

Scottish Survey of Literacy and Numeracy Review

1. Introduction

1. The primary objective of the SSLN is to monitor national performance in literacy and numeracy for school pupils in P4, P7 and S2 in alternate years and over time. To date, there have been four survey cycles, with the results of two numeracy surveys and one literacy survey published and the results of the second literacy survey due to be published in spring 2015.

2. The current survey model is designed to report only at the national level, with breakdowns including gender, deprivation and curriculum organisers. However, recently there has been an appetite to investigate the feasibility of producing local authority level results, in order to produce results more relevant at a local level.

3. This paper aims to set out some of the issues and implications of altering the survey model to be able to report at a local authority level, with consideration given to the additional time, resources and costs that would be required.

2. Current survey design

1. All mainstream schools are currently invited to participate in the SSLN and pupils are selected using a disproportionate stratified random sample, with a fixed number provided per school. The overall target of 4,000 pupils per stage is based on two pupils per stage in primary schools (P4 and P7) and twelve pupils at S2, with the aim of producing estimates with a margin of error of +/- 2 percentage points for the main national estimates.

2. This design has provided an effective sample size of around 10,000 to 11,000 pupils overall across the three stages for national reporting of numeracy or literacy reading in the published surveys. In literacy survey years, 50% of pupils also complete the writing element and 40% complete the group discussion element of the survey, meaning the sample sizes for these tasks are considerably smaller.

3. The survey design means the number of pupils sampled per local authority in the SSLN is dependent on the number of participating schools in each authority. For the 2013 numeracy survey, the number of pupils sampled in local authorities ranged from around 300 per stage in Highland and Glasgow City to around 100 per stage in twenty local authorities.

3. SSLN 2013 results by local authority

1. The reliability of authority level reporting based on the current survey design was investigated by producing analysis of five LA examples from the 2013 numeracy results. These were Glasgow City, Highland, Fife, Stirling and West Dunbartonshire. Attainment results, as well as gender and deprivation breakdowns, were calculated for each of these authorities. The standard error was also calculated to provide a measure of the variation in the data, i.e. how each observation differs from the mean. The technical design document for the SSLN sets out the aim of producing estimates with a margin of error of +/- 2 percentage points for the main national estimates. Standard errors are used to produce confidence intervals, which show a range of values within which one can reasonably be confident the actual value would lie if all pupils were assessed.

2. The numbers of pupils who completed the assessments were smaller than the intended sample sizes across all authorities due to respondent attrition caused by absences, withdrawals and non-responding schools. In Glasgow City, which had the highest number of pupils who completed the survey, a total of 761 pupils completed the full suite of three numeracy assessments and were included in the final analysis (233 pupils at P4, 234 at P7 and 294 at S2).

3. When reporting overall attainment for Glasgow City and attainment by gender, the calculated standard errors for all stages were around three times higher than the equivalent errors in the Scotland level reporting and greater than the target error of +/- 2 percentage points, meaning there is a higher

level of variation in the data. This results in wider confidence intervals indicating a greater uncertainty around the attainment estimates, so reliable conclusions cannot be drawn from the data. When displaying attainment by deprivation category, the standard errors were considerably higher, with many categories showing a standard error greater than 8 percentage points as a result of the small number of pupils in the least and middle deprivation categories in each stage. Some results are included in Annex A.

4. The issue of small sample size was more evident when analysing results for the smaller local authorities of Stirling (212 pupils across the three stages) and West Dunbartonshire (185 pupils) respectively. The standard errors across all attainment results and breakdowns for these two authorities were high, with the deprivation breakdowns also leading to very small numbers of pupils in each category and very large errors.

5. Due to the sample sizes of the current survey model producing local authority estimates on this basis would result in estimates based on small numbers, particularly for the deprivation categories, and have large margins of errors. These estimates could not be considered reliable, and indeed are misleading, so would not be appropriate for publication or for authorities to use.

4. Scottish Survey of Achievement (SSA) local authority reporting

1. Between 2005 and 2008, the SSA provided local authority level reporting of pupil attainment in the written assessments. To reduce the burden of the survey in schools nationally, only half of the 32 local authorities were selected to provide samples for authority level reporting in 2005, with the other half being reported in 2006. Sample sizes of around 400-450 pupils per stage (P3, P5, P7, S2) were drawn in reporting authorities, with around 27,000 pupils completing assessments in each of these years.

