ILR) and university data (HESA).</p> <ul style="list-style-type: none"> • Education and Skills Act 2008 (Section 87) of the Education and Skills Act 2008 covers the sharing of learner data to be used in connection with the exercise of an assessment function of the Secretary of State defined as: (a) evaluating the effectiveness of training or education; (b) assessing policy in relation to the provision of training or education; or (c) assessing policy in relation to social security or employment as it affects the provision of or participation training or education. • Legislation within section 122 of the Apprenticeships, Skills, Children and Learning Act 2009 covers the sharing of learner data to a person providing services to the Secretary of State (i.e. DfE commissioned / contracted) to enable or facilitate the exercise of any function of the Secretary of State relating to education or training. • Legislation within section 253A of the Apprenticeships, Skills, Children and Learning Act 2009 covers the sharing of KS4, KS5 or a restricted subset of ILR data for learners in FE colleges with named bodies and third parties as prescribed in the Education (Student Information) (England) Regulations 2015.
<p>Conditions for Processing</p>	<p>Public Task – the processing is necessary for the organisation to perform a task in the public interest or for the organisation’s official functions and the task or function has a clear basis in law.</p> <p>Necessary for archiving, scientific or historical research purposes – processing is necessary for archiving purposes in the public interest, scientific or historical research purposes or statistical purposes based on law which shall be proportionate to the aim pursued, respect the essence of the right to the data</p>

	<p>protection and provide for suitable and specific measures to safeguard the fundamental rights and the interests of the data subject.</p>
<p>Format of the data to be supplied to the Requestor</p>	<p>Tab de-limited text file</p> <p>NB: - The transfer of data from DfE to DWP will be via a Kingston encrypted USB Stick. Once the YEI Impact evaluation dataset, which will include some of the data included in this request is created this will be transferred from DWP to Emory's UK via the Kingston encrypted USB stick via courier.</p>
<p>Expected timescale for delivery of Linked Data (from the date of receipt of this Schedule signed on behalf of the Requester)</p>	<p>4-6 weeks</p>
<p>Permitted Use</p>	<p>The Department for Work and Pensions shall use the NPD, ILR and HESA data to evaluate the impact of policies and programmes that aim to help young people and DWP customers facing disadvantage in the labour market to move into employment, education and training, promote social inclusion and develop the skills of the existing and future workforce.</p> <p>The data listed will be linked with other administrative data held by government to analyse and evaluate how education and skills outcomes affect employment outcomes for benefits claimants and those on specific programmes such as the European Social Fund and Youth Employment Initiative.</p> <p>The public benefits will be increased knowledge about what works to help disadvantaged people, particularly young people not in employment, education or training to progress into work, and to develop skills policy at national and local level, including what provision DWP should fund.</p>
<p>Permitted Intended Outputs</p>	<p>Internal Work– Counterfactual Impact Assessment Youth and Skills and Progression analysis.</p> <p>Freely Available research findings /reports - ESF YEI Impact Evaluation</p> <p>Future publication of analytical results for the listed projects noted in this Data Schedule. This will include but not be limited to an Official Statistics publication series on analysis of LEO data on benefit claimants.</p> <p>All outcomes using NPD data must be shared with the Department for Education prior to publication. We will form a working group for quality assurance input to discuss the data findings when producing the Official Statistics publication mentioned above, which we will invite a representative from the Department for Education to be a part of. The governance and quality assurance</p>

