Workload Survey 2016-2019

Overview

This paper draws together the views expressed by around 1000 AHDS members about: their working hours; workload challenges; key issues for change; desirability of headship; experience of the Into Headship programme and views on SNSAs, RICs and empowerment.

Contents

Executive summary

This report summarises the responses of AHDS members to an annual workload survey conducted in early March each year between 2016 and 2019. The report focusses on the 2019 data and compares it to the data gathered in previous years. The survey was completed by just under 1000 members in 2016, just over 1000 members in 2017 & 2018 and by 1164 members in 2019.

Working hours reported in 2019 dropped a little in comparison to 2017 & 2018, returning to similar levels as were reported in 2016. The average weekly working hours reported by all categories of members was 54.4 hours (55.3 hours for HTs, 53 hours for DHTs and 51.2 hours for PTs). This is 19.4 hours above the contracted working week of 35 hours. Over 30% of members reported working more than 60 hours per week.

Working hours tended to increase with seniority of role and with age but there was no difference apparent between genders. The local authority areas where members reported the shortest working hours appeared to stay constant while the reduction in the overall average seems to be due to a reduction in the average reported in those working longer hours. The lowest average in any local authority area was 49.9 hours/week, the highest average was 58.6 hours/week.

Workload issues highlighted a mismatch between resources available and expectations. Members responded to these challenges in different ways with some suggesting the need for a reduction in bureaucracy while others sought an increase in admin staffing. Some sought a reduction in the need to cover absences and teacher non-contact time while others proposed protected or additional management time for school leaders. These issues were common across all years of the survey. In 2019 the challenges schools face in meeting the needs of pupils were highlighted by more members than in any previous year – this appears to be a serious and growing challenge which is of great concern to members.

While there has been little movement over the years in the proportion of HTs who would **recommend headship**, there has been a significant year-on-year worsening of picture when it comes to DHTs and PTs wishing to become HTs. There remain a small core who are keen to pursue headship but a much greater and growing proportion who express very strongly that they will not – often due to seeing the impact of headship on their own HT, concerns about the pressures, lack of resources and poor work/life balance.

The **Into Headship** programme was broadly well received by those who had undertaken it. Many reported that it was worthwhile and that it prepared them well for the role. The only negative point highlighted by many was the

challenging additional workload to be undertaken alongside the heavy workload of their day jobs.

Three new questions were asked about recent developments in the system – SNSAs, RICs and the Empowering Schools agenda. So, while member views have been gathered, the data relates to 2019 only.

In relation to **SNSAs**, the overall response was more positive than recent media coverage but this was qualified by many members who indicated that while they felt that the P4 and P7 assessments were appropriate and useful in many ways, they had real concerns about the appropriateness and value of the P1 assessments.

Two questions were asked in relation to **RICs** – these asked about the level of awareness and engagement with RICs. Overall, there was a good level of **awareness** of the work of RICs though this varied from area to area and between local authorities in the same RIC. Those reporting **engagement** with the work of RICS was much lower than awareness levels. These questions will be asked in coming years to build a picture of changing engagement levels.

The final question, related to the **empowering schools** agenda, was added to help us gather member views about whether they are starting to see movement on this agenda. Feedback from the 2019 survey highlights continued scepticism about whether empowerment will be delivered in meaningful way or if it will simply mean more workload with no additional (or further reduced) resources.

As part of the same survey, members were asked to complete the HSE Stress Indicator Tool questionnaire. The results of this are contained in a separate report.

Greg Dempster
March 2019

Introduction

2019 is the fourth year that AHDS has run this workload survey. Most questions have remained as they were in 2016 apart from:
- one related to 'Into Headship' which changed to reflect the fact that candidates are no longer required to pay a share of course costs.
- An additional question in 2019 about the experience of Into Headship candidates
- An additional question in 2019 asking about RICs and Empowering Schools agenda.
- An additional question in 2019 asking about SNSAs.

The survey was conducted on SurveyMonkey at the start of March each year (over the course of three weeks in 2016, reducing to one week in 2019). Responses can be broken down as follows:

Table 1: Responses by role

Role	2016	2017	2018	2019
HT	674	703	668*	742**
DHT	228	244	242	313
PT	53	68	91	89
Other	13	16	7	20
All responses	968	1031	1008	1164

*Including 56 leading more than one school.
** Including 64 leading more than one school.

This paper seeks to bring together those responses and to interrogate the information by role, gender and local authority area as well as to compare year on year. This paper does not aim to interpret responses nor to translate them into 'next steps'. The information will be used by AHDS National Executive and Council to support efforts to speak out on issues that matter to the AHDS membership.

Average working hours

We asked respondents "In a typical week, about how many hours do you work? (please only answer this question if you work full-time)". Average reported weekly hours have dropped a little for all roles in 2019 but remain around 20hours above the contracted 35hr week.