2. For 2007 and 2008, the survey moved to an opt-in approach to receiving authority level reporting, with 22 and 20 authorities choosing to opt for this in each year respectively. For those authorities, samples sizes were aimed to be around 450 pupils per stage, with smaller samples taken from the non-reporting authorities. The overall intended sample size for these years was around 50,000, with the survey completed by just under 40,000 pupils in these years.

3. Authority level reports were produced to the same timescales as the national report; however the data analysis work was contracted out to Assessment Europe before being passed to EAS to produce the publication and tables. Local authority tables were published as part of the SSA supporting evidence documents with authority reports also provided directly to the respective LAs.

4. The SSA sample sizes, whilst much larger than the current SSLN samples, were not designed to be able to detect significant gender differences at authority level so gender breakdowns were displayed for information purposes only, with high standard error values. Publication of statistics such as these is potentially misleading and not advisable under the now published Code of Practice for Official Statistics. Increasing the scale of the survey in order to be able to improve the accuracy of local estimates was considered for the 2009 SSA. This would have resulted in a substantial increase in the sample size to around 1,000 to 2,000 pupils per stage per authority to reduce the margins for error. In some authorities it would have required all pupils to participate. However, it was decided that an increase in the sample of the magnitude required was not feasible as the perceived burden it would place on schools was judged to be unacceptable. There were also concerns that the scale of such a survey would be close to national testing. The decision was taken that the SSA 2009 would become a national only survey, and 13,000 pupils completed the survey across the four stages assessed with results only published at Scotland level.

5. If the SSLN was to start to produce local authority estimates, it would need to be considered as to whether this would be at the overall attainment level or whether it was required to detect significant differences in the gender and deprivation breakdowns. There would be cost and resource implications for either of the approaches. In addition it may not be possible to draw sample size large enough to produce robust estimates of the deprivation level breakdowns in the smaller authorities.

5. Considerations and implications of changing SSLN

1. If the SSLN was to proceed with authority level reporting, in addition to the sample sizes issue discussed above, detailed consideration to a number of other factors would be required.

5.1 Survey Purpose

1. Any move towards producing local authority level results would require a change in the underlying survey purpose as set out in the policy criteria document, which states that the survey 'will not report at local authority or school level where teacher-led assessment will continue to be the main means of assessing young people until the end of S3'. The implications of the change to this purpose would need to be considered as reporting local authority level data would likely lead to comparisons between authorities and possibly league tables. In addition, highlighted relative poor performance in a local authority may lead to reluctance from schools to engage with the survey if it is perceived that poor performance will lead to criticism.

2. Consideration would also need to be given to what use the authorities would make of the results. Whilst authority level reporting could be used to aid benchmarking against other local authorities or Scotland, it must be remembered that the SSLN reporting categories only refer to performance in the survey and are not meant to be used for general classroom reporting of performance.

Main issue

- **Changing SSLN to provide local authority data would require a considerable shift in the survey ethos.**

5.2 Survey model

1. As the SSLN survey sample size and data collection model was created specifically to report national estimates, a major concern is that this is not the most appropriate model for producing authority level results and other models may need to be considered. There is a danger that simply scaling up the current model would at some point lead to issues in manageability, deliverability and school and local authority cooperation. However, any change in survey design may have implications for the comparability of the national results over time, which is a key feature of the current SSLN.

2. Any authority level reporting would need to be on an opt-in basis, where LAs agree to fund boosted samples to meet the requirements for reporting at that level. For some smaller local authorities opting in would result in providing samples close to a census of pupils at that stage with the time and resource implications this would cause.

3. If a scaled up version of the current model where all schools participate was assumed to be used then there would be work required to identify the minimum numbers threshold for a school to be required to participate. Currently in primary stages this is set at two pupils, and five at S2, but if the sample size required from a school increased the minimum numbers required would also likely increase. As a result, there may be an increased proportion of schools in rural areas that would not have sufficient pupils to be required to participate. Omitting such schools could possibly bias the survey sample towards larger urban schools and impact on authority level reporting.

Main issues

- **Survey model only designed to report at national level and unlikely to be fully scalable.**
- **Smaller local authorities would need to provide a very high proportion of pupils in each stage for assessment.**

5.3 Survey Components

1. Consideration would need to be given to whether all components of the surveys could feasibly be scaled up successfully as there would be challenges specific to numeracy and literacy due to the respective designs. The numeracy survey consists of two written booklets and a pupil teacher interaction, with the survey results consisting of an aggregation of marks from all three. Whilst, it may be realistically possible for a class to all complete written booklets at the same time, the pupil teacher interaction element would be more difficult for schools to organise and resource on a larger scale.

