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# Understanding your teaching staff data: question by question

## This Guide helps you to:

- identify the stakeholders with an interest in each question
- explore and analyse the data from each question
- consider how you might report on your findings

## Before using the Guide we imagine you will have:

- finished collecting data and closed your teaching staff survey
- looked at your summary data tables in the BOS 'analyse' area
- looked at benchmarking data for the questions where this is available - note that this is *may not be available in the pilot version*
- downloaded your data as required e.g. numerical data into a .csv or excel file, free text data into a text file
- read the general information in the [Guide: Analysing your Data](#). You should not need to do this if you are familiar with basic quantitative and qualitative data analysis. You can always refer back to this Guide if you are unsure of the meaning of any terms in italics in the main text below.

## How to use this Guide:

1. **Match up the question numbers to your data** from the teaching staff tracker.
2. Use the first column of the table below to **identify key stakeholders with an interest in each question**. Our suggestions are only for guidance: responsibility may be allocated differently in your organisation. Always aim to include teaching staff themselves in the process of understanding and responding to your findings.
3. Use the second column to help you **understand what the findings mean** and apply any further analyses that are relevant. You should always be guided by your organisational priorities, your stakeholders' views, and by the resources, expertise and interest you have available to take your analysis forward.
4. You can use suggestions in this column to help you explain and report on your findings for the benefit of other people in your organisation.

5. Where we discuss **benchmarking** we mean comparing your data for a particular question with the equivalent data for the rest of your sector (HE or FE only). You will be able to do this in the full service version of the teaching staff tracker, which is why we include this information, but please note that this facility **may not be available in the pilot version**.
6. **Free text questions** have been highlighted in the table as you will need to export this data for analysis in a different system to the other data – even if that is just a text document. It can be daunting to analyse free text, but these responses provide a rich picture for analysis, and can bring life to your reporting. We have asked clear questions designed to elicit single, short answers. This creates text data that is relatively easy for you to code, count or categorise, and there is plenty of advice about doing this in the Guide: Analysing your Data. The trade-off is that teaching staff who might have provided more complex responses do not get a chance to do so. Consider following up with focus groups, interviews or other qualitative techniques to elicit richer information and user-centred theories.
7. In a separate **Guide: 360 degree analysis [link]** we discuss how you can look at data from the teaching staff and student tracker - if you are using both - alongside other organisational evidence.

| Question and key stakeholders  | What does the data mean?  |
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| <p><b>You and your digital technologies</b></p>  |   |
| <p><b>Q1 and Q2</b><br/>And any demographic (grouping) questions asked on the customisable section of your Tracker survey.</p>     | <p>These are demographic (grouping) questions about length of time in role (Q1) and gender (Q2). We recommend in our <a href="#">Guide: Customising the Tracker</a> that you ask other demographic or grouping questions on the customisable page at the end of the survey. For example you may have asked staff to define the curriculum area, faculty etc they mainly teach in. You should use this data in exactly the same way as the data from Qs1 and 2. You can also use Q5 about health and disability issues as a grouping question, and possibly also Q11 about broad attitudes to digital teaching.</p> <p>You can use grouping data to:</p> <ul style="list-style-type: none"> <li>• Check that your sample of responses is <i>representative</i> of your overall population in relation to these key demographics</li> <li>• <i>Partition your data</i> into groups according to gender, career stage (or curriculum area etc from your own grouping questions) to examine the experiences of these groups separately.</li> <li>• <i>Test for any significant differences</i> between different groups in their responses to other questions. Look out for the questions where we suggest this.</li> <li>• <i>Compare</i> your sample with the overall demographics for your sector: this can help to explain some of the differences you may find in other <i>benchmarked</i> responses.</li> </ul> <p>On the whole, demographic issues such as these are more appropriately investigated across the tracker data as a whole. It may be better use of your time to focus your own analysis on issues where you can frame local actions in response to the findings.</p> |
| <p><b>Q3 Approach to adoption</b><br/>Likely to be of interest to:<br/>» IT services and IT support teams<br/>» Teaching staff</p> | <p>This is a <i>multiple choice, single response</i> question where the answers can be treated as an <i>ordinal scale</i>, with 'first to adopt' as the highest level of confidence, and 'after my peers' as the lowest. If you are familiar with ordinal scale statistical techniques, you can use them here. You should not convert the different answers to scores and find a mean average result (treating them as a <i>ratio scale</i>).</p> <p>The percentage of staff that choose each response can be visualised in BOS as a bar chart. You might want to <i>compare</i> response rates for different groups (see Qs 1 and 2). How do the findings support or challenge assumptions you make as an institution, e.g. about the ease with which staff will take to new and updated systems?</p> <p><i>Comparisons</i> with other institutions are not always useful. What matters is whether your IT strategy is aligned with the adoption approaches of your teaching staff. However, it is worth looking at data from the whole sector to understand trends.</p>   |