Table 2: Average weekly hours

Role	Av. hrs weekly 2016	Av. hrs weekly 2017	Av. hrs weekly 2018	Av. hrs weekly 2019
HT	55.1	55.6	56.1	55.3
DHT	53	53	53.2	53
PT	51.2	51.6	52.0	51.2
All roles	54.5	54.6	54.9	54.4

By local authority
When seeking to compare the overall hours in each area with the outliers from last year it is clear that many local averages have changed quite markedly. In relation to shorter reported working hours, there are no trends. While overall average working hours have reduced, those working the shortest hours are broadly the same as in previous years which suggests the reduction in the average is due to a reduction in hours worked by those working the longest hours.

By gender
There was no meaningful difference in hours worked by men and women.

By age
Average working hours appear to increase with age (though there are many individual exceptions) in responses from all four years. While it is clear that there is not a straight-line relationship where HTs work the most and PTs work the least this does tend to be the case overall.

Although minimally, average working hours had reduced when compared against last year and the numbers reporting working 60hrs/wk or more had also reduced.

Those reporting an average working week in excess of 60 hours increased with age (as a percentage of those in each age band) except for a slight drop in the 55-64 age group. However, the average hours overall for those 55-64 were higher than the 45-54 age group. This mirrored returns in previous years. See table 3.

Note: Those in the age band 65-74 have been removed as there was only one return from this category in 2019 (though it is perhaps worth highlighting that **all** those 65 and over reported working 60hrs or more in each iteration of this survey).

Table 3: 2019, Hours by age

Age range	Average hours	Number in group	Make up (over 60hrs)	High hours	Change 2018-19 60hrs+
25-34	52.4	71	HT – 14 (8) DHT – 34 (7) PT – 23 (0) Other – 0	60+ = 15 As percentage of group = 21.1%	-5.1%
35-44	54.2	376	HT– 213 (86) DHT– 126 (18) PT – 29 (9) Other – 3 (0)	60+ = 113 As percentage of group = 30.1%	-2.4%
45-54	54.5	505	HT – 371 (125) DHT– 101 (29) PT – 22 (4) Other – 11 (3)	60+ = 161 As percentage of group = 31.9%	-6.4%
55-64	54.7	176	HT – 132 (41) DHT – 32 (11) PT – 8 (0) Other – 5 (0)	60+ = 52 As percentage of group = 29.5%	-5.3%

For data from previous years see tables 4-6 in Annex A on page 18.

Challenges in school leadership

Making your role more manageable
We asked two questions to try to get under the skin of what existing post holders would see as being crucial to making their role more appealing to them and to others. These questions were:

"What would make your role more manageable?"
"If you could change one thing about your job, what would it be?"

These were free-text responses. The responses given have been grouped to get a better understanding of the key themes and whether these differ by category of membership.

Overall response
In all three years members tended to quote multiple reasons in response to these questions, the first in particular. Members also approached their responses from one of two directions – either expressing what they would like or expressing what they dislike (e.g. In response to 'What would make your role more manageable?' 1. More time to develop learning & teaching. 2. Less time at meetings and covering classes.) As a result, there is considerable overlap in the issues highlighted.

"What would make your role more manageable?"
The grouped member responses to this highlighted a small number of issues which came up time and again. Members were free to highlight more than one issue, as a result there are more responses to this question than respondees. The top seven responses, which were highlighted markedly more than other issues, ranked by number of responses were:

Table 7: 2019, 'What would make your role more manageable?'

Rank	Issues in 2019	Number of responses
1	More management time/protected management time/more management staff	445
2	Reduction in paperwork/e-mails/bureaucracy (inc GIRFEC)	412
3	Reduction/removal of class cover (NCCT & Absence)	369
4	Proper support for inclusion/adequate support for ASN pupils	364
5	Less time spent on previously central roles (HR, premises, etc)	213
6	More support/clerical staff	188
7	Being fully staffed	122

For tables summarising responses to this question in previous years see Table 8-10 in Annex B on page 20.

Lack of management time, bureaucracy and providing class cover remain the top three in 2019 (which has been the case since 2016 in a variety of orders). There was a mix of comments in responses which all focus on the same problem: a mismatch between the number of staff and the work to be undertaken. The responses to this situation include:
- Need more staff (teaching/clerical/support).
- Need more management time.
- Need to reduce bureaucracy.
- Return duties to LEA HQ where they were previously undertaken.
- Need adequate support for pupils with ASN.
- Remove the need for SMT to cover reduced class contact time.

'Proper support for inclusion' jumped from item 7 in 2016 to 4th place in 2017. This was accompanied by many comments about the difficulty catering for with pupils ASN needs or with pupil violence and the lack of staff to do so. For many, this meant that these pupils became the very time-consuming responsibility of the SMT. These comments appeared again in 2018 and in 2019 this issue has once again been the 4th most noted issue – interestingly, with more people highlighting this issue than the top-rated issue last year.

"If you could change <u>one</u> thing about your job, what would it be?"
The top seven grouped member responses to this could be ranked as follows:

Table 11: 2019 'If you could change <u>one</u> thing…'

Rank	Issues in 2019	Number of responses
1	Less Bureaucracy/paperwork/email (inc GIRFEC)	245
2	Protected management time/larger management team	228
3	Support for ASN Pupils	169
4	More time on L&T with pupils and staff	138
5	More realistic workload/remit	109
6	Remove formerly central roles (mainly HR and buildings management)	94
7	More supply/not doing NCCT	89

For summary response tables for previous years see tables 12-14 in Annex C on page 21.