2. The reading component of literacy surveys consists of a written booklet and an online component. The online component has been problematic in some local authorities in both literacy survey years thus far, so increasing the sample size would likely lead to further access issues unless these LAs upgrade their IT infrastructure. SQA would also need to ensure that their server capacity could also cope with an increased demand for online activity. If it was decided that not all elements of the numeracy or reading were feasible at an authority level, then there would be an issue that the authority reporting would not be based on the same components as the national reporting and would not be on the basis of an assessment of the full suite of reading Experiences and Outcomes.

3. Collecting writing scripts for authority level reporting would result in extra work for teachers sourcing the examples and a substantial increase in number of scripts to be marked by SQA assessors. This would either require a greater number of assessors to be recruited and subsequently trained, or the same number of assessors marking a much larger amount of scripts with additional time required. For the 2014 survey, the timescales for marking and coding the writing data were extended due to the high level of processing required to scan and batch the scripts for assessors. A possible improvement to the process would be to request the writing scripts in a standardised format that could be readily scanned, which would allow the scanning work to be contracted out. However, this would place an additional burden on schools by requiring pupils to complete the writing in the correct format.

4. Group discussion would provide similar challenges to writing in that any increase in sample size would result in the need for additional support assessors to perform the assessments in schools, with the feasibility of recruiting more support assessors and the logistics of organising discussions for a greater number of pupils, likely to be challenging and a burden for schools.

5. Currently one additional pupil in each primary stage and two at S2 are involved in completing a survey pre-test, where items are trialled prior to use in future surveys. As the survey has an item release and replacement policy, where a small proportion of items are released after each survey cycle, it is important to be able to test these items and ensure they work as expected. A larger sample size for the main survey would reduce the number of pupils available to be involved in the pre-test, particularly in small schools. A reduction in the ability to pre-test would potentially have a negative impact on the quality of items being added into future surveys.

6. The survey is currently conducted in schools between May and June each year. Completing any of the survey components on a larger scale would place a high burden on school resources, particularly at a time of year where schools are already within a busy assessment period,

7. Any larger pupil sample would also cause additional work for LA ScotXed Coordinators who would require a longer period to match pupil IDs to pupil names and issue these to schools. There would also be additional work involved in providing replacement samples to authorities as there would likely be an increase as a result of the larger samples.

Main issues

- **Components of the current survey would be very challenging for schools to complete on a larger scale particularly during an already busy assessment period.**
- **A significant increase in the number of writing assessors and group discussion support assessors would be required.**

5.4 Task development/allocation

1. Currently in the SSLN, there are a set number of tasks and booklet combinations in numeracy, reading and group discussion. Scaling up the number of pupils in the survey would result in greater exposure of these items and tasks than in the current SSLN design and could lead to challenges.
2. We would need to consider whether the current booklet allocation design of pupils in a school completing different combinations could be continued as in theory a larger schools could be exposed to all survey materials within a stage. This could compromise the security and integrity of the survey if schools are aware of the possible content.
3. The item release and replacement strategy may need to be broadened to replace a higher proportion of contents after each survey cycle. This would have implications for the time series element of the survey results and would also cost more time and money in task development work. Also, as previously mentioned, an increased sample size limits the ability to pre-test items alongside the main survey.

Main issues

- **A wider exposure of SSLN items and materials may compromise the security and integrity of the survey.**
- **The item release and replacement strategy may need to change, with a subsequent impact on the time series analysis.**

5.5 Administration

1. Printing and distribution of a larger number of assessment materials would need to be started earlier in the year to meet any increased sample. Larger storage facilities may be required to house and collate these materials.
2. As the assessment booklets are allocated to pupils using a spiral design, SQA have to manually pick the booklet combinations to provide to schools and a larger sample size would result in this task taking significantly longer. SQA have previously checked whether this process could be automated but were informed it was too complex. This would impact on the allocation of numeracy and reading booklets and group discussion tasks which have to be sent to schools.

