



**teachers'tv**

**Audience Research Findings –**

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# 1 Executive Summary

Teachers' TV, the new digital television channel aimed at the education sector, launched in February 2005, with funding from the DfES (Department for Education and Skills). Ipsos MORI, an independent market research agency, has been commissioned by the DfES to provide impartial feedback on the size of the channel's audience, as well as reactions to the channel and the impact that it is having on the target audience.

Ipsos MORI has set up a thorough research programme to address each of the Key Performance Indicators (KPIs) on which channel performance is being assessed, as well as management information provided beyond the KPI measurement. In this report Ipsos MORI summarises the key research findings from channel launch through to the end of July 2005, the period covering the first school year in which the channel was broadcasting, for all areas of the research. This executive summary provides a précis of the results collected since channel launch.

Research results are collected via one of four arms of the research programme, namely:

## 1. Audience Measurement Research

Audience measurement data for Teachers' TV are collected as part of the long term DfES 'Media Habits' research study and are being released for the purposes of this report. This study has been set up to examine the television viewing habits of educational professionals and involves a panel of over 3,000 members of the schools' workforce<sup>1</sup>, with a target reporting sample of 1,000 each month. Panellists complete an online media diary, with the sample split to cover each week in the month. Within this diary survey respondents report their television viewing to selected television channels.

## 2. Teachers' TV Diagnostic Research

This part of the research covers reactions to the channel and selected individual programmes, and in particular how these have impacted on attitudes and behaviour. Monthly surveys are conducted online with a panel of 2,000 members of the schools' workforce<sup>1</sup> who have been recruited specifically to give regular feedback on the channel and the supporting website, with a target reporting sample of 1,000 each month.

## 3. Teachers' TV Website Evaluation Research

An online survey accessed via the Teachers' TV website covers usage of, and attitudes towards the Teachers' TV website, supplementing the results from the second arm of the research described above. This survey is therefore accessible to all users of the website and is not limited to those within the schools' workforce.

## 4. Teachers' TV Web Log Analysis

Ipsos MORI is using a standard web log analysis tool, Web Trends, to provide data on the number of visitors to the site, along with data on visits and page views. This data

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<sup>1</sup> In this research the schools' workforce is defined as head teachers, teachers, teaching assistants and governors in state maintained primary and secondary schools in England, who have either digital TV at home or at school or access to broadband services from home.

encompasses all usage of the website and is therefore, like the website evaluation research, not limited to those within the schools' workforce.

The table below and the following sections highlight the key results for each of the KPIs, together with supplementary data which contributes to a more comprehensive understanding of channel and website performance since launch. Since, with the exception of the web log analysis, data is provided from sample surveys, none of these results can be deemed as 100% accurate, and so for each research result the confidence interval for 95% confidence in the result<sup>2</sup> (2 standard deviations) is provided. Given that all KPIs are based upon data that has been collected in at least two surveys, results have been averaged across all surveys, allowing the overall performance of the channel since launch to be gauged.

Table 1: Summary of results since channel launch for each of the KPIs

<b>KPI</b>	<b>Description</b>	<b>Average Result</b>	<b>Sample Size</b>	<b>Confidence Interval</b>
Reach	Percentage of total audience available to view (TAAV), which does so for five consecutive minutes per month.	21%	2232	+/- 2%
Segmented reach	Percentage of each audience segment of TAAV, which does so for five consecutive minutes at least once per month.	Teachers – 26%	1094	+/- 3%
		Heads – 19%	522	+/- 3%
		Governors – 16%	352	+/- 4%
		Teaching Assistants – 22% <sup>3</sup>	507	+/- 3%
Loyalty	Percentage of channel viewers which watches at least 30 minutes per month	69%	301	+/- 5%
Interaction	Unique users to channel website	55,342	All website users	
Interaction	Percentage of channel viewers which uses web at least twice per month.	20%	551	+/- 3%
Relevance	Average score given to all programmes assessed for relevance	6.0	1931	-
Applicability	Average score given to all programmes assessed for applicability in the classroom, to training requirements or to school overall	5.1	1516	-
Ease of use	Percentage of viewers that found the channel (particularly its schedule) and its support services (e.g. web) easy to use.	Channel – 64%	774	+/- 3%
		Website – 68%	1053	+/- 3%

<sup>2</sup> The confidence interval indicates that we are 95% sure that the sample is accurate to plus or minus x%. E.g. on row 1 +/-2% indicates we are 95% confident that the percentage lies between 19% and 23%.

<sup>3</sup> Please note that the individual roles sum to greater than the overall reach since the segmented reach is based upon any role held by the respondent, and in some cases respondents have multiple roles, for example Headteacher and governor.

Of the total audience available to view Teachers' TV, defined as head teachers (including assistants or deputies), governors, teachers or teaching assistants in state-maintained schools in England who have access to the channel via digital TV or broadband access, one in five of those who have Sky or cable digital TV claim to view the channel for at least five consecutive minutes in an average month. Over two thirds of these viewers go on to watch for at least half an hour in the month, with viewing highest amongst teachers. Data collected by Ipsos MORI indicates that those who tune in to watch Teachers' TV in an average week, do so for an average of 40 minutes in the week, watching an average of two and a half programmes. Viewers consider their time spent watching the channel as being time well spent, and over half of all programmes that are viewed are watched in full.

### **1.1 KPI 1: Five-minute monthly reach**

Monthly reach to Teachers' TV is defined as five consecutive minutes of claimed viewing to the channel in the past month, with the data required to support this KPI coming from the long term Media Habits research. The data is presented as the proportion of the channel's target audience, described from this point as the total audience available to view (TAAV), who claim to have watched for this length of time.

***On average across the six survey months since launch, one in five (21%) of the total audience available to view in either a Sky or cable digital home, claimed to have watched Teachers' TV for at least five consecutive minutes in the past month.***

- Survey results collected in April (referring back to a rolling month covering the last three weeks of March through to all of April)<sup>4</sup> produced the highest monthly reach figure of the year – 30%.
- March and July results produced the lowest figures to date, 16% (March and July) in each month, with all other months showing stability of around 21% claimed monthly reach.

### **1.2 KPI 2: Five-minute monthly reach within key segments of the audience**

Five-minute monthly reach is also reported on for the four segments of the target audience, head teachers, teachers, school governors and teaching assistants.

***Teachers have the highest claimed monthly reach to Teachers' TV, with an average of over a quarter (26%) claiming to have watched Teachers' TV for at least five consecutive minutes in the past month.***

- One in five (22%) teaching assistants have claimed monthly reach to Teachers' TV (although this is not significantly lower than reach for teachers).
- Head teachers are significantly less likely than teachers to have claimed monthly reach to Teachers' TV (19%).
- School governors are the least likely of the four job roles to have monthly reach to the channel (16%).

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<sup>4</sup> Media Habits diaries are completed each week with 'past month' viewing contributing towards this KPI. Those surveyed in the first week of April are referring to viewing in March whereas those surveyed at the end of April are referring to viewing in April. Therefore rolling months rather than actual calendar months are reported on.

### **1.3 KPI 3: Percentage of channel viewers watching at least 30 minutes**

The extent to which viewers of five consecutive minutes in the month are converted to heavier, or more loyal viewers, with at least half an hour of viewing (although not necessarily consecutive viewing), over the month, forms the third KPI for channel assessment.

***Over two thirds (69%) of those with five consecutive minutes of reach to Teachers' TV went on to view the channel for at least half an hour in the month.***

- In the months of March, April, May and June, over two thirds of viewers who had watched for five consecutive minutes in the past month went on to view for at least half an hour.
- In launch month conversion to thirty minute viewing was 50%, with the level of conversion significantly higher in all subsequent months, with the exception of July, when monthly reach to the channel was also down.
- There are no significant differences by job role in terms of the extent to which viewers are converted to more loyal viewers.

### **1.4 KPI 4: Unique users to Teachers' TV website**

Web log analysis of use of the Teachers' TV website is conducted using Web Trends, with the analysis used to provide data for the fourth KPI.

***Channel launch resulted in a peak number of unique users to the site, with an average of over 55,000 unique users per month since the website launched.***

- The website experienced 85,669 unique users in the four weeks following the launch of the television channel.
- With an exception in June (over 52,000 unique visitors), the number of unique visitors month on month declined over the reporting period.

### **1.5 KPI 5: Percentage of channel viewers using website at least twice per month**

As well as providing data to assist with audience measurement based KPIs for Teachers' TV, the Media Habits study also collects a measure of claimed use of a number of websites in the past month, allowing for analysis of website usage amongst channel viewers.

***Of those who view Teachers' TV for at least five consecutive minutes in the month, one in five claim to visit the website at least twice in the past month, with three in ten claiming to have used the supporting website at least once in the same period.***

- March and July had peak figures for use of the website at least twice in the past month amongst channel viewers, with 29% and 34% making this claim. These months coincide with the end of school terms.
- April, May and June showed stability in the figures, with 17% (on average) claiming at least two visits to the Teachers' TV website in the past month.
- Overall amongst the total audience available to view, (not just those who have viewed), 7% claim to have used the supporting website in the past month.



### ***1.6 KPI 6: Extent to which subject area of programmes viewed is considered relevant to viewers' needs***

The monthly diagnostic surveys designed to give feedback on change in attitudes and behaviour as a result of viewing Teachers' TV, collect detailed responses to a select number of programmes in each wave of research. One measure provided by viewers of the selected programmes is the extent to which the subject area in the programme is considered relevant to their needs or interests within their current role.

***Over all programmes selected for research, an average score of 6.0 (from a scale of 0 to 10) is achieved for relevance.***

- Programmes surveyed from the Primary Zone have the highest score for relevance overall, 6.8.
- Programmes selected for research from the Secondary Zone score 6.3 in terms of overall relevance.
- The General Zone programming, which carries programmes that are not specifically targeted to a particular subject area or school phase, achieves the lowest score for relevance overall, at 5.5.

### ***1.7 KPI 7: Extent to which programmes viewed are found to be applicable in the classroom, to training requirements or to schools***

Within the monthly diagnostic surveys a further measure collected for the programmes researched in detail each wave is the extent to which the programme content is considered by the viewer to be applicable. Information provided by Education Digital to Ipsos MORI each month informs the agency as to whether the selected programmes are designed to be applicable in the classroom and to the delivery of the curriculum, to overall school practices or continuing professional development (CPD).

***Over all programmes selected for research, an average score of 5.1 (from a scale of 0 to 10) is achieved for applicability.***

- Programmes surveyed from the Secondary Zone achieve the highest score overall for applicability (5.5), with the General Zone scoring higher (5.2) than the Primary Zone (4.8).
- For applicability in the classroom and to the delivery of the curriculum programmes achieve an overall score of 5.2 for, with no difference between the Primary and Secondary Zone scores.
- For applicability to CPD or in-service training programmes achieved an overall score of 5.2 for applicability, with the high score of 5.9 received for Secondary Zones targeted in this area.
- Programmes achieved an overall score of 5.0 in terms of being applicable to improving school standards, with General Zone programmes achieving the highest score (5.5).