Many of these themes are potentially interchangeable in that seeking more management time or more time to spend with staff and pupils on Learning and Teaching is, for many, the flip side of asking for less bureaucracy, less class cover or a more realistic workload – numbers 1, 2 and 4-7 in the 2019 list could be seen in this light. The one exception is item 3 (the call for more support for ASN pupils) with many comments indicating a lack of resources or a view that they were being asked to take pupils who were not properly catered for in a mainstream school. Of course, this too could be read as part of the same theme in that school leaders are increasingly finding themselves supporting pupils with ASN or who displaying violent behaviour which leaves less time to focus on development.

These themes remained broadly similar in the first three years but the number raising 'support for ASN pupils' was raised roughly twice as often as in previous years, pushing this issue up into the third most quoted issue to be addressed.

By role
In 2016 & 17 there was little variation in the ranking of responses depending on role. In 2018 & 2019 there was a much more marked variation by role. Tables 15 & 16 (below) show the most common responses split by role (2018 tables can be seen as tables 17 & 18 in annex D on page 22).

Table 15: 2019: "What would make your role more manageable?" by role

	All	HT	HT multi	DHT	PT
More management staff or time/return management time to what it was	1	1	1	4	1
Reduction in paperwork/e-mails/bureaucracy (inc GIRFEC)	2	2	2	2=	4
Less class cover - NCCT & Absence	3	3	5	2=	2
Proper support for inclusion and/or adequate ASN provision (inc. removal of Named Person)	4	4	6	1	-
Less time spent on things previously HR/central (recruitment, premises management, etc)	5	5	4	9	3
More support/clerical/admin staff	6	6	3	5	5
Being fully staffed/vacancies filled promptly	7	7	9	6	7
More staff	8	8	-	7	7
Having only one school	-	-	7	-	-
Realistic expectations	-	-	8	8	5

Table 16: 2019: "If you could change one thing…" Prioritisation by role

	All	HT	HT multi	DHT	PT
Less bureaucracy/paperwork (inc GIRFEC)	1	1	1	3	2=
Protected managment time/More management team	2	2	2	1	1
Support for ASN pupils (support staff/ specialist input/flex to use unspent budget to support)	3	4	7	2	4
More time on L&T with pupils and staff	4	3	4	5	6=
More realistic workload/remit	5	7	6	4	2=
Not doing central roles (HR, Buildings, etc)	6	5	3	-	-
More supply/Not doing NCCT	7	6	-	6	6=
More staff/being fully staffed	8	8	-	7	-
Being able to focus on only one establishment	-	-	4	-	-

For instance, this break-down shows that while the desire for more management time/roles is very strong across the board, for DHTs this is displaced by the need for 'Proper support for inclusion', the need for a reduction in bureaucracy and the desire to provide less class cover for NCCT and absence. So, while pressures on all roles are similar, they are not the same.

Recommending or seeking headship

This survey also gave us an opportunity to ask about the desirability of headship and the Into Headship' qualification. Those completing the survey were asked to respond to the statement that was relevant to their role. Fig.1-4 on page 10 show the percentage of each response to each statement (the statements are shown on the x-axis.)   The 'Other' category has been included for completeness but should be viewed with caution due to the small numbers involved each year.

While there is little change in the degree to which HTs recommend Headship to others it is clear that over the period of our surveys there has been a considerable change in responses from DHTs and PTs. These responses show with a significant leaning towards uncertainty about seeking headship or a clear intention <u>not</u> to do so. This has seen a further notable worsening in 2018 and again in 2019.
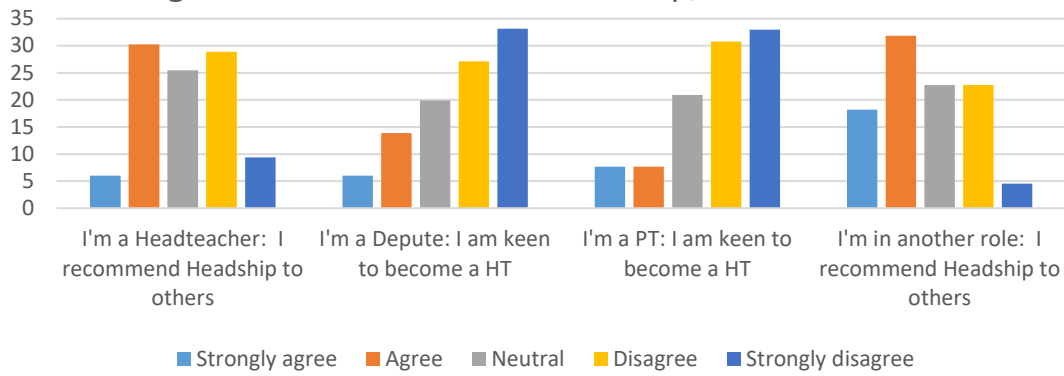
Fig 1: 2019: % recommend headship/keen to be a HT