Main issue

- **Likely to be a significant increase in time take to collate booklet combinations for distribution.**

5.6 Data coding and analysis

1. Schools may require a longer timeframe to complete the survey if they have to provide larger sample sizes for assessment, particularly if they have to complete several components, so this may result in a later start to the coding process.
2. A higher number of booklets returned would result in more coders being required to process the data to be able to achieve timelines similar to the current survey cycle. This will result in increased training and associated costs for SQA, as well as potentially requiring a bigger office to host the coders.
3. The process of loading the data files into the EAS processing system would be extended as, with more data, the number of upload and subsequent validation errors would likely increase. This will result in considerably more work for SQA staff to manually check and correct these errors.
4. If EAS was to be handling larger datasets from the SSLN then more SQL knowledge would be required in the team to improve the resilience of the processing system. This is currently heavily reliant on an individual from the ScotXed team but it would be sensible for the SSLN team to have a

team member with specialised SQL knowledge or a formal agreement with ScotXed around support. It would also be worth considering if any parts of the process could be automated to improve efficiency.

5. For authority level results, individual local authority based weights would need to be calculated by EAS. While the SAS code used to produce these weights would be broadly similar, this would require additional time to calculate for all 32 LAs. A rough estimate would be an additional 4 days' work for numeracy attainment data and 7 days for literacy attainment data (3 components to be calculated separately for each authority).

6. Overall, the time taken for SQA to code all the response data and for this to be received and uploaded by EAS would likely be significantly extended, even taking account of any additional staffing resources.

Main issues

- **Substantial increase in temporary staff would need to be recruited to code the assessment data, with associated training costs and resources.**
- **Validation checks of the data would increase in number and would take significantly longer and weighting process would need to change to calculate weights for each authority.**

5.7 Report production

1. The survey results are normally published about a year after the survey is sent to schools. Increasing the sample size to allow authority level reporting would increase the timeline needed for the coding, validation, analysis and quality assurance parts of the process so it would be incredibly difficult to produce LA results to the same timescale.

2. However, publishing LA results separately later, and over a year later than first collected would impact on the relevance of the results.

Main issue

- **Producing LA results would make it very difficult to maintain the current timeline of publishing results within a year of the survey taking place.**

5.8 Costs

1. It is estimated that the current overall annual costs of the SSLN are around £1.7 million. This is split between funding SQA for administration of the survey, covering the cost of having support assessors in the 2014 literacy survey, EAS staffing costs and cost of compliance for schools participating in the survey.

2. SQA have provided rough estimates of possible costs based on increasing the sample size of the current survey model for indicative purposes only. In a numeracy survey, the biggest increases in cost would stem from the need to hire additional coders that would be required to code the larger amount of data and renting a suitable venue to use for the coding process. There would also be a substantial increase in staffing costs for the SQA team and the production of assessment materials amongst others.

3. For the literacy survey, the biggest increase in costs would relate to the assessment of writing scripts, as teachers are paid to perform this exercise, and providing compensation to schools for the release of support assessors for the group discussion assessments. Similar to numeracy, there would be additional costs related to hiring coding staff and venue, SQA staffing costs and also production of materials amongst others.

4. There would be an increase in EAS staffing costs in order to ensure the team had suitable staffing resources to cope with an increased survey. Finally, there would be a significant increase in the

resource cost of completing the survey in schools, with more teachers required to supervise the completion of the surveys.

5. As costs would be highly dependent on the survey model selected and the sample size required to achieve the desired level of accuracy, it is not possible to provide a more accurate estimate of costs.

Main issue

- **Any move to local authority results would have substantial cost implications for SQA, EAS and schools.**

EAS

November 2014

Annex A – Local authority SSLN 2013 results

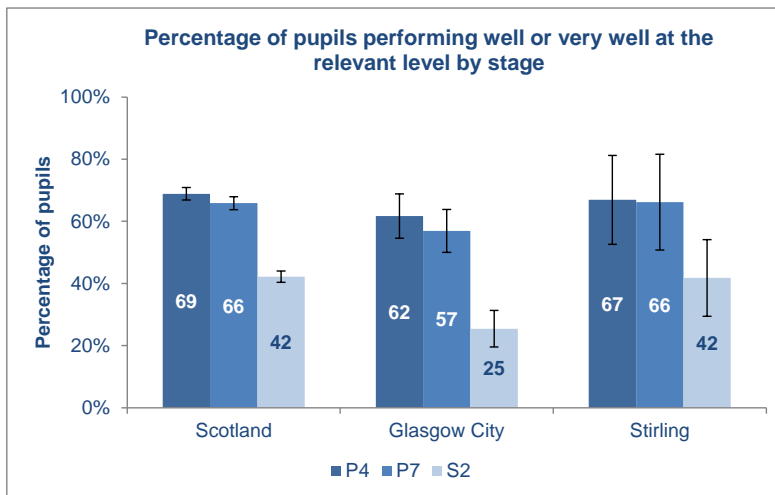
Some local authority results from the 2013 numeracy survey are provided below for illustrative purposes only. Overall attainment at each stage, defined as the percentage of pupils performing well or very well, is displayed for Scotland (as published in April 2014), Glasgow City and Stirling. The Scotland analysis

is based on effective sample sizes of 3,411 pupils in P4, 3,460 in P7 and 3,690 in S2. Glasgow City was the local authority with the highest number of pupils completing the 2013 survey, with the results based on 233 pupils at P4, 234 at P7 and 294 at S2. Stirling was chosen as an example of a smaller local authority, with results based on 74 pupils at P4, 67 at P7 and 71 at S2.