### ***1.8 KPI 8a: Percentage of viewers which found the channel (particularly its schedule) easy to use***

The monthly diagnostic surveys collect attitudes regarding the extent to which channel viewers consider the channel easy to use.

***Over six out of ten viewers consider that it is easy to find out when the programmes they want to watch are being broadcast (64%).***

- Nearly six in ten viewers (57%) consider that it is very or quite easy to find programmes of interest or relevance to them.
- It would appear that the zoned programming contributes to this, with over eight in ten (82%) viewers considering that this feature makes it very or at least quite easy to find relevant programming.

### ***1.9 KPI 8b: Percentage of viewers that found the channel's support services easy to use***

The monthly diagnostic surveys collect an attitudinal measure of the extent to which users of the Teachers' TV website who also view the television channel, consider that the website is easy to use.

***Over two thirds of website users who have also watched the channel agree that the site is easy to use, on the basis of scores covering three areas of ease of use (68%).***

- Nearly three quarters (74%) of website users who have watched Teachers' TV agree that it is easy to find the information they are looking for on the site.
- Nearly three quarters (73%) of website users who have seen the channel agree that it is easy to find out where they are in the site at all times.
- Just over half (55%) of website users who have seen Teachers' TV for at least five consecutive minutes in the average month; agree that it is easy to download or view the programmes they want to on the site.
- Overall website users, which may include those outside of the schools' workforce, have a similar attitude towards the website as those reporting on the Teachers' TV diagnostic panel, with an average of 63% considering the site easy to use on the basis of the same three measures.

### ***1.10 Management Information***

The research programme also reports on additional management information which includes the attitudes that the target audience have towards Teachers' TV and how the channel is affecting them (collected from the monthly diagnostic surveys), additional information about how the target audience view Teachers' TV, (collected in the monthly audience measurement surveys), and use of the Teachers' TV website (from the Web Trends analysis).

#### **Attitudes and Behaviour**

- Four out of ten (39%) of those working in the classroom who had viewed enough of Teachers' TV to comment, claimed the programming closely reflects the national curriculum.
- One in ten viewers of the channel have been encouraged by the channel to undergo some formal CPD, with over a third encouraged by the channel to undergo informal CPD such as reading or watching related programmes.
- Over half of those who viewed programmes researched in depth, (58%) indicated that they are definitely or quite likely to implement content from the programmes.
- Eight out of ten viewers of the programmes researched in depth suggested that the programmes viewed improved their ability to perform their job role at least slightly.

- Eight out of ten viewers of the programmes researched in depth indicated that the programmes viewed affected their personal motivation in their role.
- Four out of ten (43%) of those working in a classroom claimed that the channel had had a noticeable effect on classroom or school standards.
- Over a third (36%) of head teachers claimed that Teachers' TV had noticeably affected practices within the school.
- Of those who felt they had viewed enough to comment, half claimed that Teachers' TV enables knowledge sharing to a great extent; half claimed that the channel provides relevant news and information to a great extent; a third suggested that Teachers' TV provides relevant resources to a great extent and 22% considered it to offer practical ideas to save time or to reduce time spent looking for resources to a great extent.

### **Viewing Teachers' TV**

- Over half (55%) of programmes viewed in survey weeks are seen in full.
- The majority of programmes viewed on Teachers' TV in survey weeks are viewed live rather than recorded (82%).
- Just under one in ten programmes (8%) watched on Teachers' TV in survey weeks are viewed via the broadband method rather than the traditional TV set.
- Only 2% of programmes viewed in survey weeks are viewed in schools.
- Those who tune into Teachers' TV in the average week watch for an average of 40 minutes a week, and watch on average two and half programmes a week.
- Of those who have viewed Teachers' TV 77% scored the channel as 6 or above (from a scale of 0 to 10) for the time spent watching the channel as being time well spent.

### **Using the Teachers' TV Website**

- Over time there has been an increase in the number of visits per month to the Teachers' TV website by each monthly visitor, with on average two visits per month.
- Since the website launched, the number of page views per visit has dropped, with an average of 2.5 pages viewed in the average visit to the site.
- Since the website launched, the average visit to the site has lasted just over 1 minute, with a decline in the visit duration over time.

## 2 Methodology

Ipsos MORI is a full service market research agency, commissioned to provide impartial feedback on the Teachers' TV channel.

In considering the most suitable and appropriate research methodology, it was important to make the distinction between the two very different types of data required to give feedback on the channel.

- Audience measurement data that provides a clear and accurate measure of viewing to the channel and use of the website.
- Additional data that examines attitudes and behaviour in relation to the channel itself and the programmes viewed or parts of the website visited.

Ipsos MORI recognised that these two requirements could not be covered in one single survey and that a number of separate sub-surveys would be required in order to ensure that all requirements were met satisfactorily. This resulted in a four-armed research programme, the methodology of which is summarised in the following two diagrams, and the full technical details of which are discussed fully in Appendix 6.1. Also included in this summary section, for ease of reference, is a summary table showing which arm of the research provides the relevant data for each of the KPIs set for Teachers' TV.

## 2.1 Research Methodology Overview

Figure 1 below shows the first two arms of the research process and how they feed into the data requirements.

Figure 1: Research covering audience measurement

### **Data requirement 1:**

Data that provides a clear and accurate indication of viewing to the channel and use of the website, with reliable measures against defined quantitative KPIs

#### **Teachers' TV channel**

*Universe:* Head teachers, teachers, governors and teaching assistants in state maintained primary or secondary schools in England who have digital TV at home or work or broadband internet access at home.

*Sample eligibility:* As above but all respondents to have internet access in order to participate in the research.

*Frequency:* Research conducted weekly covering every programme broadcast on the channel, although aggregated reporting on a monthly basis.

*Sample size:* 1,000 respondents to report each month from gross panel of 3,000

*Method:* Results for the Teachers' TV evaluation are taken from an early release of data from the DfES **Media Habits** research project,. This involves online diaries being completed on a weekly basis by members of a research panel.

*KPIs supported:*

- Monthly reach
- Monthly reach by segment
- Loyalty (conversion to 30 minute viewing)
- Percentage of channel viewers

#### **Teachers' TV website**

*Universe:* All users of the Teachers' TV website.

*Sample eligibility:* As above.

*Frequency:* Continuous collection of data with reporting on a monthly basis.

*Sample size:* All visitors to website.

*Method:* Web Trends software providing **web log analysis** for the site.

*KPIs supported:*

- Unique visitors to website

Figure 2 below shows the third and fourth arms of the research process and how they feed into the data requirements.

Figure 2: Research covering attitudes and behaviour

<b>Data requirement 2:</b>	
Additional data that examines attitudes and behaviour in relation to the channel itself and the programmes viewed or parts of the website visited.	
<b>Teachers' TV channel</b>	<b>Teachers' TV website</b>
<i>Universe:</i> Head teachers, teachers, governors and teaching assistants in state maintained primary or secondary schools in England who have digital TV at home or work or broadband internet access at home.	<i>Universe:</i> All users of the Teachers' TV website.
<i>Sample eligibility:</i> As above but all respondents to have internet access in order to participate in the research.	<i>Sample eligibility:</i> As above.
<i>Frequency:</i> Research conducted monthly.	<i>Frequency:</i> Continuous data collection with monthly reporting.
<i>Sample size:</i> 1,000 respondents to report each month from gross panel of 2,000.	<i>Sample size:</i> 101 to date.
<i>Method:</i> Online self-completion <b>diagnostic surveys</b> with members of the Teachers' TV research panel.	<i>Method:</i> Online self-completion <b>website evaluation survey</b> accessed via links on home page of Teachers' TV website.
<i>KPIs supported:</i> <ul style="list-style-type: none"> <li>▪ Relevance of programming</li> <li>▪ Applicability of programming</li> <li>▪ Ease of use of channel</li> <li>▪ Ease of use of website</li> </ul>	<i>KPIs supported:</i> <ul style="list-style-type: none"> <li>▪ Ease of use of website (supporting)</li> </ul>

The table below summarises which arm of the research is used to answer each of the KPIs set for the evaluation of the channel.

Table 2: Area(s) of research designed to answer the KPIs set for Teachers' TV

<b>KPI</b> <i>(base: respondents)</i>	<b>Audience</b> <b>Measurement</b>	<b>Diagnostic</b> <b>Surveys</b>	<b>Website</b> <b>Evaluation</b>	<b>Web Log</b> <b>Analysis</b>
<b>Reach</b> <i>(5 minute monthly)</i>	✓			
<b>Loyalty</b> <i>(30 minutes)</i>	✓			
<b>Interaction</b> <i>(viewers using website)</i>	✓			
<b>Interaction</b> <i>(unique users to site)</i>				✓
<b>Relevance</b>		✓		
<b>Applicability</b>		✓		
<b>Ease of use – website</b>		✓	✓	
<b>Ease of use – channel</b>		✓		

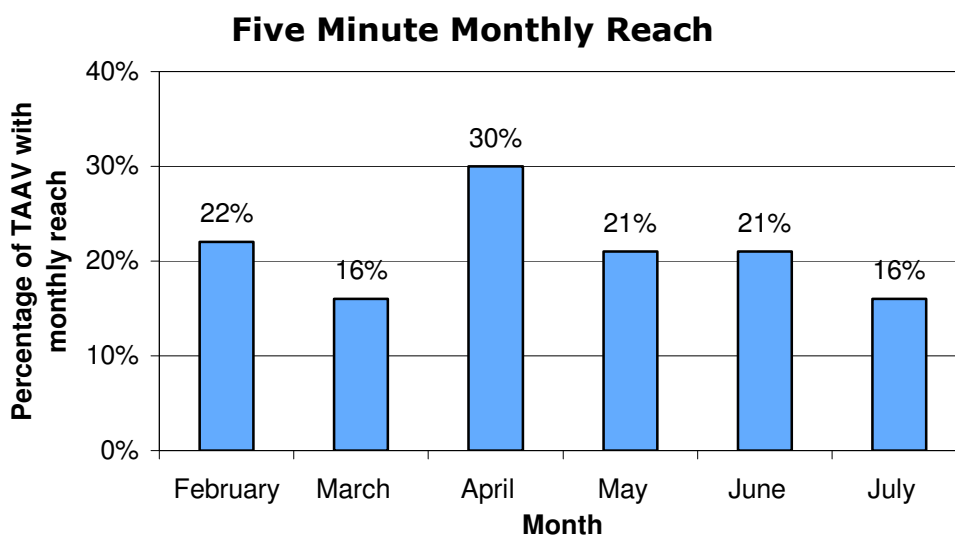
### 3 Key Performance Indicators (KPIs)

#### 3.1 KPI 1: Five-minute monthly reach

***On average since the channel launch, one in five (21%) of the total audience available to view in either a Sky or cable digital home, claimed to have watched Teachers' TV for at least five consecutive minutes in the past month.***

Monthly reach to Teachers' TV is collected via the weekly media diaries completed within the Media Habits research project. This figure is defined as five consecutive minutes of claimed viewing to the channel in the past month and it is collected from a question asking about channels watched for at least five consecutive minutes over the past month. Any respondent who recorded viewing (for at least five minutes) to a specific programme on Teachers' TV during the survey week is automatically included within the figure for viewing within the past month. The number of viewers is presented as the proportion of the channel's target audience, described from this point as the total audience available to view (TAAV), who claim to have watched for this length of time. Graph 1 below shows the claimed monthly reach figure for Teachers' TV as collected since February 2005.