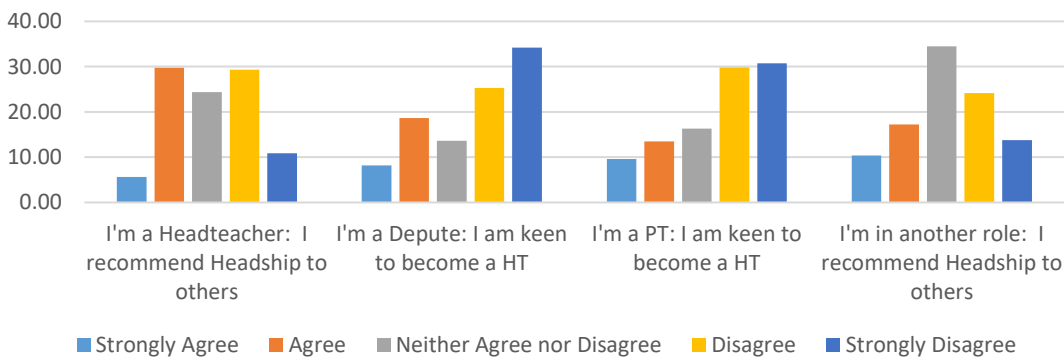

Fig 2: 2018: % reccomend headship/keen to be a HT

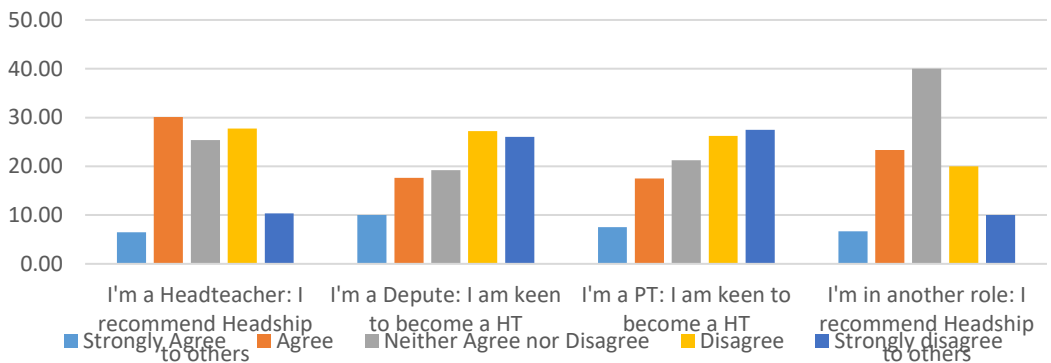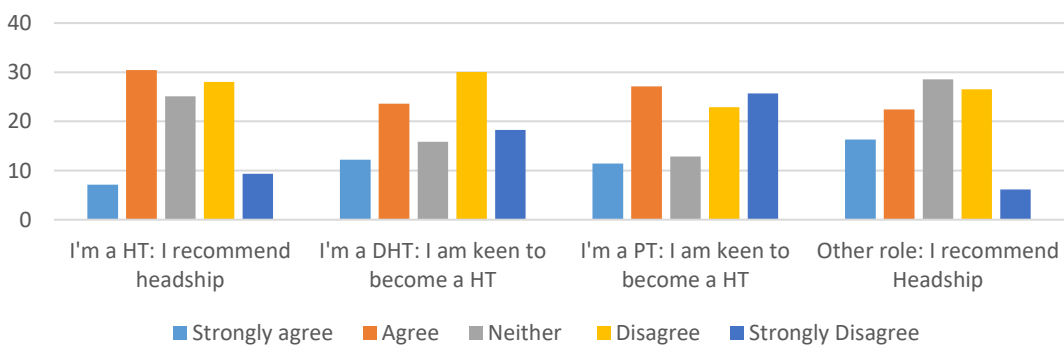Fig 3: 2017: % reccomend headship/keen to be a HT