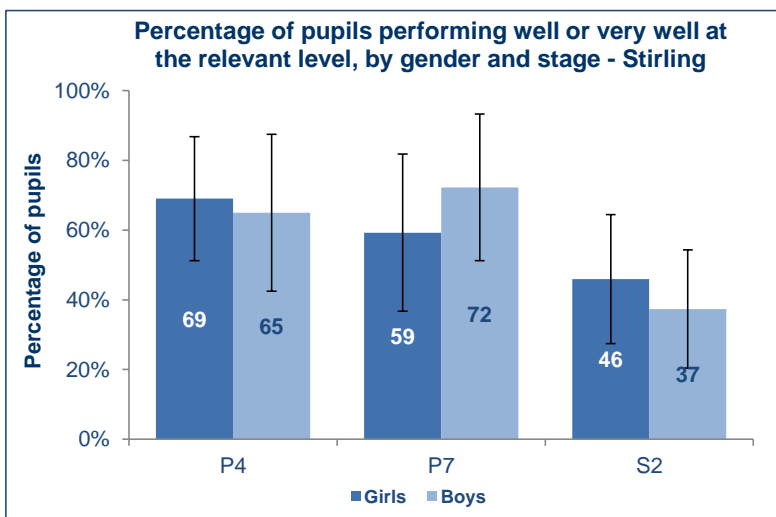
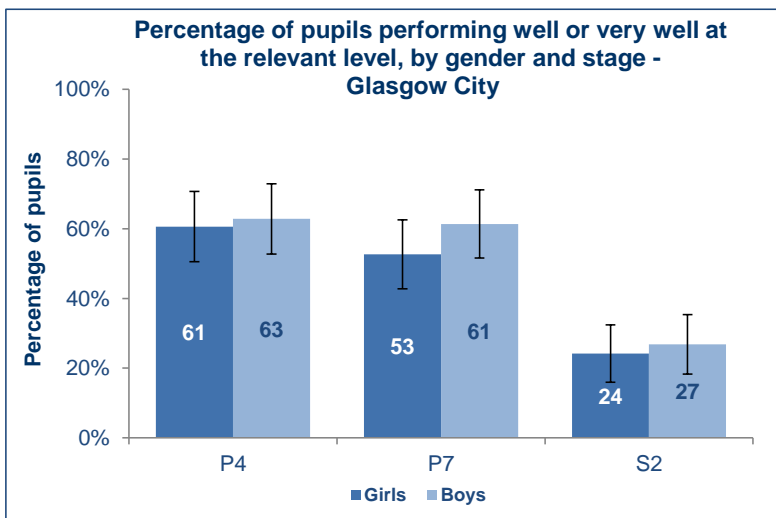
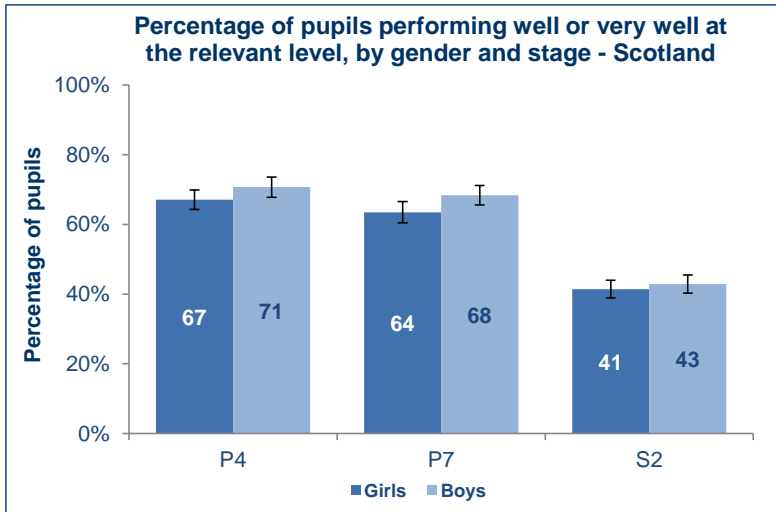
In section A1, the percentage of pupils performing well or very well at each stage is displayed for Scotland, Glasgow City and Stirling on the same chart. In sections A2 and A3, attainment by gender and by deprivation for Scotland, Glasgow City and Stirling are presented on separate charts.