Graph 1: Five minute monthly reach for Teachers' TV by month – February to July 2005



Base: All reporting panellists in the month with Sky/Cable digital

When Teachers' TV launched in February, 22% of the target audience surveyed that month with either Sky or cable digital at home, claimed to have viewed the channel for at least five consecutive minutes in the month. Due to the relatively small reporting sample sizes in the first few months, a drop in the proportion of the audience viewing in March, to 16% was not significant. However in the third month of reporting (April), the monthly reach figure had risen to 30%, which was 8% higher than launch month. This month proved to be slightly out of the ordinary, with the high viewing largely attributable to the first two weeks of the Summer term. Further analysis of the data did not reveal any particular programmes attracting large audience numbers in these two weeks,



however both weeks did have a significantly higher proportion of programmes viewed than the average week.

In the following month, May, the proportion of the target audience with monthly reach dropped significantly to 21%, and remained stable in June at 21%, a similar figure to launch month. However in the last month of the summer term, July, monthly reach dropped significantly to 16% of the target audience. Whilst this result was the same as that seen in March, it is the lowest figure for some months. It is hypothesised that this may be a result of the term drawing to a close, along with warmer temperatures experienced in June and July (since July's survey relates to a rolling past month covering both June and July). A brief analysis of overall viewing amongst the BARB panel in 2004 demonstrates that in many of the warmer months the average number of hours of television viewed in the week drops, as shown in Table 3 below.

Table 3: Total hours of viewing per week (averaged over the month) - BARB panel 2004

	<i><b>Total hours of viewing</b></i>
<b>Mar-04</b>	26:45:00
<b>Apr-04</b>	25:23:00
<b>May-04</b>	23:43:00
<b>Jun-04</b>	24:15:00
<b>Jul-04</b>	23:59:00
<b>Aug-04</b>	24:28:00
<b>Sep-04</b>	24:24:00
<b>Oct-04</b>	25:58:00
<b>Nov-04</b>	27:19:00
<b>Dec-04</b>	28:12:00

Base: All BARB panellists 2004

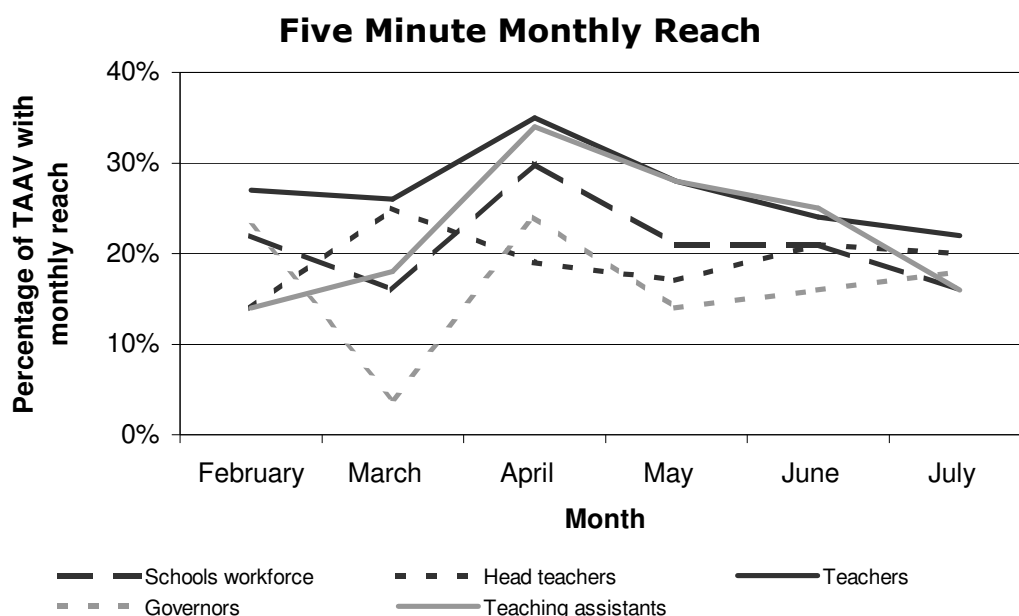
The figures for each month can be used to calculate an average monthly reach figure for the period February to July. This figure indicates that one in five (21%) of the schools' workforce within Sky and cable digital homes, claimed to have watched Teachers' TV for at least five consecutive minutes in the past month, with results near to this figure seen in three of the six months to date. With the exception of particularly high viewing in April, which is largely attributable to the start of the summer term, Teachers' TV has maintained an audience comprising one fifth of the target group, since launch.

### 3.2 KPI 2: Five-minute monthly reach within key segments of the audience

*Teachers have the highest claimed monthly reach to Teachers' TV, with over a quarter (26%), claiming to have watched Teachers' TV for at least five consecutive minutes in the past month.*

Teachers' TV has a target audience of head teachers, teachers, school governors and teaching assistants within primary and secondary education in England and it is possible to report on the monthly reach results for each of the job roles of interest. Graph 2 below shows the monthly reach figure for each job role, along with overall reach for the schools' workforce as already reported.

Graph 2: Five minute monthly reach for Teachers' TV by month for each of the four key job roles – February to July 2005



Base: All reporting panellists in the month with Sky/Cable digital

Due to the number of data points, monthly reach figures for each job role are excluded as labels from the above graph. However, the graph clearly shows that teachers have the highest monthly reach to Teachers' TV, with teaching assistants reaching the same level as teachers in the months of April, May and June.

With the exception of head teachers, all job roles have a peak in April, in line with the overall reach amongst the schools' workforce. In the latter three months of the school year, despite the dips in July the monthly reach figures overall and for each of the roles, teacher, head teacher and school governors, show no significant differences month on month, indicating that the number of viewers within each role has stabilised. For teaching assistants, however, July's results are significantly (5%) lower than the results in May, which in fact contributed most greatly to the overall drop in monthly reach to Teachers' TV seen in the July results.

Whilst governors (for whom data are heavily up-weighted to represent this role in their correct proportion) have more erratic viewing in the initial months when the reporting sample for this role was very low, as a larger reporting sample has been achieved (May onwards), the viewing within this role has stabilised and is showing similar patterns to the other roles researched.

Whilst viewing within the roles appears to have stabilised, it remains the case in all months that teachers have the highest reach to the channel, although for April, May and June teaching assistants have reach at the same level. The figures for each job role over the year can be used to calculate an average monthly reach figure for the period February to July, with these figures tabulated below.

Table 4: Average monthly reach to Teachers' TV over February to July 2005 for each of the key job roles

	<b>Sample size over year</b>		<b>Average monthly reach %</b>	<b>Confidence Interval</b>
	<b>Unweighted</b>	<b>Weighted</b>		
<b>Teachers</b>	1094	948	26%	+/- 3%
<b>Head teachers *</b>	522	138	19%	+/- 3%
<b>Governors</b>	352	942	16%	+/- 4%
<b>Teaching Assistants</b>	507	544	22%	+/- 4%
<b>Overall</b>	2232	2331	21% <sup>5</sup>	+/- 2%

*\*includes deputy & assistant heads*

Base: All reporting panellists (overall and within given role and phase of education) in the month with Sky/Cable digital

It is clear that, with over one in four teachers claiming to view each month for at least five consecutive minutes, they have been more likely since launch to view Teachers' TV than other roles, significantly more so than head teachers and governors, but not significantly so in the case of teaching assistants.

Around one in five teaching assistants (22%) and head teachers (19%), claim to watch Teachers' TV for at least five consecutive minutes in the average month. School governors prove to be the least likely role to tune into the channel (16%), with significantly lower reach than either teaching assistants or teachers over the six months of research to date, although their results are not significantly different from head teachers.

<sup>5</sup> Please note that the individual roles sum to greater than the overall reach since the segmented reach is based upon any role held by the respondent, and in some cases respondents have multiple roles, for example Headteacher and governor.

Teachers comprise a large proportion of the schools' workforce and it is therefore encouraging that the highest reach to the channel is amongst this section of the target audience, and that reach has been stable for this group since channel launch. Those taking up a role as governor tend to have this as a secondary role alongside other paid work. Many are not directly involved in education on a daily basis and it is therefore understandable, given the focus of the channel, that they are less likely to view than the educational professionals themselves.

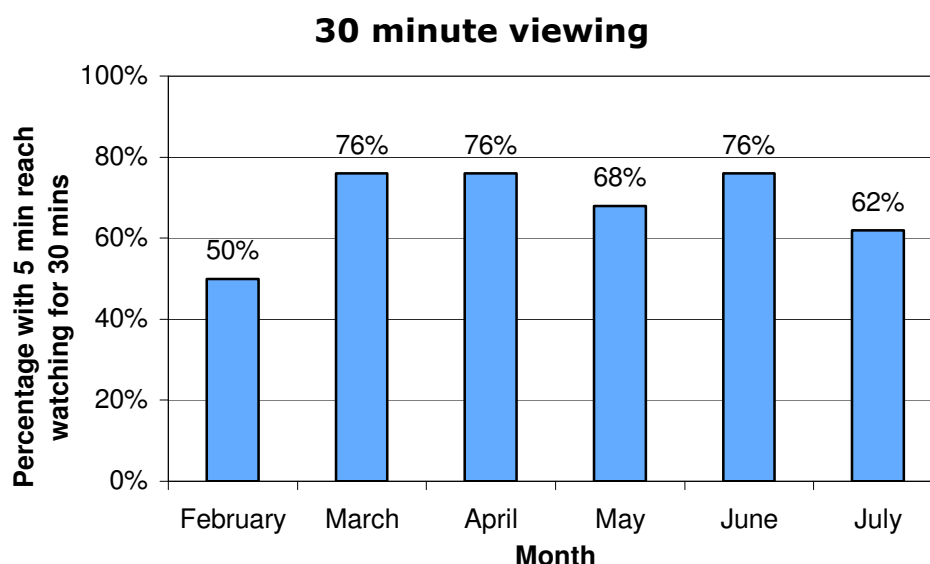
Over the school year to date, there are no significant differences in terms of the average monthly reach dependent on whether respondents are in primary or secondary education.

### 3.3 KPI 3: Percentage of channel viewers watching at least 30 minutes

**Over two thirds (69%) of those with five consecutive minutes of reach to Teachers' TV went on to view the channel for at least half an hour in the month.**

As well as identifying which channels have been watched for at least five consecutive minutes in the past month, the Media Habits survey also collects data on duration of viewing in the past month. Analysis of the data identifies the proportion of those who view for five consecutive minutes who go on to become more loyal viewers to the channel, watching at least half an hour of the channel over the course of the month, (not necessarily in one session of consecutive viewing). This level of conversion is the third KPI set for channel assessment.