Fig 4: 2016: % reccomend headship/keen to be a HT

'Into Headship' experience

In the earlier surveys the next question was to ask whether perceptions about seeking headship had changed since the advent of the Into Headship qualification and the move towards that being obligatory. This question was removed in 2019 as it was out of date. It was replaced with response statements seeking to understand the experience of those who had undertaken or were undertaking 'Into Headship'. Members were asked to respond to the following statements and to offer any other comments. Member responses have been grouped into three categories – on Into Headship, Completed into Headship, Dropped out of Into Headship.
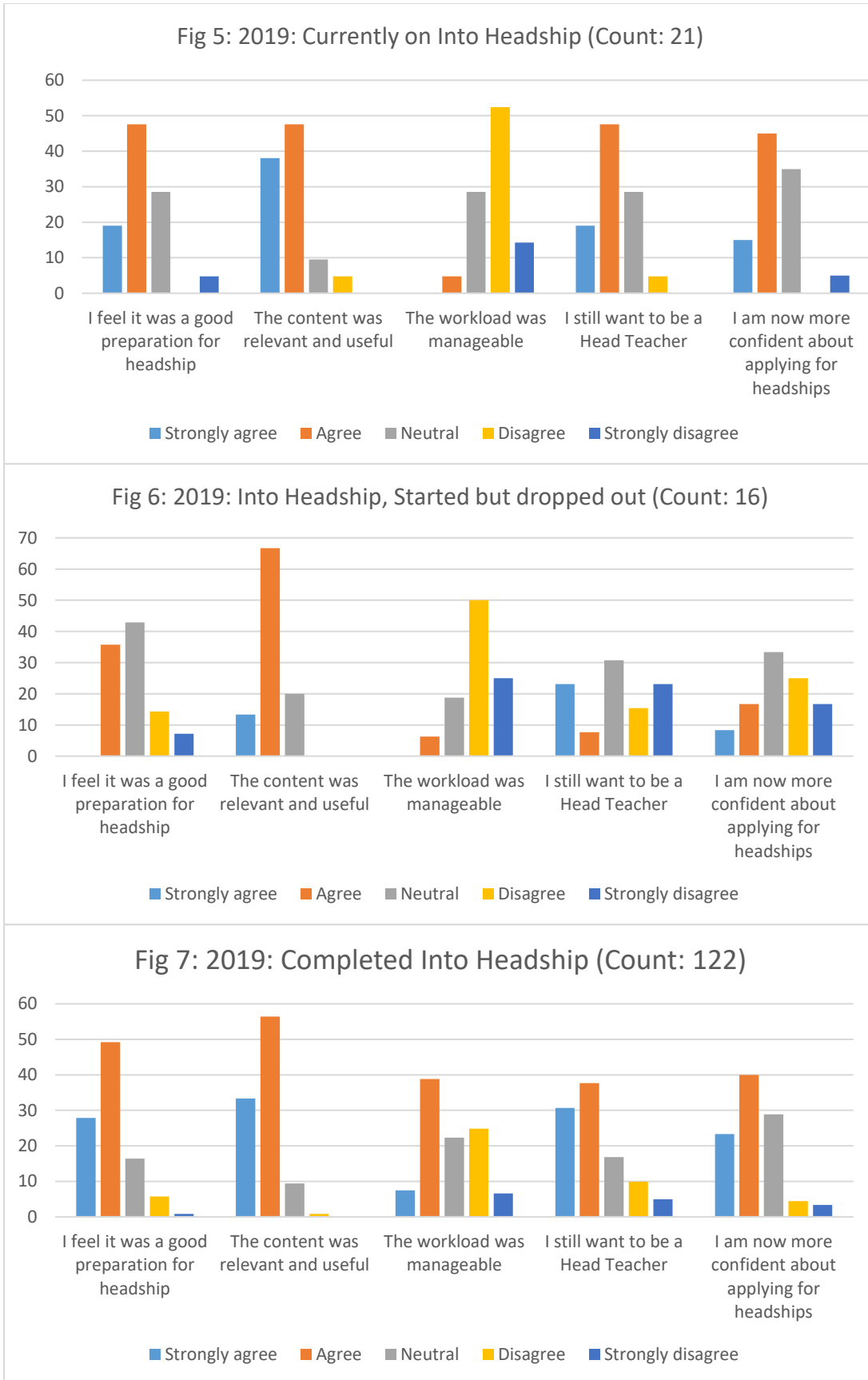
Response statements:

- "I feel it was a good preparation for headship"
- "The content was relevant and useful"
- "The workload was manageable"
- "I still want to be a Head Teacher"
- "I am now more confident about applying for headships"

The vast majority of those who had completed the programme, or were currently undertaking it, either 'agreed' or 'strongly agreed' with the four of the statements above. The exception was statement three ("The workload was manageable") where the vast majority of those still undertaking the programme 'disagreed' or 'strongly disagreed' with the statement. Those who had completed the programme were less negative about this statement but considerably less positive than they had been about the other four statements.

To see the distribution of responses see figures 5-7 on page 12.

Fig 5: 2019: Currently on Into Headship (Count: 21)

Fig 6: 2019: Into Headship, Started but dropped out (Count: 16)

Fig 7: 2019: Completed Into Headship (Count: 122)

# Scottish National Standardised Assessments (SNSAs)

This was a new question for the 2019 survey. Members were asked to respond to five statements and were then invited to offer any other comments on their SNSA experience. The response statements and the invitation were intentionally broad to allow members to express all and any views.

The response statements:

- "SNSAs are useful"
- "SNSAs provide information we would not otherwise have"
- "SNSAs help inform teacher judgement about pupil progress"
- "SNSAs help inform consistent teacher judgements from school to school"
- "SNSAs add significantly to workload"

The majority of members felt that SNSA's were useful and that they helped to inform teacher judgement about pupil progress. A smaller majority agreed that SNSAs could support consistent teacher judgements from school to school.

A majority indicated that SNSAs did not provide information that schools would not otherwise have. A significant majority agreed or strongly agreed with the statement "SNSAs add significantly to workload".