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| <p><b>Q4 Sources of digital support</b><br/>Likely to be of interest to:</p> <ul style="list-style-type: none"> <li>» Teaching staff</li> <li>» IT services and IT support teams</li> </ul>              | <p>This is a <i>multiple choice, single response</i> question. This allows you to directly <i>compare</i> the percentage of respondents that nominate different people or resources as their main support for digital skills. It doesn't allow you to get a nuanced picture of individual support networks and practices (draw from <i>free text</i> for this). It does allow you to gauge the relative importance of different aspects of provision. If staff rely heavily on online resources, are they easy to find, reliable and up to date? If they rely on colleagues, how might you recognise the people who are acting as informal champions, or amplify the opportunities for peer support?</p> <p>You will probably want to <i>compare</i> respondent scores/percentages within this question before you carry out any other comparisons e.g. benchmarking. If you are carrying out further <i>statistical tests</i> you may want to <i>group</i> your respondents according to whether they look to other people or to online resources for support, and assess whether there are any other correlates with this factor.</p> |
| <p><b>Q5 Disability or health issue</b><br/>Likely to be of interest to:</p> <ul style="list-style-type: none"> <li>» Disability support/enablement team</li> <li>» IT services</li> <li>» HR</li> </ul> | <p>This question allows you to separate teaching staff into three groups so you can specifically explore the digital experiences of those who identify as having a disability or health issue.</p> <p>You might want to use the percentage of teaching staff who fall into these groups as a useful reminder of the need to consider accessibility and inclusion in all digital interventions. You could also use it to check that your overall sample is representative (though bear in mind that these self-declared figures may well not match your own records). You might want to <i>partition (filter)</i> this group of respondents and explore whether there are any <i>significant differences</i> from the norm in their responses to other questions (see Qs 1 and 2).</p> <p>Only those who answered 'yes' they do have a disability or health issue are directed to answer the two sub-questions that follow (though some others may answer it anyway).</p>  |
| <p><b>Q5a Support for assistive technologies</b></p>   | <p>This is a <i>yes/no</i> question about access to support with assistive and adaptive technologies. It does not differentiate whether staff have asked for and not received support, or whether they have determined for themselves that support is not required. The data should not be used as a stand-alone metric but in the context of other data you collect from employees identifying as having a disability or health issue.</p>   |
| <p><b>Organisational infrastructure</b></p>  |   |