Graph 3: Percentage of those watching five consecutive minutes of Teachers' TV in a month who go on to watch at least 30 minutes over the month



Base: All reporting panellists in the week with Sky/Cable digital and five consecutive minutes of monthly reach to Teachers' TV

As shown in the graph above, in launch month, half of those who viewed for at least five minutes went on to view for at least thirty minutes in the month (50%). In the following month the level of conversion increased significantly to 76%, staying at this level in three of the following five months, before dropping significantly to 62% in July.

Therefore not only has Teachers' TV been able to maintain a stable proportion of the target audience tuning in each month, it has also been relatively consistent in keeping them tuned into the channel for at least half an hour in the month.

An average level of conversion over the school year since channel launch indicates that over two thirds (69%), of those who watch for five consecutive minutes go on to watch for at least half an

hour over the month. Given that the majority of programmes broadcast on Teachers' TV are around fifteen minutes in length, this data suggests that over two thirds of those who tune into Teachers' TV for at least five consecutive minutes, go on to watch the equivalent of two full programmes in the month. The number of viewers in each job role with five-minutes of reach to the channel is too small to analyse the level of loyalty conversion by job role.

As well as providing monthly reach for Teachers' TV and the level of conversion from light to thirty-minute viewers in the month, the Media Habits survey data also reports on how viewing to Teachers' TV takes place. This analysis covers whether the channel is viewed at home or school, via the television or broadband and whether the broadcast is watched live or recorded. Furthermore the survey provides an analysis of the extent to which programmes are viewed in full, for how long the channel is typically watched in an average week and the number of programmes watched in an average week. This supporting data falls outside of the KPIs set for the channel. However, a summary of the key results can be found in section 4 of this report.

### 3.4 KPI 4: Unique users to Teachers' TV website

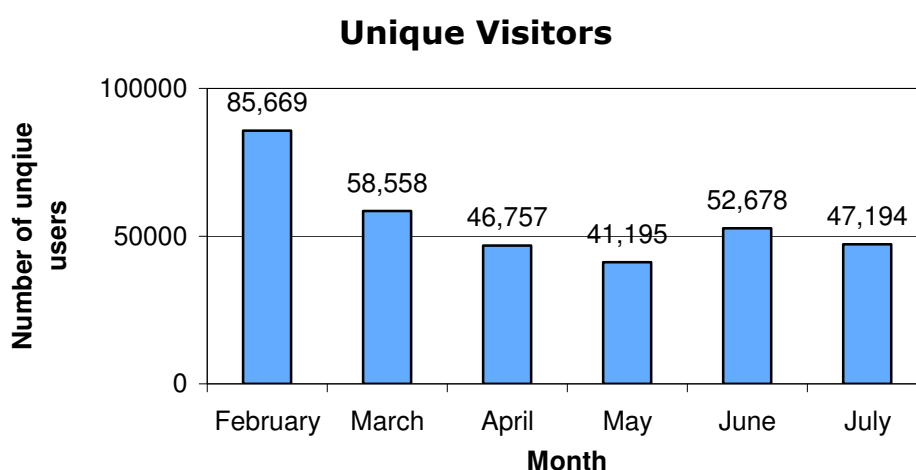
**Channel launch resulted in a peak number of unique users to the site with just over 55,000 unique users per month since February.**

Web Trends software is used to analyse logs to the Teachers' TV website (www.teachers.tv). Web Trends calculates the number of unique users per calendar month, along with statistics regarding the number of visits per month, average number of visits per user, number of page views per month and per visit and average visit length.

The fourth KPI set for Teachers' TV is a measure of the number of unique visitors to the website. Given that other analysis is conducted on a monthly basis, this measurement is also provided on a calendar month basis.

The number of unique users to the site for each month since the launch of the channel and website in February is shown in graph 4 below.

Graph 4: Number of unique users to Teachers' TV website – February to July 2005



Base: All reporting visitors to the Teachers' TV website as collected via Web Trends

Visitors to the website in February were reported from February 8th for a calendar month ending 7<sup>th</sup> March, with this reporting continuing until May when the change was made to report on calendar months starting on the first day of the month. Each month is therefore based upon an almost identical reporting period length. However, as graph 4 clearly demonstrates, the number of unique visitors to the website in launch month is significantly higher than the number of unique visitors to the website in any other month to date, with over 85,000 unique users in that month. In March, April and May the figure for unique users in the month dropped, dropping again in July after an increase in the number of unique visitors in the month of June.

Launch month is clearly atypical and the activity surrounding the launch of the channel and website clearly drove a large number of users to trial the site. On the basis of all six months to date, an average of over 55,000 unique users visit the site each month (55,342).

Whilst the overall trend shows a drop in the number of unique visitors to the site, this is not to say that total usage of the site has dropped. It is therefore important to also look at the number of visits per visitor per month, to understand whether visitors are returning to the site.

In fact the Web Trends data (as reported in section 4.10) has shown that the number of repeat visits (per visitor) per month has risen gradually, from a figure of 1.69 visits on average per month in launch month to over 2 visits per month on average in July. This data therefore shows that overall the site has reported a drop in the number of unique visitors per month in the six months that have followed launch. However the data also shows that six months after launch, those who do visit the site each month have a greater frequency of visiting the site in the whole month than in the initial months following launch, in other words they are visiting the site more often now.

The number of unique visitors cannot of course be broken down into those who are viewers of the channel, those who have access to the television channel, or those who work in the education profession, as Web Trends reports purely on numbers and cannot classify the visitors in this way. However the Media Habits research, as well as reporting on the size of the audience to Teachers' TV amongst the schools' workforce, also measures usage of select websites including the Teachers' TV site and this is reported in the following section.



### **3.5 KPI 5: Percentage of channel viewers using website at least twice per month**

*Of those who view Teachers' TV for at least five consecutive minutes in the month, one in five claim to visit the website at least twice in the past month, with three in ten claiming to have used the supporting website at least once in the same period.*

As well as providing detailed information for programmes viewed in the survey week, and claimed viewing in the past month, the Media Habits weekly diaries also collect a measure of claimed usage of a number of websites over the past month. Early release of the results for Teachers' TV provides data to support the fifth KPI - a measure of the percentage of channel viewers, defined as those with five consecutive minutes of monthly reach, who have used the supporting website at least twice in the past month.

This is an important measure since the site is very much aimed at supporting the channel, providing schedule information as well as detail on programmes being broadcast and back-up information and resources referred to in programmes themselves. The web log analysis data, whilst providing detail on overall use of the website, does not confine this to those within the channel's target audience. The website users may well be outside of England, are not necessarily employed in the education sector and may not have access to the Teachers' TV channel. This level of detail cannot be picked up in the web log analysis.

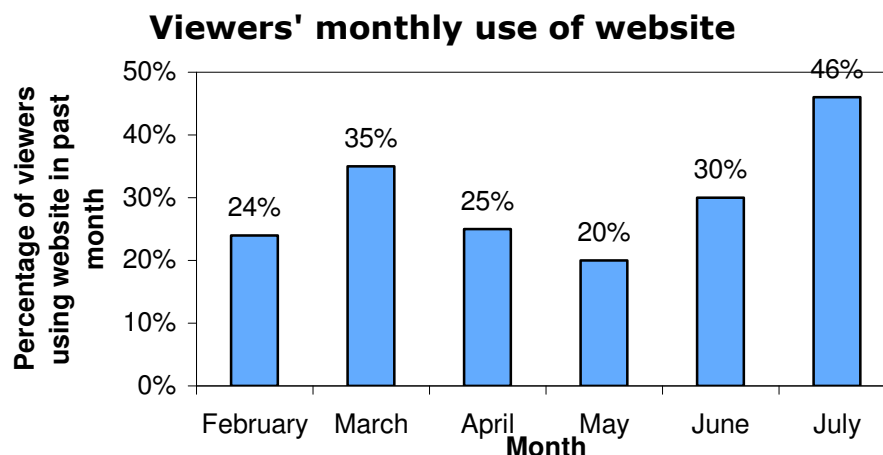
Since all reporting panellists in the Media Habits research survey have equal access to the Teachers' TV website (given that all have access to the internet), at this stage the analysis is based upon all respondents, whereas data regarding viewing to the channel is based upon those with Sky or cable digital TV at home.

Before moving on to the KPI set for twice monthly usage of the website, it is important to have an understanding of the extent to which the target audience available to view uses the website at all in the course of a month and then what proportion of the channel's viewers use the website at least once per month.

Of those within the total audience available to view (TAAV), an average of 7% access the Teachers' TV website on a monthly basis. In three of the six months to date this level of usage has risen to 9% of the TAAV, with the lowest level being 5%, in February and May.

Amongst those who view the Teachers' TV channel in the past month, claimed usage of the website in the past month is higher, as shown in the following graph.

Graph 5: Percentage of those with five minute monthly reach to Teachers' TV who used website at least once in past month (includes Freeview and broadband channel viewers) – February to July 2005



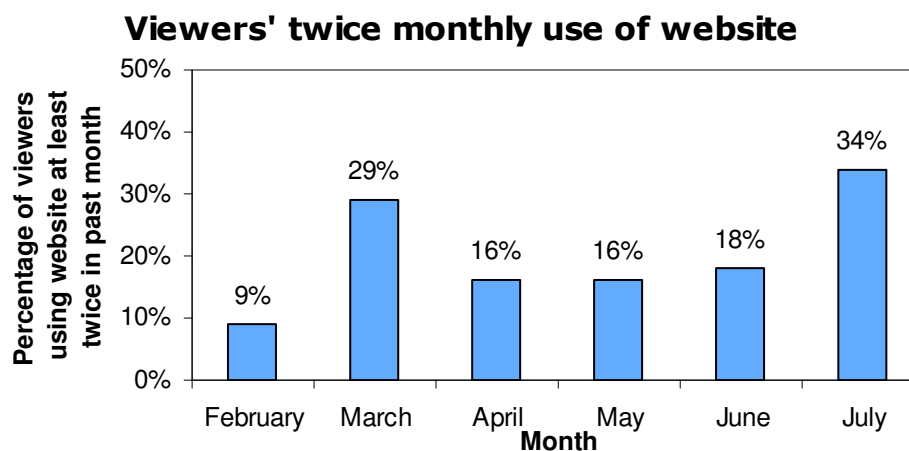
Base: All reporting panellists in the month with five consecutive minutes of monthly reach to Teachers' TV

When the channel and website launched in February a quarter of those who had viewed the channel (24%) claimed to have used the website, with a similar level of usage in each of April and May. In March, however, although reach to the channel dropped in comparison to launch month, of those who did view, 35% also used the website in the month. However, due to the small sample of reporting viewers each month, this increase is not significant. In the last month of the summer term there is a significant increase in the proportion of viewers claiming to use the website in the past month (46%), with this level of usage significantly higher than nearly all previous months.

Overall across the six months since channel launch, an average of 30% of those who have viewed the Teachers' TV channel for at least five consecutive minute in the past month, claim to have also used the supporting website in the same time period.