Fig 8: SNSA views: 2019
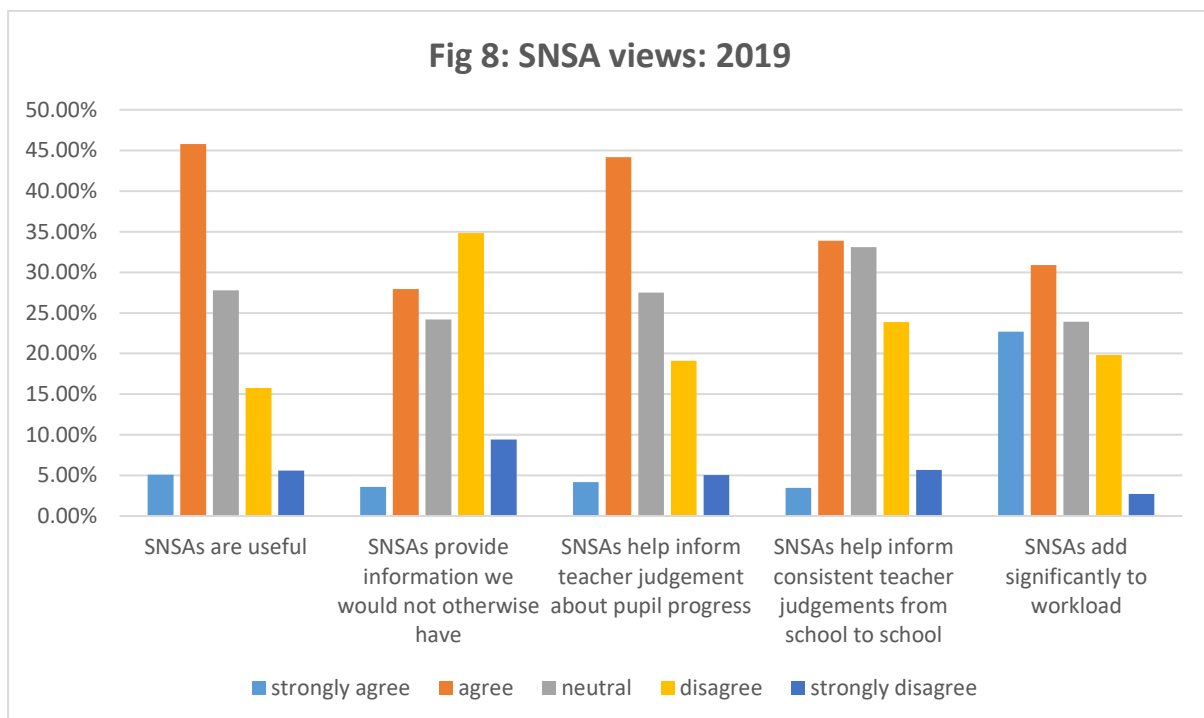
In addition, 480 members chose to leave additional comments. These covered many themes (and 31 pages of A4 paper). All responses were wholly negative except:
- 12 comments were entirely positive.
- 11 comments included positive statements along with negative comment.
- A further 6 specifically noted that while positive about P4&7 assessments, they were negative about P1 assessments.

Of the remaining 451 responses (all of which were negative):
- 188 comments were negative about P1 assessments specifically.
- Existing assessments used in some areas were seen to be more appropriate for pupils and provided more useful information for staff.
- ICT challenges were huge for some schools "*In a school like mine, with no ICT suite and no wifi, the roll-out was an absolute nightmare!*"
- There were many comments about the administration of tests using up management time or support staff time and about the results being of little or no value.

Note: These comments largely relate to the first year of SNSAs.

Several members expressed concern about the unintended consequences of the assessments might be. These included: teaching to the test, inaccurate results skewing data, widening the gap, ability-setting and over-ruling teacher judgement. However, there was only one comment which suggested that any of these fears were already materialising.

Regional Improvement Collaboratives

With the advent of RICs we wanted to get an insight into the degree to which members were aware of developments in their area as well as to what degree they were engaging with their RIC. Clearly, this data will be more valuable at RIC and Local Authority levels to identify whether there are some areas where communication approaches or engagement with schools is less effective. At the National level it is worthy of note that:

- Over 60% of responses indicated agreement or strong agreement with the statement "I am aware of developments in my RIC".
- It is curious that 20% gave a neutral response – perhaps indicating some uncertainty about the extent of their knowledge about RIC developments.
- Under 19% appear to have little or no awareness of developments in their RIC.
- Those indicating that they are engaged in work relating to the RIC ('agree' or 'strongly agree' amount to 25%.