	<p>sign-off will be the responsibility of the Department for Work and Pensions.</p> <p>If Pre-Release Access is required by specific individuals within the Department for Education for a DWP Official Statistics publication using educational data, this will be considered by the Head of Profession for Statistics at the Department for Work and Pensions. Any Pre-Release Access for statistics in their final form will be limited to at most 24 hours in advance of publication, in accordance with the Code of Practice for Official Statistics.</p>
<p>Permitted Users</p>	<p><u>Lead Researcher:</u> ████████████████████</p> <p><u>Person data will be delivered to:</u> ████████████████████</p> <p><u>Primary Contacts: DWP Data & Analytics</u> ████████████████████ ████████████████████ ████████████████████</p> <p><u>Secondary Contacts:</u> ████████████████████ ████████████████████ ████████████████████</p> <p><u>DWP – Labour Market Analysis</u> ████████████████████ ████████████████████ ████████████████████</p>
<p>Special conditions (if any)</p>	<p>The NPD/ILR/HESA Data will only be used for the following projects:-</p> <p>1. Analysis of LEO data on benefit claimants using NPD Pupil Level Spring Census 2001/02 - 2018/19</p> <p>This is the principal spine of data for those enrolled in a mainstream school. Every observation is required, so that DWP can compare the skill level of the DWP benefit population with the general population. As the earliest year available is 2001/02, this should provide a coverage of education for those born from 1985 onwards. Each year of the dataset only records individuals who were on the school roll in that academic year. Since this changes year on year, the dataset is required for all years available, so that a complete spine can be merged from all the different datasets.</p>

2. Analysis of LEO data on benefit claimants using NPD Key Stage 2 1995/96 - 2018/19

Key Stage 2 refers to the School Years 3-6, where pupils are aged between 7 and 11 year old. Whilst no formal qualifications will be obtained at this age, this data is useful to identify socio-demographic factors that may influence a person's likelihood of being on benefit or successfully enter employment. Data is required for all years available, as they will only record information for those enrolled in school in that academic year.

Furthermore, the data could change between years, e.g. someone may not always be in care or on free school meals. Observing cases where there are changes over their educational life cycle may in itself be proxying certain characteristics that may significantly explain someone's employment prospects or time on benefit. Data is needed from 1995/96 so DWP can track the same people on KS4 and KS5 in 2001/02 onwards.

All observations are required so that we can compare the impact of care / free school meals for both DWP claimants and the general population.

3. Analysis of LEO data on benefit claimants using NPD Key Stage 4 2001/02 - 2018/19

Key Stage 4 refers to the School Years 10-11, and is the first time a formal qualification is taken by students. This project is trying to track educational attainment over a person's life cycle and link it to information on a person's benefit duration and employment / earnings prospects. This dataset is essential to provide that information. It will further provide information on independent schools, which increases the coverage of students DWP can do analysis on. All years are required as data is only recorded on each year's dataset if they sat a qualification in that academic year.

The dataset spine is not cumulative, so to fully capture all qualifications obtained by all individuals, all years of data is required. All observations will be required so that we can compare the different impacts of a qualification for a DWP claimant compared to the general population.

4. Analysis of LEO data on benefit claimants using NPD Key Stage 5 2001/02 - 2018/19

Key Stage 5 refers to the School Years 12-13, and is when A levels are taken by students. This project is trying to track educational attainment over a person's life cycle and link it to information on a person's benefit duration and employment / earnings prospects. This dataset is essential to provide that information. It will further provide information on independent schools, which increases the coverage of students DWP can do analysis on. All years are required as data is only recorded on each year's dataset if they sat a qualification in that academic year. The dataset spine is not cumulative, so to fully capture all qualifications obtained

by all individuals, all years of data is required. All observations will be required so that we can compare the different impacts of a qualification for a DWP claimant compared to the general population.

5. Analysis of LEO data on benefit claimants using PRU_Census 2009/10 - 2012/13

This dataset provides information on those students who have been referred to a Pupil Referral Unit (PRU). PRUs are a type of school that caters for children who aren't able to attend a mainstream school. Pupils are often referred there if they need greater care and support than their school can provide. This population group may well overlap with the benefit claimants that later come into contact with DWP. This dataset is needed to provide that additional coverage. All years are required as data is only recorded on each year's dataset if they are on school roll in that academic year. The dataset spine is not cumulative, so to fully capture all qualifications obtained by all individuals, all years of data is required. All observations will be required so that we can compare the impact of specialist care on both DWP claimants and the general population; as well as being able to determine the extent of population overlap.