Level of use of the website can be further expanded to report on the KPI set for the channel, which is based upon the proportion of channel viewers who use the website at least twice in the month, with these results shown in the following graph.

Graph 6: Percentage of those with five minute monthly reach to Teachers' TV who used website at least twice in past month (includes Freeview and broadband channel viewers) – February to July 2005



Base: All reporting panellists in the month with five consecutive minutes of monthly reach to Teachers' TV

In launch month, February, 9%, of those who had viewed the channel in the past month (i.e. since launch), claimed to have also visited the Teachers' TV website at least twice since launch. In the month following channel launch, March, nearly a third (29%) of the channel viewers had visited the website at least twice in the past month. Whilst these first two months had unweighted bases of viewers that were under 75, the difference is still significant, but is likely in part to reflect the fact that viewers in March were referring to a full month since launch, whereas respondents in February were interviewed a minimum of one week and maximum of three weeks since channel launch and therefore had much less opportunity to access the website.

There was stability in the results between April and June with around 16% of viewers using the website at least twice in the month that they took part in the survey. However the surveys conducted in July showed that a significantly higher proportion of viewers, 34%, claimed to have visited the website at least twice in the past month.

With the exception of launch month (in which, as stated above, there was limited time to have accessed the site since launch), the two peaks in the data occurred in surveys conducted in March and July. These also proved to be peak months for any usage of the website amongst viewers. It is interesting to note that these peaks coincided with the end of the spring term in March and the end of the summer term in July. It would appear that the end of term results in a greater likelihood to use the website. However, the December results that coincide with the end of the winter term will be needed to support or disprove this hypothesis.

It is important to bear in mind that these figures have been collected from a sample of the schools' workforce who have internet access, and whilst therefore they are representative of website usage

amongst channel viewers, the data may not fully reflect the website usage of all channel viewers within the defined categories in the total population.

### ***3.6 KPI 6: Extent to which subject area of programmes viewed is considered relevant to viewers' needs***

***Over all programmes selected for research, an average score of 6.0 (from a scale of 0 to 10) is achieved for relevance.***

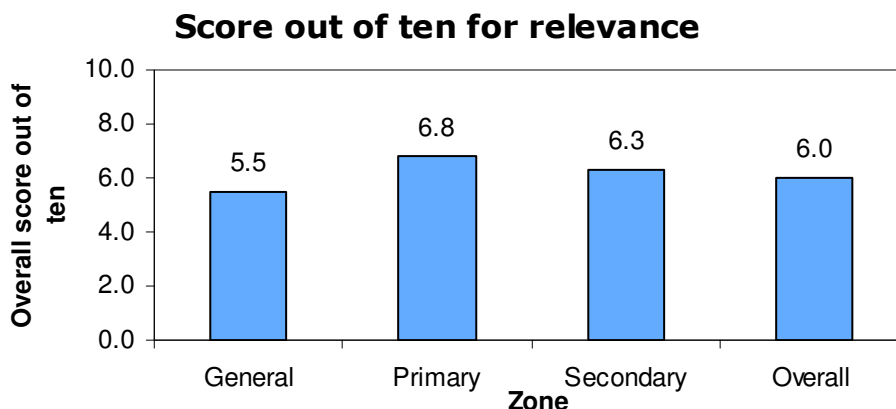
The Teachers' TV channel is split into three zones of programming, the General, Primary and Secondary zones with the aim of helping viewers to easily find programmes of interest to them. Within the General Zone, programmes are typically between 15 and 60 minutes in length. Within the Primary and Secondary zones most of the programmes that are shown are either subject or key-stage specific, and they tend to be shown within a block that lasts one-hour. One-hour blocks typically comprise four individual programmes, each 15 minutes in length. Therefore those who view the overall programme block may only view one programme (or part of one programme) within it.

Within each monthly diagnostic survey to date a selection of ten programmes showing at the time of the survey are chosen for further research. All respondents are asked which of the four selected programmes they have seen in the General Zone; all those who teach in primary schools are also asked whether they have viewed the three programme blocks selected from the Primary Zone; those within secondary education are also asked which of the three selected Secondary Zone programme blocks they have watched. For each programme viewed, a series of questions is asked.

One of the key questions asked of viewers is a measure of the extent to which the programme was relevant to their needs and interests within their current role. Rather than a simple measure of 'yes' or 'no', Ipsos MORI collects a scaled response from 0 to 10, with 0 being not at all relevant and 10 being completely relevant. A response of five therefore represents the mid-point of this eleven-point scale.

To date the number of viewers to each of the selected programmes for research has tended to be under 75, with the exception of a number of programmes within the General Zone. It is therefore not statistically robust to report on individual programmes. However, these results can be aggregated to produce an overall figure for relevance for each of the three zones of programming, along with a measure for all programmes researched to date; these four results are shown graphically on the following page.

Graph 7: Score out of ten for extent to which programmes were relevant to needs and interests of current role – for all programmes and programme zones aggregated from individual programmes researched within the zone – April to July 2005



Base: All viewers to individual programmes aggregated to produce viewers to the zones overall (1931 for all programmes)

Over the four surveys conducted between April and July, and a total of forty programmes researched in depth, an overall score of 6.0 out of ten has been given for the extent to which the programmes viewed have been relevant to the needs or interest of the viewers' current role.

Programmes within the Primary Zone have the highest score for relevance, 6.8 as a score based on all programme blocks researched in this zone. The Secondary Zone programme blocks scored slightly lower, 6.3, but both zones targeted at specific phases of education scored above the overall score for relevance. The General Zone has the lowest overall score for relevance, 5.5 but this is nevertheless above the midpoint on the scale. To date more programmes within the General Zone have been researched than the other zones, with these programmes tending to result in high samples of viewers. General Zone programming is targeted at a much wider audience than the two other zones, even extending outside of the schools' workforce. It is therefore not surprising that this zone has the lowest score for the extent that the programmes viewed were relevant to the role of the viewer.

Programmes within the Primary Zone are often likely to be relevant to all primary teaching staff, since primary teachers cover all subject areas. On the other hand, many Secondary Zone programmes are aimed at a specific subject area and, as such, only a small proportion of the secondary teaching workforce will consider the programme content to be relevant. Given that these results only show a difference of 0.5, this suggests that the Secondary Zone programmes are tending to be viewed by an audience within the relevant subject area. However, we cannot prove this from the research surveys due to the small sample viewing each programme.

Of those respondents who had viewed programmes within the General Zone, teachers gave an overall score for relevance of 5.6, the highest of all the job roles, although there was little variation, with governors giving a score of 5.4, head teachers scoring the General Zone 5.2, and teaching

assistants scoring it 5.1. Those with between ten and fifteen years of teaching experience gave the zone a higher score for relevance (6.0) than those with less experience, or indeed those with more than fifteen years of experience, who scored the zone lowest, although still at the midpoint level of 5.0. No difference is seen between the extent to which primary and secondary school respondents considered the General Zone programmes researched to be relevant.

Of the viewers to the Primary Zone programmes researched, again those with more than fifteen years of teaching experience gave a lower score for the programmes being relevant to their needs or interests within their role (6.3), compared to 7.3 given by those with less experience. Teachers assigned the zone the highest score for relevance (7.3), with teaching assistants scoring it 6.4, governors scoring it 6.6 and head teachers giving the Primary Zone programmes the lowest score for relevance, 6.1.

Of the viewers to the Secondary Zone programmes, those with the least teaching experience (less than five years) gave the zone the highest score for relevance (7.2). However, those with the most teaching experience gave the zone a similar score of 7.0. Teachers assigned the zone the highest score for relevance (6.6), with teaching assistants scoring it 6.4. Too few governors or head teachers watched the programmes researched within the zone to examine their results separately.

With the General and the Primary Zone programmes researched, those who have at least fifteen years of teaching experience have assigned a lower score for relevance to the programmes they watch than those with less experience. Whilst it is not clear to Ipsos MORI whether these programmes aimed to appeal to all ranges of experience, it is important that the programming is not seen to alienate the more experienced group, who may then turn off the channel. Additional research questions may therefore be required within this more experienced group to ascertain whether programme content is providing any information of use to them, and whether it is seen to patronise them in any way. This trend of relevance of programming and teaching experience is not seen with the Secondary Zone, suggesting that the content of the Secondary Zone programmes researched was deemed relevant by all stages of teaching experience.

For all three zones, those within a teaching role assign higher scores for relevance, indicating that even if the target audience for the channel overall is the wider schools' workforce, many of the individual programmes researched are deemed to be most relevant to teachers themselves. As this role has the highest reach to the channel, it augurs well for the future that they are finding the channel highly relevant.

### **3.7 KPI 7: Extent to which programmes viewed are found to be applicable in the classroom, to training requirements or to schools**

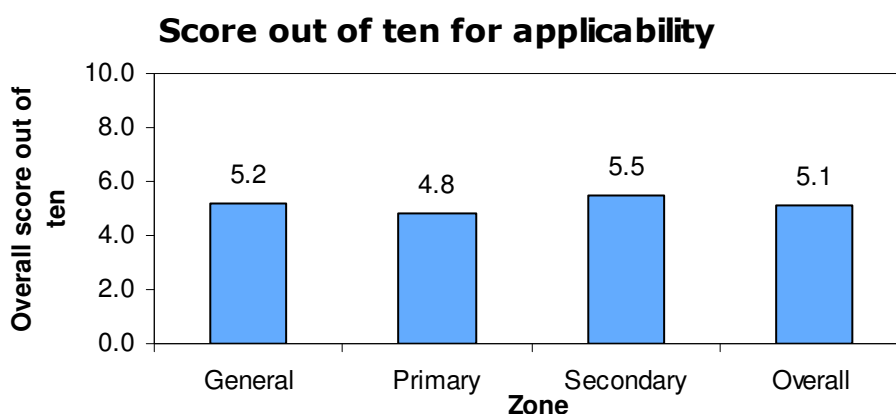
**Over all programmes selected for research, an average score of 5.1 (from a scale of 0 to 10) is achieved for applicability.**

A further measure collected within the diagnostic surveys for the programmes researched in more detail is the extent to which the programme content is considered by the viewer to be applicable. Each programme researched is classified as either designed to be applicable in the classroom and to the delivery of the curriculum, to overall school practices or continuing professional development (CPD)<sup>6</sup>. Viewers are then asked relevant questioning for the area of applicability, which cover:

- **The classroom** and the extent to which the programme content could be applied in the classroom and to the delivery of the curriculum
- **Training requirements** and the extent to which the programme content could be applied in their personal CPD or in-service training
- **The school** and the extent to which the programme content could be applied to improve school standards or refine practices or behaviour within the school.

As with the relevance of the programming, sample sizes prevent an analysis at the individual programme level. However, the results are aggregated to produce an overall score for applicability for each of the zones of programming, along with a score for all programmes researched to date. These four results are shown graphically below.