Fig 9: RICs - Views 2019
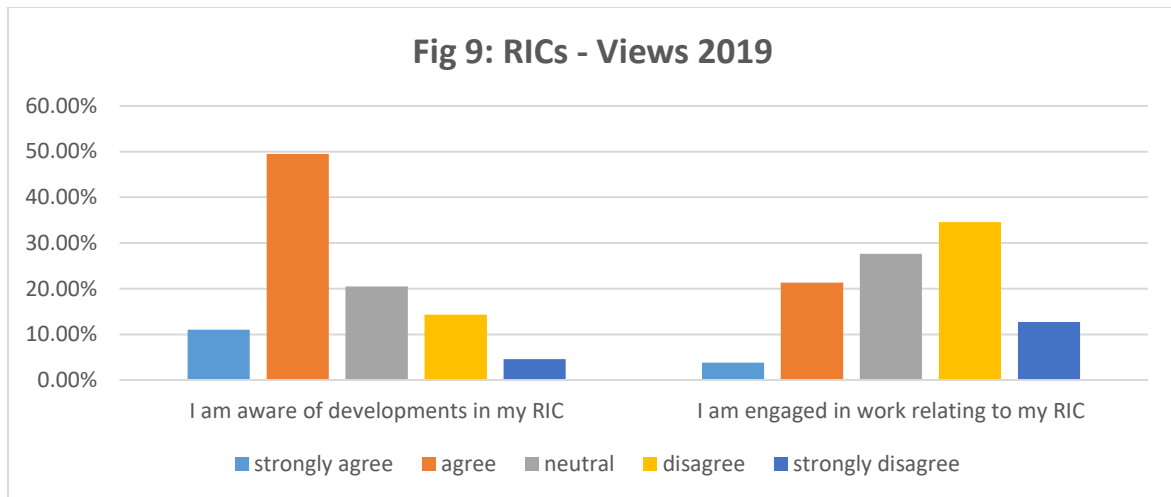
Empowering Schools agenda

We want to track members' experience of this agenda over time. Additional data gathered from subsequent surveys will assist us in doing this.

The information provided in response to the 2019 survey suggests that many members are starting to see some change in their authority in response to the empowering schools agenda:

Fig 10: I see movement in my local authority to support the Empowering Schools agenda
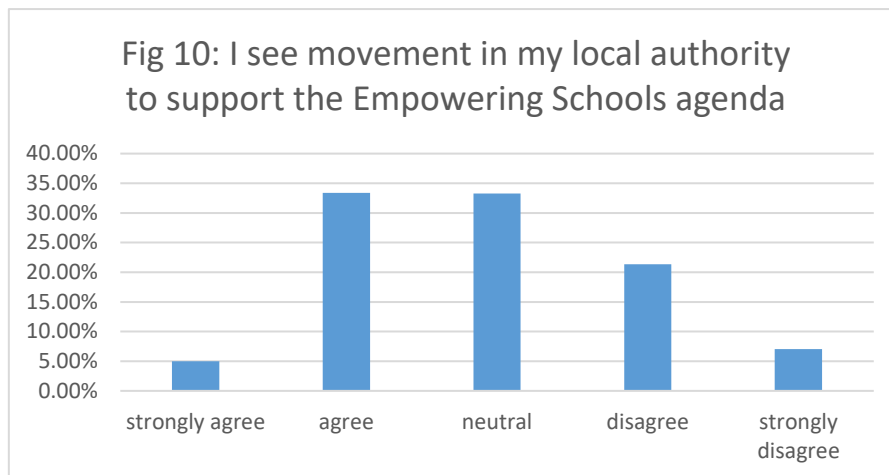
However, the comments made by members about the empowerment agenda were rarely positive:
- "The empowering schools agenda feels like trying to get already stressed, busy people to take on more responsibilities…something else has to be taken away."
- "Empowering schools – when and what with? My workload is unmanageable as it is."
- "If we are to feel empowered, we need resources to do so. There is a limit to what we can do without funding and adequate staffing."
- "More cuts at the centre mean more responsibility is placed on HTs rather than empowering schools in a meaningful way."
- "Empowerment is a double-edged sword but I would welcome greater decision making. I have found PEF hugely rewarding for my school."

Table 4: 2018, Hours by age

Age range	Average hours	Number in group	Make up (over 60hrs)	High hours	Change 2017-18
25-34	52.9	61	HT – 14 (7) DHT – 29 (8) PT – 18 (1) Other – 0	60+ = 16 As percentage of group = 26.2%	- 0.4%
35-44	54.7	302	HT – 177 (68) DHT – 86 (20) PT – 34 (8) Other – 5 (2)	60+ = 98 As percentage of group = 32.5%	+ 4.8%
45-54	55.2	441	HT – 323 (135) DHT – 83 (26) PT – 25 (6) Other – 10 (2)	60+ = 169 As percentage of group = 38.3%	+ 1.9%
55-64	55.4	178	HT – 133 (49) DHT – 30 (9) PT – 9 (2) Other – 6 (2)	60+ = 62 As percentage of group = 34.8%	- 1.9%

Table 5: 2017, Hours by age

Age range	Average hours	Number in group	Make up (over 60hrs)	High hours	Change 2016-17
25-34	53	64	HT – 14 (3) DHT – 33 (10) PT – 17 (4) Other – 0	60+ = 17 As percentage of group = 26.6%	+ 7.6%
35-44	53.9	300	HT – 175 (57) DHT – 96 (19) PT – 28 (6) Other – 1 (1)	60+ = 83 As percentage of group = 27.7%	+ 1.7%
45-54	55	398	HT – 347 (132) DHT – 28 (10) PT – 16 (2) Other – 7 (1)	60+ = 145 As percentage of group = 36.4%	+ 5.4%
55-64	55.4	195	HT – 156 (59) DHT – 29 (10) PT – 5 (2) Other – 5 (1)	60+ = 72 As percentage of group = 36.9%	+2.9%

Table 6: 2016, Hours by age

Age range	Average hours	Number in group	Make up	High hours
25-34	52.9	54	HT – 12 DHT – 30 PT – 11 Other – 1	60+ = 10 As percentage of group = 19%
35-44	54	290	HT – 159 DHT – 96 PT – 18 Other – 16	60+ = 76 As percentage of group = 26%
45-54	54.6	381	HT – 288 DHT – 59 PT – 21 Other – 12	60+ = 118 As percentage of group = 31%
55-64	55.15	225	HT – 174 DHT – 34 PT – 7 Other – 10	60+ = 77 As percentage of group = 34%

Table 8: 2018, 'What would make your role more manageable?'