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| <p><b>Q6 Access to services</b></p> <p>Likely to be of interest to:</p> <ul style="list-style-type: none"> <li>» IT services</li> <li>» E-learning teams</li> <li>» Teaching staff representatives</li> </ul>   | <p>This is a <i>multiple response</i> question. Respondents tick all the boxes that apply to them. Where respondents differ in their views about what is/is not available, it might be important to explore how this has arisen, for example if you have included a grouping question about which campus respondents mainly work on.</p> <p>This is a question you will almost certainly want to <i>benchmark</i> with other institutions in your sector. You may want to look for specific complaints and suggestions in the free text responses to Q16. And you will definitely want to feed back any planned changes to teaching staff, showing that you are improving access and availability of services wherever possible. These are services that contribute to the ability of teaching staff to fulfil their professional roles effectively.</p>   |
| <p><b>Q7 The VLE</b></p> <p><b>Q8 Other aspects of the digital environment</b></p> <p>Likely to be of interest to:</p> <ul style="list-style-type: none"> <li>» Teaching and learning leads and curriculum managers</li> <li>» Educational development and e-learning team</li> <li>» IT services and IT support teams</li> <li>» Estates (Q8 item on learning spaces)</li> </ul> | <p>These are both <i>multiple choice, single response</i> items that produce data on a three-point <i>ordinal scale</i>. You can use ordinal scale statistical tests if you are experienced in these techniques. Otherwise you should treat each answer set discretely, using (for example) the number of teaching staff responding 'agree' to each prompt as your data point for comparison. Or you could use the median (rather than the mean) average.</p> <p>Each prompt can be treated as a separate question for the purposes of data analysis. The prompt statements are all positive, so a higher level of agreement generally indicates a more positive experience. This approach can lead to a slight positive bias, but the bias will be consistent across all respondents. It does make analysis much easier.</p> <p>You can easily <i>compare</i> scores within each question to pick out the issues where teaching staff tend not to agree (to be less satisfied). These may be critical areas for your attention when it comes to improving staff experience of the digital environment.</p> <p>You are quite likely to want to <i>benchmark</i> this data with the rest of your sector. These questions are also designed to be useful for year-on-year assessment. You might also want to use your <i>grouped data</i> (Qs 1 and 2 etc.) to get a view of whether any factors have an impact on staff experience. And finally you will want to set these findings against the ideas for improvement offered in Q16.</p> |
| <p><b>Q 9 Overall satisfaction with digital provision</b></p> <p>Likely to be of interest to:</p> <ul style="list-style-type: none"> <li>» Senior managers</li> <li>» Student representatives</li> <li>» IT and e-learning teams</li> </ul>   | <p>This question uses a proven <i>likert scale</i> for eliciting user responses to a service. It is the first of two key metrics introduced to the tracker. This metric concerns overall satisfaction with digital provision (software, hardware, learning environment)?</p> <p>You might want to test for <i>significant</i> differences across <i>groups</i> or use this metric as a <i>factor</i> to test against other responses in a <i>single or multi-factoral analysis</i>.</p>  |

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| <p><b>Your digital teaching</b></p> <p>We use the phase 'digital teaching' to encompass all the activities of teaching, assessment, and the support of learning in a digitally-enabled environment. These questions lend themselves well to examination and <i>comparison</i> after grouping your respondents into different curriculum areas (assuming you have asked this question). However, you will need to be aware that if you have small sample sizes, any differences between groups might be due to chance variation alone. Do not make budget decisions on data without carrying out a statistical test first to ensure any differences in your sample are likely to reflect real-world differences.</p> |   |
| <p><b>Q10 Digital teaching activities</b><br/><b>Q12 Digital professional activities</b></p> <p>Likely to be of interest to:</p> <ul style="list-style-type: none"> <li>» Teaching staff</li> <li>» Senior teaching staff and curriculum managers</li> <li>» Educational development and e-learning teams</li> <li>» HR and staff development</li> </ul>  | <p>These are both <i>multiple choice, single response</i> questions where the answers can be treated as <i>ordinal scales</i>, with 'weekly or more' as the highest level of activity, and 'never' as the lowest. We use this response scale because self-reported frequency of practice is more accurate than self-reported confidence in different activities.</p> <p>Each prompt (activity) can be treated as a separate question for the purpose of data analysis.</p> <p>If you are familiar with <i>ordinal scale</i> statistical techniques, you can use them here. You can also present the median average (not the mean). You may find it useful to <i>compare</i> the 'weekly or more' scores across the different activities to get a picture of which digital activities are most and least prevalent in teaching and professional practice. You will also want to <i>code</i> (and quite possibly to <i>count</i>) responses to the free text Q12a.</p> <p>You might want to <i>group</i> your staff respondents to get a picture of whether factors such as curriculum area have an impact on the activities they do regularly. You could use <i>filters</i> or other partitioning methods to create a group of respondents who responded 'weekly or more' to <i>all</i> of the relevant activities in Q10, or Q12, and/or another group that responded 'never' to a significant number. You could compare the responses of these groups with the norm across a number of different questions, hypothesising that they constitute groups with contrasting levels of digital teaching and/or digital professional activities.</p> <p>Finally, you might want to <i>benchmark</i> your 'weekly or more' scores to find out whether your teaching staff have significantly higher or lower frequencies of any digital activities than the sector norm. How would you account for any differences you find?</p> |
| <p><b>Q11 How much digital teaching?</b></p>  | <p>This is a <i>multiple choice, single response</i> question. Although it looks like an ordinal scale, the answers should probably not be treated as a scale but as an alternative way of grouping respondents according to their broad attitudes to digital technology in teaching.</p> <p>You could simply compare the number of respondents falling into the three groups to give a broad brush picture of staff attitudes: you could also carry out further consultation and evidence-gathering with members of each group to ensure you understand their views.</p>   |