Graph 8: Score out of ten for extent to which programmes were applicable (in the assigned area)– for all programmes and programme zones aggregated from individual programmes researched within the zone – April to July 2005



Base: All viewers to individual programmes aggregated to produce viewers to the zones overall (1507 for all programmes)

<sup>6</sup> A number of General Zone programmes are not assigned to an area of applicability



Within the four surveys conducted between April and July, a total of 36 programmes were researched in depth with an area of applicability assigned. Based upon the results from viewers to these individual programmes, an overall score of 5.1 was given for applicability.

Programmes within the Primary Zone, whilst scoring highest for relevance, fall behind the Secondary Zone programmes in terms of the extent to which viewers rate the content as applicable (4.8 versus 5.5 out of ten). In fact the General Zone, which has a far wider remit than the Primary Zone, scores higher than the Primary Zone in terms of applicability (5.2).

These results suggest that, whilst the content of the Primary Zone is seen as most relevant to the intended target group, there is less that can be taken from these programmes and applied within school life than can be taken from the General and Secondary Zone programmes, despite the lower relevance scores for these.

Whilst each programme is assigned a particular area of applicability by Education Digital, for each programme viewed by teachers and teaching assistants a measure of the extent to which they could apply the content in the classroom and to the delivery of the curriculum is collected, even if this is not the intention of the programme. Furthermore, head teachers, or those who have a say or influence in training within their school are asked the extent to which each programme viewed could be applied to CPD. Finally, for each programme viewed by head teachers and governors, the extent to which the programme content can be applied to the school is also collected. These results allow us to see how the channel as a whole is being seen to deliver in terms of the extent to which viewers consider the programme content as applicable in their role. The results for the three areas of applicability are shown in Table 5.

Table 5: Overall scores for applicability of programmes researched from April to July 2005, on basis of area of applicability assigned by Education Digital

<b><i>Applicable to...</i></b>	<b><i>Overall applicability score (/10)</i></b>
<b>Classroom and curriculum delivery</b>	5.2
<b>Personal CPD or in-service training</b>	5.2
<b>Improving school standards or refining practices and behaviour within school</b>	5.0
<b>Overall</b>	5.1

Base: All viewers to individual programmes aggregated to produce viewers to the zones overall (1507 for all programmes)

Table 5 above shows the overall score for applicability given to programmes assigned to each of the three areas of applicability. As the results show, there is very little variation, suggesting that the programming on Teachers' TV is equally successful at being applicable in each of the three areas. As shown above, viewers judge the Primary Zone programming less applicable overall.

Table 6 below shows the above results over each of the zones of programming.

Table 6: Overall scores for applicability of programmes researched from April to July 2005, on basis of area of applicability assigned by Education Digital, over each of the programme zones

<b>Applicable to..</b>	<b>Overall applicability score (/10)</b>			
	<b>All programmes</b>	<b>General Zone</b>	<b>Primary Zone</b>	<b>Secondary Zone</b>
<b>Classroom and curriculum delivery</b>	5.2	4.8	5.3	5.3
<b>Personal CPD or in-service training</b>	5.2	4.8	4.9	5.9
<b>Improving school standards or refining practices and behaviour within school</b>	5.0	5.5	4.1	4.8

Base: All viewers to individual programmes aggregated to produce viewers to the zones overall (1507 for all programmes)

From these results it can be seen that overall, of the programmes researched in detail from April to July, the Primary and Secondary Zone programmes are judged as more applicable to the classroom and curriculum delivery than the General Zone. This, however, is not surprising given that the General Zone has a wide target audience and tackles issues in education rather than particular subject areas.

Of the programmes researched to date, the Secondary Zone is scoring higher in terms of the extent to which programmes are considered applicable to CPD (5.9), however this zone has had more programmes assigned to this area of applicability, with three programmes in particular aimed at Secondary NQTs. These results therefore suggest that the Secondary Zone programmes researched to date (including those assigned to this area of applicability – three individual episodes of Secondary NQTs, Secondary ICT and Secondary Assessment) have scored well amongst viewers in terms of the extent to which the content has been deemed applicable to their personal CPD or in-service training.

Since the General Zone covers wider educational issues, it is perhaps no surprise that this zone has the highest score for the extent to which programmes are deemed applicable to improving school standards, with a score of 5.5, compared to scores below the mid-point for the two other zones.

Therefore, whilst the channel overall is seen to be providing content that can be applied in each of the three key areas, the Primary and Secondary Zones have a particular strength in providing programming that is applicable to the classroom and curriculum delivery, with the General Zone programming deemed more applicable to overall school standards and practices.

### **3.8 KPI 8a: Percentage of viewers which found the channel (particularly its schedule) easy to use**

***Over six out of ten viewers consider that it is easy to find out when the programmes they want to watch are being broadcast (64%).***

In two of the diagnostic surveys to date, ease of use of the Teachers' TV channel has been investigated, with results averaged over the two surveys. Viewers of Teachers' TV are asked about the extent to which they consider that it is easy to find out when the programmes that they want to view are being shown, as well as whether they find it easy to locate programmes of interest or relevance to their role.

A quarter (24%) consider it very easy to find out when the programmes they want to watch are being broadcast, with nearly two thirds (64%) suggesting that it is very or quite easy to do so. Viewers with Sky or cable digital are significantly more likely than Freeview viewers to agree that it is easy to find this information, (63% versus 45%).

Fewer viewers (although not significantly fewer) suggest it is easy to find programmes of interest or relevance to their role within school, with 12% finding it very easy to do and 57% finding it either very or quite easy.

The diagnostic research has shown that the most popular methods of finding out which programmes are showing on the channel, are to use the on-screen TV guide (41%), by tuning into the channel itself (28%) or by using the listings on the Teachers' TV website (22%). Given that tuning into the channel itself will often result in the on-screen guide appearing on screen, the results suggest that the two main methods of searching the programme schedule are the on-screen guide and the website, and therefore that it is these two main methods which make it easy for the majority of viewers to find out when programmes are being shown, as well as making it easy for them to find programmes of interest or relevance.

Teachers' TV programming is split into three zones, with the intention that this makes it easy for the viewer to find programmes of likely relevance and interest. All respondents in the diagnostic surveys, whether viewers of the channel or not, were directly asked whether the zones make it easier to find programmes of interest. Just over a quarter (26%) agreed that the zones do make it easy and a further 56% suggested the zones make it *quite* easy. Overall, therefore, 82% indicated that the zones make it easy to find programmes of likely interest.

The Teachers' TV schedule repeats broadcasts over different times of day and days of the week, and for some programmes, such as subject and role blocks, these are repeated over a three-week period. Over one in ten viewers to the channel (12%) did not agree that regular repeats made it easier for them to watch the programmes they want to. However 44% suggested regular repetition of programming makes it easier for them to find a time that suits them, and over a quarter of

viewers (27%) find that the regular repeats make it easier to record the programme. Overall nearly three quarters (73%) of viewers suggested that the zoning of programmes makes it easier to watch the channel in some way.

An analysis of the results over time shows that data collected in July was more positive towards the zoning, with 86% of viewers at this point considering that the zones make it easier, versus 61% in May, which would suggest that, over time, with greater experience of the channel and the way the schedule is structured, more benefit is being perceived in this respect.

Overall, therefore, the data collected to date indicates that the majority of channel users do consider that it is easy to locate programmes of interest or relevance, and that it is also easy to find out when these programmes are being shown, with the schedule structured into three zones of programming assisting in this respect.

The data suggests that alternative ways of structuring the schedule may also work, with 45% of those working in primary education and 54% of those working in secondary education suggesting that a day of programming, rather than a zone, would be useful. However, given that around half of respondents in each phase of education would not consider the 'day' structure to be useful, and that the data shows the zoning makes it easy to find programmes, Ipsos MORI would suggest that the zones of programming are generally well received.

### **3.9 KPI 8b: Percentage of viewers which found the channel's support services easy to use**

***Over two thirds of website users who have watched Teachers' TV agree that the site is easy to use on the basis of scores covering three areas of ease of use (68%).***

Across two of the diagnostic surveys to date, users of the Teachers' TV website have been identified. Nearly three quarters of the diagnostic panellists who have used the website and watched the channel (73%) agree that *'It is easy to figure out where I am in the site at all times'*, with 37% agreeing strongly with this statement. A similar proportion (74%) agrees that *'It is easy to find the information I am looking for on the site'*, with 34% agreeing strongly. Whilst there is less agreement, still over half of the website users who have seen the channel on TV (55%) agree that *'It is easy to download or view the programmes I want to, on the site'*, with 31% agreeing strongly with this statement. There are no significant differences in agreement towards these attitudes by job role, school type, level of experience or key demographics. The results for these three areas concerning ease of use have been aggregated to produce an overall figure of 68% of website users who have also ever watched the television channel considering the site to be easy to use.

The results from the diagnostic surveys therefore suggest that users of the channel website consider that it is easy to use. It is important to remember, however, that these respondents have been recruited on the basis of giving feedback to Teachers' TV and, as such, may have a more positive attitude towards the service overall. For this reason website evaluation survey respondents are also asked to react to statements about ease of use of the site, as they can be considered as a more representative sample of the site's total users.

Six out of ten (61%) agree that *'It is easy to figure out where I am in the site at all times'*, with 34% agreeing strongly with this statement. Slightly fewer website users completing this survey (54%) agree that *'It is easy to find the information I am looking for on the site'*, with 28% agreeing strongly. On the whole just under two thirds of the website users (63%) agree that *'Overall I would say that the site is well structured and easy to use'*, with 30% agreeing strongly with this statement. Therefore the results from a sample of users of the website are very similar to those from the Teachers' TV diagnostic panel, with six out of ten website users agreeing that the website is easy to use.

Of note, fewer respondents from the website evaluation survey agree that it is easy to find the information they are looking for (54% compared to 74% from the diagnostic survey results). It is hypothesised that for the website evaluation survey respondents who are answering the survey during a visit to the site, the site will be very top-of-mind, whereas for the diagnostic panel it may have been a number of weeks since their last visit and a much more generalised answer covering all visits is likely to be given.

## 4 Management Information

Within both the monthly Media Habits research, which provides audience measurement data for Teachers' TV, and the diagnostic surveys, a number of other questions are asked outside of the KPIs reported above, forming management information. This level of information is extremely important in terms of informing on the overall performance of Teachers' TV.

In the following sections key results are summarised with a focus on the following areas:

- Time well spent - whether viewing to Teachers' TV and other channels is considered time well spent.
- Effect on ability to perform role – extent to which viewing Teachers' TV has improved viewers' ability to perform their job role.
- Effect on training - whether viewing Teachers' TV has affected training in any way.
- Effect on motivation - extent to which viewing Teachers' TV has affected motivation.
- Effect on standards and practices - extent to which viewing Teachers' TV has affected standards and practices to date.
- Intention to implement – whether viewers of programming on Teachers' TV intend to implement anything from the programmes in their everyday role.
- Reflection of national curriculum - whether Teachers' TV programming reflects the national curriculum.
- Delivery of information - extent to which Teachers' TV provides various types of information.
- Viewing to Teachers' TV - whether programmes are viewed in full, whether they tend to be viewed live or recorded, via TV or broadband and viewed at home or at school, along with how much time is typically spent viewing the channel.
- Use of the website – return visits, number of page views, length of visit, and other data relating to use of the Teachers' TV website.