6. Analysis of LEO data on benefit claimants using Alternative Provision data 2007/08 - 2018/19

Alternative Provision provides education for children who can't go to a mainstream school. For example:

- local authorities arrange education for pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education
- schools arrange education for pupils on a fixed-period exclusion
- schools arrange education for pupils to improve their behaviour off-site

This population group may well overlap with the benefit claimants that later come into contact with DWP. This dataset is needed to provide that additional coverage. All years are required as data is only recorded on each year's dataset if they are on school roll in that academic year. The dataset spine is not cumulative, so to fully capture all qualifications obtained by all individuals, all years of data is required. All observations will be required so that we can compare the impact of specialist care on both DWP claimants and the general population; as well as being able to determine the extent of population overlap.

7. Analysis of LEO data on benefit claimants using EYFSP data 002/03 - 2018/19

This is data from when people are quite young, and could be included into regression models to see if they significantly explain benefit duration and employment outcomes. If they do, it could indicate the importance of early intervention programmes, and this could be fed

back to DfE.

All years are required as data is only recorded on each year's dataset if they are on school roll in that academic year. The dataset spine is not cumulative, so to fully capture all qualifications obtained by all individuals, all years of data is required. All observations will be required so that we can compare the impact of specialist care on both DWP claimants and the general population; as well as being able to determine the extent of population overlap.

8. Analysis of LEO data on benefit claimants using YPMAD 2017/18, or later if available

The YPMAD shouldn't provide any additional information to what is already included in the other requested datasets. What it would do is potentially reduce the need to do some matching if it's already been done by DfE

9. Analysis of LEO data on benefit claimants using HESA data 2004/05 to 2018/19 –

This provides information on what degree level qualifications have been obtained. This project is trying to track educational attainment over a person's life cycle and link it to information on a person's benefit duration and employment / earnings prospects. This dataset is essential to provide that information. All years are required as data is only recorded on each year's dataset if they are enrolled at the university / college in that academic year. The dataset spine is not cumulative, so to fully capture all qualifications obtained by all individuals, all years of data is required. All observations will be required so that we can compare the different impacts of a qualification for a DWP claimant compared to the general population.

10. Analysis of LEO data on benefit claimants using ILR Learner Data 2000/01 to 2018/19

This provides information about which people are attending a Further Education (FE) College. This project is trying to track educational attainment over a person's life cycle and link it to information on a person's benefit duration and employment / earnings prospects. This dataset is essential to provide that information. All years are required as data is only recorded on each year's dataset if they are enrolled at the Further Education college in that academic year. The dataset spine is not cumulative, so to fully capture all qualifications obtained by all individuals, all years of data is required. All observations will be required so that we can compare the different impacts of a qualification for a DWP claimant compared to the general population.

This dataset as well as the Aims dataset is also required for a joint DWP/DfE Official Statistics publication on FE for Benefit Claimants, for which a separate Data Share Agreement already exists.

11. Analysis of LEO data on benefit claimants using ILR Aims 2000/01 to 2018/19 –

This provides information about which courses people are undertaking a Further Education (FE) College. This project is trying to track educational attainment over a person's life cycle and link it to information on a person's benefit duration and employment / earnings prospects. This dataset is essential to provide that information. All years are required as data is only recorded on each year's dataset if they are enrolled at the Further Education college in that academic year. The dataset spine is not cumulative, so to fully capture all qualifications obtained by all individuals, all years of data is required. All observations will be required so that we can compare the different impacts of a qualification for a DWP claimant compared to the general population.

This dataset as well as the Learner dataset is also required for a joint DWP/DfE Official Statistics publication on FE for Benefit Claimants, for which a separate Data Share Agreement already exists.