The results show the larger confidence intervals around the local authority estimates compared to the overall Scotland estimates. The uncertainty around the Glasgow City and Stirling increases in the gender and deprivation breakdowns, highlighting that reliable conclusions cannot be drawn from these data.

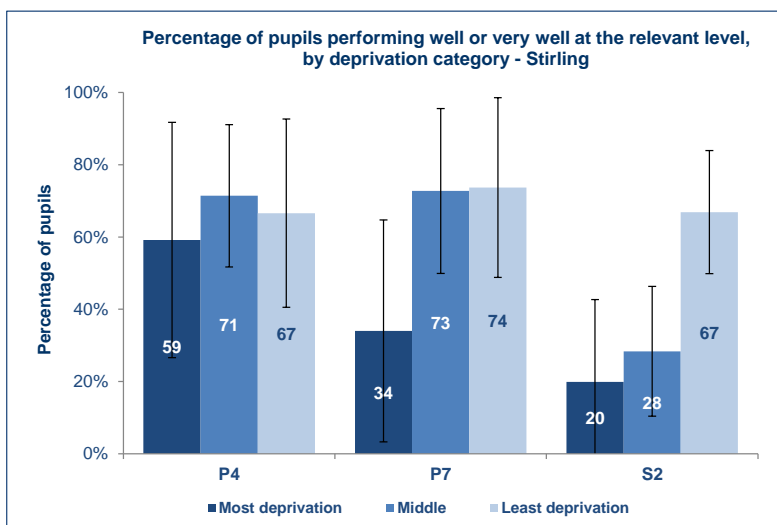
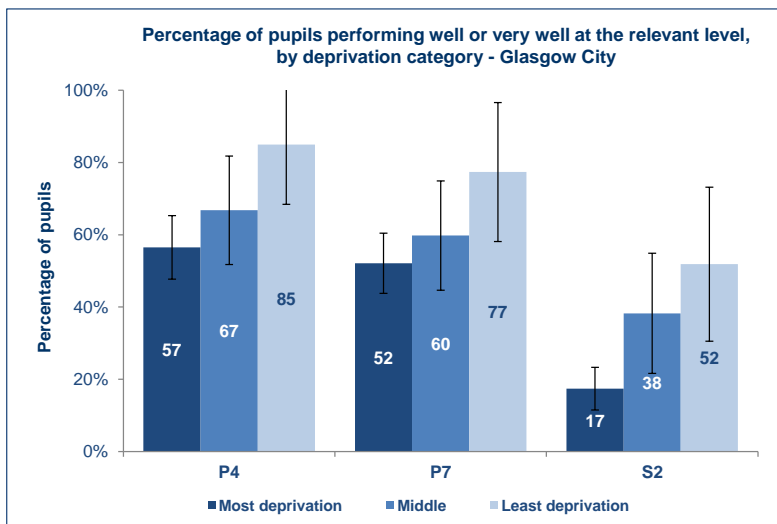
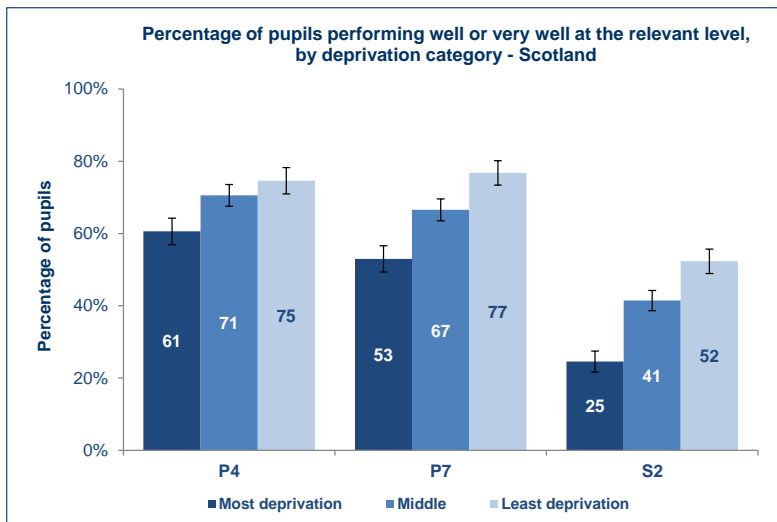
A1 Overall attainment