### 4.1 Time well spent

***Three quarters of Teachers' TV viewers score the channel as six or above for viewing being time well spent.***

Teachers' TV aims not just to gain a share of the target audience but also to make a difference to the schools' workforce. Within the Media Habits diaries, all channels that have been viewed for educational purposes (using the respondent's own definition), are assigned a score out of ten, as a measure of the extent to which the time spent viewing the channel was 'time well spent'. Time well spent is a rather subjective measure, since whilst one person may be scoring their time well spent according to the amount of new information learnt; another may basis it upon the relaxation or enjoyment value of the programme. However, given that the school's workforce have a work-life

balance to maintain, and are typically less likely than the average adult to view television<sup>7</sup>, it is extremely important that any time given up to spend watching Teachers' TV is regarded by the viewer as time that has been well spent. As such this is a very important measure to monitor.

Over the surveys to date an average score for viewing to Teachers' TV being 'time well spent' has been calculated, as shown in the table below.

Table 7: Average score for viewing of Teachers' TV being time well spent – February to July 2005

	<b>% of viewers assigning score overall</b>	<b>Confidence interval</b>
<b>10 out of 10</b>	9%	+/- 3%
<b>9 out of 10</b>	13%	+/- 3%
<b>8 out of 10</b>	21%	+/- 4%
<b>7 out of 10</b>	18%	+/- 4%
<b>6 out of 10</b>	15%	+/- 3%
<b>5 out of 10</b>	11%	+/- 3%
<b>4 out of 10</b>	7%	+/- 2%
<b>3 out of 10</b>	3%	+/- 2%
<b>2 out of 10</b>	1%	+/- 1%
<b>1 out of 10</b>	1%	+/- 1%
<b>0 out of 10</b>	0%	-
<b>8 or more out of 10</b>	43%	+/- 5%
<b>6 or more out of 10</b>	77%	+/- 4%

Base: All viewers to Teachers' TV with five-minute monthly reach, amongst those with Sky or cable digital

On the scale of zero to ten, with five being the mid-point, any score of six or above indicates a positive response in terms of the time viewing being considered as time well spent. Overall more than three quarters of viewers to Teachers' TV (77%) give the channel a score of six or above for the time viewing being time well spent, suggesting that three quarters of channel viewers consider that the time they have spent watching the channel has been time well spent. Over four out of ten viewers (43%) score the channel eight or above.

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<sup>7</sup> As demonstrated by Ipsos MORI in research conducted for Teachers' TV in 2003

## 4.2 Effect on ability to perform role

**Over a quarter of viewers of the programmes researched in depth claim that viewing the programming has affected either a great deal or a lot their ability to perform their role.**

In each of the monthly diagnostic surveys in the first year of research, ten programmes across the three zones of programming were researched in depth. Viewers of these programmes were all asked whether watching the programme in any way improved their ability to perform their role, or otherwise contributed towards further raising classroom standards. The sample size of viewers for each of the researched programmes is too small for meaningful analysis between programmes and so the results are aggregated to produce a result for each zone of programming, tabulated below.

Table 8: Extent to which programmes improved their ability to perform their job/role or raised standards for the three zones and overall

	Number of viewers weighted (unweighted)	Improvement in ability to perform role		
		A great deal or a lot	A great deal, a lot or slightly	Confidence Interval
<b>General Zone</b>	1026 (1089)	20%	76%	+/- 3%
<b>Primary Zone</b>	464 (558)	38%	83%	+/- 3%
<b>Secondary Zone</b>	304 (284)	30%	90%	+/- 3%
<b>All zones</b>	1794 (1931)	27%	80%	+/- 2%

Base: All viewers to individual programmes aggregated to produce viewers to the zones overall

Of all programmes surveyed in the four diagnostic research surveys to date, 5% claimed that viewing the programmes had improved their ability to perform their role, or contributed to raising classroom standards a great deal. Over a quarter (27%) claimed that the programming improved their ability to perform their role or otherwise helped raise classroom standards either a great deal or a lot. Broadening the measure to include any change at all, the data reports that eight out of ten viewers claimed this viewing had improved their ability to perform their role, or contributed to raising classroom standards, either a great deal, a lot or slightly.

The programmes are distributed over the three zones of programming featured on the channel and it is key to understand whether one or more zones are judged by the channel's audience as having a greater ability to impact on the audience's ability to perform their individual job role. Significantly fewer viewers to the General Zone programming (3%), consider that the programming has affected their ability to perform their role a great deal, compared to one in ten of those watching the Primary Zone programmes researched and 7% of those watching the Secondary Zone programmes researched.

The results also show that significantly more viewers of Primary Zone programming (38%) than the Secondary Zone (30%) and General Zone programming (20%), claimed that viewing these



programmes affected their ability to perform their job role a great deal or a lot, with viewers of those programmes researched in the Secondary Zone significantly more likely than viewers of programmes researched in the General Zone to make this claim.

The results therefore strongly indicate that the schools' workforce who have viewed programming on Teachers' TV consider that the programming is affecting behaviour and education standards overall, by improving the ability of education professionals to perform their role. The General Zone programming overall is less able to enhance the role of the workforce but the Secondary Zone shows a particularly strong ability to improve performance within the education system to any extent.

### **4.3 Effect on training**

***Teachers' TV has encouraged over four in ten viewers to undergo some form of CPD.***

One of the principal aims of Teachers' TV is to help develop better skilled, informed and resourced education professionals by providing targeted training in teaching skills, management skills and leadership. Within the monthly diagnostic surveys Ipsos MORI identifies whether the target audience has been encouraged by the channel to undertake any form of continuing professional development (CPD). This can take the form of formal CPD such as a training course, or more informal CPD, for example reading or watching more about a particular subject area. One in ten who have viewed the channel claimed that it has encouraged them to undergo formal CPD, with over a third (35%) encouraged to undergo informal CPD of the nature stated above. Overall 42% of channel viewers suggested that Teachers' TV has encouraged them to undergo one of these forms of CPD, suggesting that to date the channel is at least encouraging professional development within the sector.

Those who view the channel on a more regular basis, at least once a week, are significantly more likely than the less regular viewers to have been encouraged by the channel to undergo some form of CPD. This level of encouragement is also significantly higher amongst those who have visited the supporting website than those who have not, indicating that greater exposure to the Teachers' TV offering is related to a greater level of encouragement within the audience too develop their own career.

#### 4.4 Effect on motivation

***Eight out of ten viewers of programmes researched in depth claimed the programming affected their personal motivation (even if the effect was slight). Only a third of viewers suggest the channel has not had any effect on their motivation for career development and fewer than one in ten respondents disagreed that the channel would improve the motivation of the education profession or raise morale.***

Viewers of programmes researched in depth over the diagnostic surveys to date, rated the extent to which the programme affected their personal motivation within their role in the education system. Results for individual programmes are aggregated to produce the results tabulated below.

Table 9: Extent to which programmes affected personal motivation in their role

	Number of viewers weighted (unweighted)	Effect on personal motivation in role		
		A great deal or a lot	A great deal, a lot or slightly	Confidence Interval
<b>General Zone</b>	1026 (1089)	25%	75%	+/- 3%
<b>Primary Zone</b>	464 (558)	43%	85%	+/- 3%
<b>Secondary Zone</b>	304 (284)	33%	85%	+/- 4%
<b>All zones</b>	1794 (1931)	31%	79%	+/- 2%

Base: All viewers to individual programmes aggregated to produce viewers to the zones overall

Of those viewers of the programmes researched in depth, 6% considered that viewing the programmes had affected their personal motivation within their role a great deal. When the results are broadened to include those who considered the effect had been one of either a great deal or a lot, three out of ten (31%) made the claim. Overall eight out of ten viewers (79%) of the programmes surveyed claimed that viewing the programmes affected their personal motivation within their role to some extent, whether it be a great deal, a lot or slightly.

Significantly more viewers of Primary Zone programming considered that the programmes they had viewed (of those researched) had affected their personal motivation within their role a great deal. Viewers of the Primary Zone were significantly more likely than viewers of the Secondary Zone programmes to claim their motivation was affected a great deal or a lot. Furthermore viewers of the Primary Zone and the Secondary Zone programming were significantly more likely to claim that viewing the programmes affected their motivation to at least some extent, than did viewers to the General Zone programming researched.

These results therefore demonstrate that the programmes selected for research in the surveys to date have been judged by their viewers as affecting personal motivation within their role, with the Primary Zone programmes researched in particular showing a strength in their ability to affect the

motivation of the audience. This suggests that on the whole programming on Teachers' TV is having an effect on the personal motivation of viewers within the schools' workforce.

The results are of course based upon a limited number of programmes selected for research. However, viewers of the channel also gave an opinion as to whether the channel has motivated them as an individual to develop their career. This motivation could either be direct or indirect by virtue of making them spend more time thinking about their own career. Whilst only 5% claimed that the channel had directly motivated them to develop their career, over one in five (22%,) considered Teachers' TV to have had an indirect effect on their motivation for career development by increasing the amount of time that they spend thinking about their career. Although a further 39% of viewers considered that they are more motivated to develop their career, they are unsure whether this is attributable to Teachers' TV or not. However, only a third claimed that Teachers' TV has not motivated them at all to develop their career. Those at the start of their career, with less than five years of teaching experience, are significantly more likely than those with fifteen or more years of teaching experience to have been motivated by the channel to develop their career.

Respondents giving feedback on the channel in the diagnostic surveys also expressed their reactions to the suggestion that Teachers' TV would improve the motivation of those working in education. Whilst just 7% strongly agreed with this statement, overall 44% agreed. The analysis shows that more experienced teaching staff were less likely to be positive about the effect that the channel could have; those who had less than ten years of teaching experience significantly more likely to agree that Teachers' TV would improve the motivation of those working in education than those with fifteen or more years of teaching experience. Whilst a significant proportion (29%) sat on the fence, only 9% of respondents disagreed that the channel would improve the motivation of the profession.

This data based upon overall opinions of the channel as a whole therefore backs up data based upon individual programmes, suggesting that the channel is having a motivating effect. In particular Teachers' TV is motivating a significant proportion of its viewers to think about their future career development, and less than one in ten disagree that the channel will improve the motivation of those working in the education system.

Reactions were also probed regarding the extent to which the target audience for Teachers' TV considered that the channel will help to raise morale within the profession. Whilst only 6% strongly agreed that Teachers' TV will help to raise morale, overall four in ten within the target audience (40%) agreed to some extent that it would have this level of impact. Again the results show that more experienced teaching staff are far more doubtful about the effect that the channel could have, with those at the start of their career (less than five years of teaching experience) significantly more likely to agree that the channel will help to raise morale. Whilst a third of respondents sat on the fence when making a judgement, only 9% actively disagreed that the channel would improve morale. Therefore, the target audience of Teachers' TV, (especially those with less than fifteen years of experience), consider that the channel is motivating in terms of making them thinking

about their own career, and for the profession as a whole, and a means by which to raise the morale of the profession.