12. Analysis of LEO data on benefit claimant using ILR LearnerEmpStats 2000/01 to 2018/19

There are some flags here on employment status which would be useful. This information should be corroborated with DWP and HMRC data, that DWP will also be matching to.

All years are required as data is only recorded on each year's dataset if they are enrolled at the Further Education college in that academic year.

The dataset spine is not cumulative, so to fully capture all employment outcomes obtained by all individuals, all years of data is required. All observations will be required so that we can compare the different impacts of a qualification for a DWP claimant on employment outcome compared to the general population.

13. Analysis of LEO data on benefit claimants using ILR LearnerDPOutcome 2000/01 to 2018/19

There are some outcome information about the destination of learners which would be useful. This information should be corroborated with DWP and HMRC data, that we will also be matching to.

All years are required as data is only recorded on each year's dataset if they are enrolled at the Further Education college in that academic year. The dataset spine is not cumulative, so to fully capture all outcome information obtained by all individuals, all years of data is required. All observations will be required so that we can compare the different impacts of a qualification for a DWP claimant on outcome compared to the general population.

14.ESF Counterfactual Impact Assessment using NPD Pupil Level Spring Census 2001/02 - 2018/19

As for Analysis of LEO data on benefit claimants above, while we do not need every variable in the NPD Pupil Level Spring Census dataset we would need every observation so that we can compare education and skills outcomes of the ESF population with the general population in the form of a counterfactual group. For this impact evaluation we are planning multiple analyses during the remainder of the 2014-2020 ESF programme up to the end of 2023, as a result the population being analysed (treatment and comparison group) is not fixed and will continue to increase over time. The overall ESF population (from which the treatment group will be taken) in the 2014-2020 programme is expected to reach around 2.3 million and the comparison group will be some multiple of this. Given these conditions, and in order to avoid the need for several data transfers, we are requesting the required variables for all available population and years.

15.ESF Counterfactual Impact Assessment using NPD Key Stage 2 1995/96 - 2018/19

This data is useful to identify socio-demographic factors that influence a person's likelihood of attaining skills or enter employment and is a key component of propensity score matching between treatment and comparison group. The need for required variables for all available population and years as for Spring Level Census above.

16.ESF Counterfactual Impact Assessment using NPD Key Stage 4 2001/02 - 2018/19

This data is needed both to measure attainment of educational qualifications (a key outcome for ESF) in addition to being a key matching variable between treatment and comparison group. The need for required variables for all available population and years as for Spring Level Census above.

17.ESF (European Social Fund) Counterfactual Impact Assessment using NPD Key Stage 5 2001/02 - 2018/19

As for Key Stage 4 above

18.ESF (European Social Fund) Counterfactual Impact Assessment using NPD Absence 2005/06 – 2018/19

This data is useful to identify factors that influence a person's likelihood of attaining skills or enter employment and is a key matching variable between treatment and comparison group. The need for required variables for all available population and years as for Spring Level Census above.

19. ESF (European Social Fund) Counterfactual Impact Assessment using NPD Exclusions 2001/02 – 2018/19

As for NPD Absence above

20. ESF (European Social Fund) Counterfactual Impact Assessment using HESA data 2004/05 to 2018/19

This data is needed both to measure attainment of higher educational qualifications (a key outcome for ESF) in addition to being a key matching variable between treatment and comparison group. The dataset spine is not cumulative, so to fully capture all qualifications obtained by all individuals, all years of data is required. The need for required variables for all available population as for Spring Level Census above.

21. ESF (European Social Fund) Counterfactual Impact Assessment using ILR Learner data 2000/01 to 2018/19

This data is needed both to measure attainment of further educational qualifications (a key outcome for ESF) in addition to being a key matching variable between treatment and comparison group. The need for required variables for all available population and years as for Spring Level Census above.