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| <p><b>Q12a Preferred digital teaching activities</b></p> <p>Likely to be of interest to:</p> <ul style="list-style-type: none"> <li>» Teaching staff</li> <li>» Senior teaching staff and curriculum managers</li> <li>» Educational development and e-learning teams</li> </ul>  | <p>This is a <i>free text question</i>, designed to help you identify those digital activities that teaching staff enjoy and find to be useful. These findings can be very powerful for focusing change in digital teaching and assessment practice. Most obviously, you could look for quotes to support and enrich the findings from Qs 10 and 11.</p> <p>One way you might <i>code</i> or <i>categorise</i> this data is to bring out the difference between general activities and those that are specific to a subject area or a pedagogical approach. You might also <i>group</i> this data by curriculum area to look for subject differences and to advise teaching staff accordingly.</p> <p>Care must be taken with <i>coding</i> these responses as they may refer to specialised software or activities. For example, many teaching staff use simulations in a variety of ways, but they are likely to refer to subject-specific examples by name. A sensitive coder will pick up that there is a common underlying theme. This is a good reason for engaging an e-learning team with evaluating, reviewing, coding and/or counting items. They are likely to know the full range of software and activities in use, and have a natural interest in the findings of this question.</p>   |
| <p><b>Professional development</b></p>  |  |
| <p><b>Q13 Developing as a digital educator</b></p> <p><b>Q14 Digital responsibilities</b></p> <p>Likely to be of interest to:</p> <ul style="list-style-type: none"> <li>» Teaching staff representatives</li> <li>» Senior teaching staff and curriculum managers</li> <li>» Educational development and e-learning teams</li> <li>» HR and staff development</li> </ul> | <p>These are <i>multiple choice, single response</i> questions that produce data on a three-point <i>ordinal scale</i>. You can use ordinal scale statistical tests if you are experienced in these techniques. Otherwise you should treat each answer set discretely, using (for example) the number of staff responding 'agree' to each prompt as your data point for comparison. You should not create a mean average response based on scoring the three points on the scale.</p> <p>Each prompt can be treated as a separate question for the purposes of data analysis.</p> <p>As with Qs 7 and 8, the prompt statements are all positive ones and a higher level of agreement generally indicates a more positive experience. This approach is for your ease of analysis. It can lead to a slight positive bias, but the bias will be consistent across all respondents.</p> <p>You can easily <i>compare</i> scores within each question to pick out the issues where staff tend <i>not</i> to agree. These may be critical areas for your attention when it comes to improving support for teaching staff.</p> <p>You are quite likely to want to <i>benchmark</i> this data with the rest of your sector. These questions are also designed to be useful for year-on-year assessment.</p> <p>These questions provide clear, actionable data about priorities for improvement. You should look for further ideas among the <i>coded</i> responses to Q16.</p> |

| Question and key stakeholders   | What does the data mean?   |
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| <p><b>Q 15 Overall satisfaction with digital professional development</b></p> <p>Likely to be of interest to:</p> <ul style="list-style-type: none"> <li>» Senior managers</li> <li>» Teaching staff</li> <li>» Educational and staff development teams</li> </ul>                            | <p>This question uses a proven <i>likert scale</i> for eliciting user responses to a service. It is the second of two key metrics introduced to the tracker. This metric concerns overall satisfaction with digital (academic) staff development and support.</p> <p>You might want to test for <i>significant</i> differences across <i>groups</i> or use this metric as a <i>factor</i> to test against other responses in a <i>single or multi-factoral analysis</i>.</p> <p>You can look for relevant feedback to contextualise these findings in Q16 below.</p>   |
| <p><b>Q16 Insights for improvement</b></p> <p>Likely to be of interest to:</p> <ul style="list-style-type: none"> <li>» Senior managers</li> <li>» Teaching staff</li> <li>» Senior teaching staff and curriculum managers</li> <li>» Educational development and e-learning teams</li> </ul> | <p>This <i>free-text data</i> is a valuable source of positive ideas as well as negative feedback that requires attention.</p> <p>One way you might <i>categorise</i> this data is according to whether it concerns the digital environment (hardware, software, networks, systems), support for digital pedagogy and innovation, or some others aspect of the organisation. Or you could group it according to who, ideally, needs to read and respond. Once grouped, you can further code for themes, or hand over the roughly grouped data to key stakeholders to interpret for themselves, if they have the resources.</p> |