Rank	Issues in 2018	Number of responses
1	Reduction/removal of class cover (NCCT & Absence)	353
2	Reduction in paperwork/e-mails/bureaucracy (inc GIRFEC)	319
3	More management time/protected management time/more management staff	306
4	More support/clerical staff	216
5	Being fully staffed	211
6	Proper support for inclusion/adequate support for ASN pupils	181
7	Less time spent on previously central roles (HR, premises, etc)	158

Table 9: 2017, 'What would make your role more manageable?'

Rank	Issues in 2017	Number of responses
1	Reduction/removal of class cover (NCCT & Absence)	396
2	More management time/protected management time/more management staff	320
3	Reduction in paperwork/e-mails/bureaucracy (inc GIRFEC)	310
4	Proper support for inclusion/adequate support for ASN pupils	208
5	Stability in National policy/time to consolidate	167
6	More support/clerical staff	141
7	Being fully staffed	140

Table 10: 2016, 'What would make your role more manageable?'

Rank	Issues in 2016	Number of responses
1	Reduction/removal of class cover (NCCT & Absence)	471
2	Reduction in bureaucracy (inc GIRFEC)	371
3	More management time/protected management time/more management staff	323
4	More support staff or clerical staff	165
5	Clearer/more stable direction from HQ/National	163
6	Return non-education roles to HQ (mainly HR and Buildings)	143
7	Proper support for inclusion (right staff/right setting)	141

Table 12: 2018 'If you could change <u>one</u> thing…'

Rank	Issues in 2018	Number of responses
1	Less Bureaucracy/paperwork/email (inc GIRFEC)	259
2	More time on L&T with pupils and staff	159
3	Protected management time/larger management team	142
4	More realistic workload/remit	126
5	More supply/not doing NCCT	111
6	Remove formerly central roles (mainly HR and buildings management)	106
7	Support for ASN Pupils	72

Table 13: 2017 'If you could change <u>one</u> thing…'

Rank	Issues in 2017	Number of responses
1	Less Bureaucracy/paperwork/email (inc GIRFEC)	246
2	More supply/not doing NCCT	169
3	More time on L&T with pupils and staff	168
4	More realistic workload/remit	132
5	Protected management time/larger management team	124
6	Support for ASN Pupils	89
7	Remove formerly central roles (mainly HR and buildings management)	66

Table 14: 2016 'If you could change <u>one</u> thing…'

Rank	Issues in 2016	Number of responses
1	Less Bureaucracy (inc GIRFEC)	281
2	More supply/not doing NCCT	154
3	Protected management time/larger management team	120
4	More time on L&T with pupils and staff	106
5	Remove formerly central roles (mainly HR and buildings management)	86
6	Appropriate staff/setting for pupils (if presumption of mainstreaming is to remain it must be staffed – behavioural issues)	73
7	More consistency and clear guidance at national and LEA levels	47

Table 17: 2018: "What would make your role more manageable?" by role

	All	HT	HT multi	DHT	PT
Less class cover - NCCT & Absence	1	3	4	1	1
Reduction in paperwork/e-mails/bureaucracy (inc GIRFEC)	2	1	1	2	3
More management staff or time/return management time to what it was	3	2	2	3	2
More support/clerical/admin staff	4	4	2	6	7
Being fully staffed/vacancies filled promptly	5	5	7	5	4
Proper support for inclusion and/or adequate ASN provision (inc. removal of Named Person)	6	7	8	4	7
Less time spent on things previously HR/central (recruitment, premises management, etc)	7	6	5	9	9
Clearer/more stable direction/support from HQ/National (consolidation)	8	8	7	8	5
More staff	9	9	12	7	5
Having only one school	17	17	6	17	10

Table 18: 2018: "If you could change <u>one</u> thing…" Prioritisation by role

	All	HT	HT multi	DHT	PT
Less bureaucracy/paperwork (inc GIRFEC)	1	1	1	1	1
More time on L&T with pupils and staff	2	2	10	6	5
Protected management time/More management team	3	3	4	4	2
More realistic workload/remit	4	4	5	2	4
More supply/Not doing NCCT	5	5	6	3	3
Not doing central roles (HR, Buildings, etc)	6	6	2	12	-
Support for ASN pupils (support staff/ specialist input/flex to use unspent budget to support)	7	7	6	5	7
More staff/being fully staffed	8	8	-	10	6
More admin support/Dedicated GIRFEC person	9	9	9	10	9
Support from HQ - regular and real	10	10	10	7	8
Being able to focus on only one establishment	14	14	2	16	9