A2 Attainment by gender



A3 Attainment by deprivation category



Annex B

SSA 2009+

Local Authority Level Collection of Pre-NQ Attainment Data

Purpose

This paper sets out a number of issues relating to the collection of attainment information on pupils in the primary and early secondary prior to National Qualifications at the level of Local Authority. The paper sets out a potential strategy to address these. It is intended to compliment the development of single outcome agreements and to address the immediate concerns around the move to a national only survey in 2009.

Background

It has been agreed by the Cabinet Secretary that in 2009 the SSA will become a national only survey of pupil attainment. In previous years the SSA allowed reporting at authority level for a subgroup of LAs in each year. In each of 2005 and 2006 sixteen authorities were selected covering all 32 across the two years. In 2007 and 2008 authorities chose to opt-in for local reporting if required.

The decision to collect national only data in 2009 is a result of two separate workstreams. The introduction of Curriculum for Excellence in 2010 required a review of the content and operation of the SSA to reflect the change in curriculum content and the increased emphasis on literacy and numeracy. In order to prepare for 2010 the cabinet secretary agreed that the 2009 survey would be kept to a minimum. In particular this meant reducing the sample size to free space for pre-testing new CfE based test material.

Following the election of the new administration the government has agreed a concordat with Local Authorities designed to free up local authorities to focus on their own priority areas within a national framework of outcomes without being constrained by overly prescriptive central government requirements. This led to the introduction of a set of local Single Outcome Agreements (SOA). These agreements between the government and each individual authority contain a set of performance indicators against which each authority will measure its success in achieving its local outcomes and its contribution to the overarching national outcomes. In each SOA authorities are expected to show year on year progress against agreed targets.

The implication for the SSA of the concordat was that in order to be included in the performance indicators the SSA would be required to detect year on year change in the levels of pupil attainment within each authority. To do this the sample size within each authority would need to be increased in order to increase the accuracy of the local attainment estimates. In order to achieve margins of error in the region of +/- 2 to 3 percentage points all schools would be required in most authorities and in the region of 1,000 to 2,000 pupils per stage would be required¹. This is an increase from around 400 pupils in previous years giving margins of error in the region of +/- 8 points. In terms of the total roll, 1,000 pupils per authority would be approaching two thirds of the pupils available in a stage and in around a third of authorities it would require all pupils to be selected. In total over 120,000 pupils would be required for the SSA, more than doubling the scale of the largest SSA previously run, and leaving no additional capacity for pre-testing 2010 material.

Decision

An increase in the scale of the SSA of the magnitude required was not acceptable as it would create an unacceptable burden on pupils, teachers and schools, it would not leave any capacity within the system for pre-testing 2010 material and it would bring the scale of the SSA close to being a national test along with the associated problems of this approach (i.e. teaching to the test, narrowing the curriculum, league tables)

It was decided therefore that for 2009 the SSA would be a national only survey.

¹ This is assuming a simple random sample of pupils within each authority meaning that all schools are likely to be included. Maintaining our existing two stage sampling approach would be less efficient as it would require almost all pupils to be included, and would most likely results in almost all schools being selected anyway.

However consideration must be given to whether central government should support the collection of pre-national qualification data at the local authority level and if so how this should be achieved.

Need for LA level pre-NQ attainment data

During the drafting and agreement of the SOAs direct discussion with authorities on the specifics of the SSA has not taken place. SSA decisions were made on the basis of securing the national survey with the assumption that the provision of local data would be addressed through the SOA process. The decision to move to a national only survey has not been consulted on with authorities.

Evidence from the draft SOAs produced by each authority shows a clear desire within the group of authorities to gather information at the local authority level on pre-NQ attainment. With the exception of the following specific authorities all have included local indicators related to (we assume) their own local collections of 5-14 data or some equivalent. The following authorities are notable exceptions;

- Dumfries & Galloway, East Dunbartonshire, Midlothian, Orkney, Borders – all have stated in their SOA that they will use the SSA to monitor pre-NQ attainment
- Argyll and Bute – have stated that attainment is not a local priority so have set no local indicator on pre-NQ attainment

Clearly there is a desire within the group of authorities to measure attainment amongst pupils prior to National Qualifications. This is supported by the relatively high uptake in 2007 and 2008 when 22 and 18 authorities respectively requested a boosted SSA sample to allow reporting at the LA level from the SSA

NB outcome three of the OECD report

Recommendation 3 - that the SSA be extended to all children throughout Scotland as a basis for negotiating resource and outcome agreements with local authorities and to enable improvements in schools to be measured at an individual and sub group level.

