

		ACADEMICS					PROFESSIONAL AND SUPPORT STAFF					
		% Strongly disagree	% Disagree	% Neither agree nor disagree	% Agree	% Strongly agree	% Strongly disagree	% Disagree	% Neither agree nor disagree	% Agree	% Strongly agree	
My teaching and me	I spend more of my contracted hours carrying out teaching than research or administration	7.8	26.5	14.4	23.3	28.0						
	My teaching is a source of satisfaction to me	1.8	4.3	5.8	43.1	45.0						
	I find my teaching more rewarding than my research	8.5	21.8	40.6	14.6	14.5						
	My teaching is informed by my research	1.9	5.0	10.6	40.1	42.4						
	Teaching is the most important function of an academic	7.0	16.7	37.6	24.8	13.9						
Teaching at my institution	I prefer to give lectures, rather than smaller group teaching	22.0	35.2	28.6	10.0	4.1						
	Research is valued more than teaching at my institution	10.9	18.9	15.6	25.4	29.3	Research is valued more than teaching at my institution	6.7	21.0	9.5	33.3	29.5
	I have enough time to prepare lectures and seminars	15.7	35.4	15.1	29.9	3.9	Teaching is the most important function of an academic	3.8	29.5	19.1	36.2	11.4
	There is too much administration associated with teaching at my institution	2.5	10.9	14.5	32.8	39.3	Academics have enough time to prepare lectures and seminars	8.6	42.9	16.2	31.4	1.0
	The quality of my teaching is assessed by my institution	6.2	18.5	16.1	42.7	16.6	There is too much administration associated with teaching	0.0	17.1	21.0	41.9	20.0
Students	It is possible at my institution to be promoted by virtue of good teaching	22.8	24.4	19.2	25.2	8.5	The quality of teaching is assessed by my institution	2.9	15.2	10.5	50.5	21.0
	If I need advice on my teaching, I know where to get it	7.2	13.4	15.2	43.5	20.7	It is possible at my institution to be promoted by virtue of good teaching	18.1	31.4	13.3	28.6	8.6
	My students value my teaching	1.1	4.0	9.4	48.0	37.4						
	Students engage with my feedback and questions	1.8	9.8	11.9	52.2	24.3	Our students are well prepared academically for our level of teaching	8.3	34.6	18.9	32.7	5.5
	My students are well prepared academically for university study	13.5	34.4	23.9	22.5	5.8						
Standards	My students come to lectures and tutorials having done the required background reading	16.6	35.5	24.3	21.9	1.8	Our international students demonstrate an adequate level in our institutional language of instruction	9.7	25.4	26.3	35.9	2.8
	My office drop-in hours are very busy	12.9	26.3	30.1	20.0	10.7						
	My international students demonstrate an adequate level of my university's language of instruction	9.1	23.5	28.5	34.7	4.1	Our students regularly commit plagiarism	11.5	35.0	27.2	21.2	5.1
	My students have been caught committing plagiarism at least once	6.9	14.2	18.6	47.6	12.7	The majority of a student's final mark should depend on a final exam	33.2	46.1	11.1	8.3	1.4
	I regularly suspect that my students have committed plagiarism	14.2	34.7	23.6	21.1	6.4	Modular assessment is a better aid to teaching than exams are	0.9	9.7	16.1	54.4	18.9
Technology	The majority of a student's final mark should depend on a final exam	33.2	41.4	12.5	8.9	4.0	Students complain when they are set too much work	0.5	10.6	16.6	61.3	11.1
	Modular assessment is a better aid to teaching than exams are	2.8	11.0	22.1	45.0	19.2	Students complain if their marks are lower than they expected	0.5	10.6	14.8	57.6	16.6
	Students complain that I set them too much work	4.6	34.5	27.4	27.7	5.8	Academics are sometimes asked to mark more leniently (in general)	17.5	30.4	25.4	21.2	5.5
	Students complain if their marks are lower than they expected	2.4	13.4	16.4	47.5	20.4	Specific grades awarded by markers are sometimes increased before they are announced to students	20.7	25.4	36.4	14.3	3.2
	I have been asked by a manager to mark more leniently (in general)	36.2	27.0	13.7	15.3	7.9	Modern students are intellectually less able or less well prepared than they were in the past	13.8	28.1	29.5	23.0	5.5
National Student Survey and teaching excellence framework	Specific grades I have given have been raised by managers before grades were announced to the student	49.0	27.5	10.0	8.3	5.2	Assessment standards in my institution are slipping	12.0	35.5	24.0	22.1	6.5
	Modern students are intellectually less able or less well prepared than they were in the past	15.0	18.8	27.6	26.3	12.3	Recording lectures and making them available online helps students	2.3	10.1	19.4	49.8	18.4
	Assessment standards in my institution are slipping	15.7	29.6	21.9	21.0	11.8	Recording lectures and making them available online lowers attendance at lectures	5.1	28.1	23.5	29.5	13.8
	Recording lectures and making them available online helps students	8.9	18.1	23.1	37.0	13.0	Using social media to engage with students between lectures and tutorials improves learning	2.3	13.8	35.0	39.6	9.2
	The NSS improves teaching quality	45.1	28.4	14.3	10.9	1.3	I enjoy using social media to engage with students between lectures and tutorials	11.0	18.4	32.1	30.4	8.2
National Student Survey and teaching excellence framework	The NSS gives students too much power	6.0	18.8	31.9	23.7	19.6	I often engage with students on social media outside office hours	30.1	26.8	19.6	18.2	5.3
	Students would be better served without the NSS in its current form	1.7	7.1	22.9	33.8	34.5	I feel that I have to be constantly available to students via social media or email	17.3	25.3	12.9	29.3	15.2
	Students would be better served without the NSS in any form	7.7	27.3	33.2	15.1	16.8	NSS scores accurately represent teaching quality	50.9	31.2	11.1	6.0	0.8
	The TEF will accurately assess teaching quality	50.9	24.4	20.4	3.7	0.7	The NSS improves teaching quality	45.1	28.4	14.3	10.9	1.3
	The TEF will improve teaching quality	43.9	20.0	24.4	10.5	1.3	The NSS gives students too much power	6.0	18.8	31.9	23.7	19.6
	The TEF will improve the status of teaching	29.0	18.7	23.3	24.5	4.6	Students would be better served without the NSS in its current form	1.7	7.1	22.9	33.8	34.5
	It is possible to comparatively assess students' learning gain between entering university and leaving university	11.3	20.5	26.2	36.0	6.1	Students would be better served without the NSS in any form	7.7	27.3	33.2	15.1	16.8
	The TEF should take into account a university's proportion of HEA-accredited lecturers	18.5	16.4	24.3	27.8	13.0	The TEF will accurately assess teaching quality	50.9	24.4	20.4	3.7	0.7
							The TEF will improve teaching quality	43.9	20.0	24.4	10.5	1.3
							The TEF will improve the status of teaching	29.0	18.7	23.3	24.5	4.6