22. ESF (European Social Fund) Counterfactual Impact Assessment using ILR Aims data 2000/01 to 2018/19

As for ILR Learner above

23. ESF (European Social Fund) Counterfactual Impact Assessment using ILR LearnerEmpStat data 2000/01 to 2018/19

As for ILR Learner above

24. ESF (European Social Fund) Counterfactual Impact Assessment using ILR LearnerDPOOutcome data 2000/01 to 2018/19

As for ILR Learner above

25. Youth Employment Initiative (YEI) Impact Evaluation using NPD Pupil Level Spring Census 2001/02 - 2018/19

Covered by requirements for the ESF Counterfactual Impact Evaluation; the Youth Employment Initiative focuses on 15-29 NEETs (Not in Education, Employment or Training).

26. Youth Employment Initiative (YEI) Impact Evaluation using NPD Key Stage 2 1995/96 - 2018/19

	<p>As Above</p> <p>27. Youth Employment Initiative (YEI) Impact Evaluation using NPD Key Stage 4 2001/02 - 2018/19</p> <p>As Above</p> <p>28. Youth Employment Initiative (YEI) Impact Evaluation using NPD Key Stage 5 2001/02 - 2018/19</p> <p>As Above</p> <p>29. Youth Employment Initiative (YEI) Impact Evaluation using NPD Absence 2005/06 – 2018/19 –</p> <p>As Above</p> <p>30. Youth Employment Initiative (YEI) Impact Evaluation using NPD Exclusions 2001/02 –2018/19</p> <p>As Above</p> <p>31. Youth Employment Initiative (YEI) Impact Evaluation using HESA data 2004/05 to 2018/19</p> <p>As Above</p> <p>32. Youth Employment Initiative (YEI) Impact Evaluation using ILR Learner data 2000/01 to 2018/19</p> <p>As Above</p> <p>33. Youth Employment Initiative (YEI) Impact Evaluation using ILR Aims data 2000/01 to 2018/19</p> <p>As Above</p> <p>34. Youth Employment Initiative (YEI) Impact Evaluation using ILR LearnerEmpStat 2000/01 to 2018/19</p> <p>As Above</p> <p>35. Youth Employment Initiative (YEI) Impact Evaluation using ILR LearnerDPOutcome 2000/01 to 2018/19</p> <p>As Above</p>
	<p>The Requestor is permitted to reproduce the data or include secondary analysis within the publications mentioned in the Permitted Use and Permitted Intended Outputs only. This covers future publication of analytical results for the listed projects noted in this Data Schedule. This will include but not be limited to an Official Statistics publication series on analysis of LEO data on benefit claimants.</p>

	<p>Any publication not covered by the Permitted Use and Permitted Intended Outputs would require written consent of the Data Controller. Consent is only valid if given in writing, in advance of reproduction or publication of the data. You must inform us of your intent to publish your research and/or analysis 2 working days or where that is not possible, as early as possible prior to publication being released to: NPD.REQUESTS@education.gov.uk</p>
<p>Data set special conditions</p>	<p>The requester has been made aware of and agrees that no EYFSP (Early Years Foundation Stage Profile) data can be made publically available in any format at an individual school or provider level.</p>

This document is the Schedule to the Agreement for making DfE Data Extracts available in the Secure Research Service, a copy of which has been supplied to the Requester ("the Agreement"). In signing this Schedule, the parties are agreeing to the terms and conditions set out in the Agreement, including this Schedule.

To be signed for and on behalf of the Requester:

SIGNED for and on behalf of the Requester by:

████████████████████

(Print name)

(Signature)

DEPUTY DIRECTOR, LABOUR
MARKET ANALYSIS DIVISION

(Position)

18 November 2019

(Date)

(Requester name)

To be signed for and on behalf of DfE:

SIGNED for and on behalf of the DfE by:

████████████████████

(Print name)

████████████████████

(Signature)

Deputy Director Data Services

(Position within DfE)

3 December 2019

(Date)