Issues

The following issues must be addressed relating to the collection of LA level attainment data pre-NQ

ISSUE: LAs were not consulted on the decision to drop the option of authority level reporting for 2009

ISSUE: Clear desire for pre-NQ data in authorities that is not being addressed centrally

ISSUE: Five authorities are expecting to be able to use the SSA on an ongoing basis

ISSUE: One authority has chosen not collect anything on pre-NQ attainment

ISSUE: Authorities are still referring to 5-14 which will be replaced by 2010.

Annex C - SQA - Scottish Survey of Literacy and Numeracy: Cost Implications of increasing sample size

Numeracy

Pupil Numbers	13000	20000	30000	40000
FTE	10.1	12.1	12.1	13.1

	£'000	£'000	£'000	£'000
Staffing costs	365	425	425	455
Other Staff costs & Expenses	8	10	10	10
Temp staff	117	180	270	360
Consultancy	10	10	10	10
Postage	36	36	54	54
Rel Comp/Attend Fees	41	41	41	41
Appointee Fees and Expenses	33	36	36	40
Assessment Materials	31	48	72	95
External Venues for coding	0	20	20	20
Contracted Out Services	20	20	30	30
Other	7	33	39	44
	668	859	1,006	1,159

Assumptions

- For the costing model it is assumed that core content, model of assessment and nature of data capture for SSLN will remain unchanged from the existing model. However it is unlikely that the existing model is fully scaleable.
- It is assumed that the refresh rate for assessment tasks will remain at current levels.
- It is assumed that the sample size for pre-tests will remain at current numbers.
- It is assumed that staff can be accommodated within current offices. If this is not possible there may be additional costs e.g. office space planning, desks, pcs etc.
- Costings are based on the assumption that the current model for double coding continues. However this model is not likely to be scaleable as both the time required to complete and ensuring the quality of resulting data would become unmanageable.
- Storage/work space facilities are assumed to be available on site at SQA and at Newtongrange for distribution. If this is not available this will result in additional costs.
- It is assumed that all assessment material printing can be conducted in-house. There is a risk that this activity may need to go an external supplier if there is insufficient in-house capacity and there would be a subsequent increase to costs.
- It is assumed that coding will take a minimum six weeks over all scenarios and that the number of coders will increase to cover additional activity.
- It is assumed that accommodation will not be available in the SQA building to accommodate all temp staff for coding and that external accommodation will be required. It is assumed that the external accommodation will be fully equipped.
- It is assumed that postage costs will increase only after weight per school pack exceeds a certain level. It is expected that this will happen at 20k pupils.
- It is assumed that schools continue to support the survey without payment.
- A 3% contingency has been included for pupils numbers being 20k and above to cover additional unexpected costs.
- Inflation has not been included in the above costings.
- As we currently only claim for direct costs, corporate overhead has not been included in the above costings.

Literacy

Pupil Numbers	13000	20000	30000	40000
FTE	10.1	12.1	12.1	13.1

	£'000	£'000	£'000	£'000
Staffing costs	365	425	425	455
Other Staff costs & Expenses	8	10	10	10
Temp staff	83	128	192	255
Consultancy	16	16	16	16
Postage	50	60	76	101
Rel Comp/Marking/Appoint Exps	145	223	335	446
Appointee Fees and Attend Fees	48	48	48	48
Assessment Materials	29	45	67	89
External Venues for coding	0	20	20	20
Scanning Costs	13	20	30	40
Contracted Out Services	21	21	32	42
Other	2	33	42	51
	780	1,048	1,292	1,574

Assumptions

- For the costing model it is assumed that core content, model of assessment and nature of data capture for SSLN will remain unchanged from the existing model. However it is unlikely that the existing model is fully scaleable.
- It is assumed that the refresh rate for assessment tasks will remain at current levels.
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- It is assumed that postage costs will increase only after weight per school pack exceeds a certain level. It is expected that this will happen at 20k pupils.
- It is assumed that schools continue to support the survey without payment.
- A 3% contingency has been included for pupils numbers being 20k and above to cover additional unexpected costs.
- Inflation has not been included in the above costings.
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