Whilst nearly half of the respondents giving feedback on the channel did not consider that they had seen enough of the channel to comment, of those who had seen enough, 12% claimed they were very inspired by Teachers' TV and the programming it shows, along with the supporting website. A further three quarters of respondents reported being quite inspired with 86% overall claiming that they were inspired by the Teachers' TV offering. Those who watch Teachers' TV on a weekly basis are significantly more likely than less regular viewers to consider the offer inspiring.

Therefore, as well as proving to motivate those who view, both generally and in terms of career development, and being seen as a vehicle that can raise the morale of the profession, the channel is proving to be a source of inspiration.

#### **4.5 Effect on standards and practices**

***Over four in ten of those who work in the classroom claimed that the programming on the channel has had an effect on classroom or school standards. Over a third of head teachers have reported that the channel has noticeably affected school practices.***

A key aim of Teachers' TV is to improve standards and practices within schools, and although additional research is needed to identify the level of actual change in these areas, the monthly diagnostic surveys conducted amongst the workforce can at least act as an indication of the perceived level of change amongst the channel's audience. Of those teachers and teaching assistants giving feedback on the channel, 4% claimed that the channel has had a significant effect on classroom or school standards. A further 39% suggested that, whilst the effect on classroom or school standards has been small, it has been noticeable. Over half of those (56%) with direct experience in the classroom suggest that the channel has had no noticeable affect on these standards to date. The vast majority (79%) of those suggesting the channel has had an effect on standards claimed that this was positive. Amongst the sub-sample of teachers and teaching assistants, those who had ever viewed Teachers' TV (versus non viewers) and weekly viewers (versus less regular viewers of the channel) were significantly more likely to indicate that the channel had had an effect on the classroom or school standards. Those who have not yet viewed the channel are significantly less likely to have noticed Teachers' TV having any effect on classroom standards. On the other hand, more regular viewers (those watching on a weekly basis), are significantly more likely to report the channel as having an impact in school than less frequent viewers.

As well as the claimed effect that the channel has had on classroom standards, head teachers report on the effect that Teachers' TV has had on practices within the school, in terms of school management, staff training, standards in the classroom and pupil management. Whilst only 1% of head teachers claimed that Teachers' TV has had a significant effect on school practices, over a third (35%) suggest that the channel has had a small, but noticeable effect on school practices.

The vast majority of head teachers who attribute effects on school practices to the channel, consider that the effect has been positive.

Therefore a significant proportion of those working in the classroom consider that, since launch, the channel has had an effect on classroom and school standards, with a slightly smaller proportion of head teachers claiming that the channel has affected school practices. Whilst these are of course just perceptions, the results suggest that amongst the overall workforce, particularly amongst those who view the channel, the programme content is allowing standards and practices to be changed.

#### **4.6 Intention to implement**

***On average, of the programmes researched in detail, over half of viewers claim they are likely to implement some of the programme content.***

Key to understanding how the channel is affecting standards and practices is knowledge about the extent to which content from programmes viewed on the channel can be implemented in the classroom. This is a key measure that follows on from the KPIs of relevance and applicability. Although a programme may not be seen to be completely relevant to the role or subject area of a given viewer, it may be that something from the programme can be implemented in their role.

For each of the programmes researched in depth that has been viewed within the monthly diagnostic surveys, the viewers were asked about their likelihood to implement anything seen within the programme, whether it be the entire content of the programme or just a small aspect arising from it. From the individual programme results, overall levels of intention to implement content from the programmes can be calculated for the three zones of programming, which are detailed in Table 10.

Table 10: Likelihood to implement something from programme for the three zones and overall

	Number of viewers weighted (unweighted)	Likelihood to implement content			
		Definitely likely	Quite likely	Likely (net)	Confidence Interval
<b>General Zone</b>	1026 (1089)	5%	48%	53%	+/- 3%
<b>Primary Zone</b>	464 (558)	12%	52%	64%	+/- 4%
<b>Secondary Zone</b>	304 (284)	12%	54%	66%	+/- 6%
<b>All zones</b>	1794 (1931)	8%	50%	58%	+/-2 %

Base: All viewers to individual programmes aggregated to produce viewers to the zones overall

Across all programmes surveyed in the four diagnostic research surveys to date, over half of the viewers indicated an intention to implement something they have seen from the programme, with the General Zone having the lowest levels of intention (53%). In terms of viewers who are definitely likely, the Primary and Secondary Zones have identical scores, with 12% of viewers for

each of these two zones claiming they are definitely likely to implement something from the programme, significantly higher intention levels than seen for the General Zone (5%).

All respondents to the diagnostic survey who have used the website were also asked whether they have, or will, use any information downloaded from the site. To date, 8% claim that they have already used information that they have downloaded from the website in their role, with 53% claiming that they are likely to use this information in the near future. However, given that these respondents have agreed to take part in regular research for Teachers' TV, we cannot be sure that these figures will hold true amongst all website users.

#### **4.7 Reflection of national curriculum**

***Of those who have viewed enough programming to make an informed judgement, around half suggest that the programming closely reflects the national curriculum.***

In order for programming to be of use to the workforce and to save time spent searching for resources, it is essential that the programming is seen to reflect the national curriculum and that the target audience perceives the tie-in of the channel content to the curriculum.

Reporting respondents on the Teachers' TV panel with day-to-day experience of the classroom, therefore rated Teachers' TV on the extent to which they consider the programming reflects the national curriculum, an important objective for the channel. Of all respondents asked, half considered that they had not seen enough of the channel to comment. However, of those who did comment, 39% considered that Teachers' TV programming closely reflects the national curriculum, with a further 56% claiming that the programming reflects it well. Only 5% of those who answered suggested that the programming on Teachers' TV does not reflect the curriculum closely enough.

#### **4.8 Delivery of information**

***Very few of those commenting on the delivery of information provided by the channel suggest that it is failing to provide practical ideas to save time, relevant news and information and relevant resources, with few suggesting that the channel is not enabling knowledge-sharing between schools.***

As well as providing programme content that is relevant to the schools' workforce and can be applied within their role to improve overall education standards, Teachers' TV has additional related objectives that are discussed below.

Teachers' TV aims to enable knowledge sharing about good practice and good ideas between schools across England. Amongst those giving feedback about the channel who considered they had viewed enough of the channel to comment, (around half of respondents), 51% (+/- 4%) suggested that Teachers' TV is delivering in this area to a great extent. Only 3% (+/- 1%) considered that Teachers' TV is not delivering in this area at all.

A further aim of the channel is to reduce the amount of time that teaching staff spend searching for resources. A measure is therefore collected of the extent to which the audience deems the channel able to offer practical ideas to save time, or to help reduce the amount of time spent looking for resources. Of those who felt informed enough to comment (around half of respondents), over one in five (22%) considered that Teachers' TV offers practical ideas to save time to a great extent, with 14% not considering the channel to be offering such ideas at all.

Teachers' TV also aims to be a means by which relevant news and information can be received by the audience, and 52% of those commenting suggested that the channel provides relevant news and information to a great extent. Only 1% did not consider Teachers' TV to provide relevant news or information at all.

The channel also aims to provide relevant resources for use in the classroom and to signpost other resources that are available. A third (34%) of those able to comment on the channel's delivery in this area suggested that indeed the channel provides relevant resources (or signposts to them) to a great extent, with just 5% rating Teachers' TV as not delivering in this area at all.

#### **4.9 Viewing of Teachers' TV**

***Over half of programmes viewed on Teachers' TV (as collected in the Media Habits research) are viewed to completion, with the majority of programmes viewed at home, via the TV and live; however around one in ten are viewed via broadband. A weekly viewer of the channel typically watches for 40 minutes, watching two and a half programmes.***

##### **Viewing to completion**

Within the Media Habits weekly diaries, all programmes that are viewed on the selected channels for research within the survey week have a number of measures collected, including how much of the programme was viewed, where it was viewed, how it was viewed and whether it was viewed live or from a recording. This supplementary data therefore supports KPIs based upon the size of the audience to the channel.

When the channel launched the Media Habits diaries listed programmes broadcasting on the channel at the programme block level for the Primary and Secondary Zones. This meant that a one-hour block was listed, however within this block typically four individual programmes each of 15 minutes in length are shown. For these months the research could not pin point which of the programmes within the overall programme block were viewed. A key change was made to the Media Habits diary listing for Teachers' TV in May 2005, with all programmes of 15-minute length listed rather than overall subject and role blocks. Ipsos MORI suspects that data collected on the extent to which the programme was viewed in full prior to this change was actually based on individual programmes rather than programme blocks, however this cannot be definitely proved and therefore Ipsos MORI is only reporting on this data from the point at which the full schedule was used.

The data shows that over half of the programmes watched by the target audience within a Sky and cable digital audience in the Media Habits survey week, are viewed in full (55%). Around one in five programmes (18%) have been watched almost to completion, with 10% having just half of the content viewed and 17% just viewed for a few minutes. Therefore nearly three quarters (73%) of programmes viewed in the survey weeks had most of the programme content viewed.

### **Viewing live versus recorded**

The Teachers' TV schedule repeats programmes a number of times, maximising the opportunity to view at a convenient time and providing multiple opportunities for programme recording. Given the nature of the programming, which aims to reflect the national curriculum and to provide programming that is suitable for showing in class, it might be expected that a significant proportion of programmes are recorded and viewed at a more suitable time.

To date the majority of programmes viewed in Media Habits survey weeks have been viewed live (82%), with 18% watched from a recording. When recorded programmes are viewed they tend to be viewed in the same week that they were originally broadcast. Interesting differences seen within the reporting sample who have only Freeview or broadband access to the channel are reported in Appendix 6.2.

### **Viewing via the TV or broadband**

The Teachers' TV website provides users with an opportunity to watch programmes via streaming. Whilst the majority of programmes viewed to date in the survey weeks have been watched via the traditional method of viewing, the television, 8% of programmes have been watched via broadband. For many this is a completely new way of watching television programmes and, as such, the data clearly demonstrates that this method of viewing, which allows the viewer to choose a convenient time to watch, is being taken up by the channel's target audience and should not be ignored.

### **Viewing at home versus at school**

Whilst the channel is very much focused on the education system, only 2% of the programmes viewed to date in the survey weeks since Teachers' TV launched have been viewed in school, with nearly all programmes watched at home. Access to digital TV within schools may well be a key reason for the limited viewing within the school environment to date.

### **Amount of time spent viewing Teachers' TV in an average week**

Since the full list of programmes broadcast has been included in the Media Habits diary for Teachers' TV, Ipsos MORI has been able to calculate an accurate measure of the amount of time spent watching the channel in an average week. The June results reported an average of 42 minutes of the channel being watched in the week by those who tuned in at all, (amongst those with Sky or cable digital), dropping slightly to 37 minutes in July's results. Over the two months to date the average amount of time the weekly viewer with Sky or cable digital TV watches Teachers' TV for, is 40 minutes.



Therefore, although the data for July, amongst those with Sky or cable digital, has shown a dip in the proportion of the target audience tuning in for at least five consecutive minutes, along with a lower level of conversion to heavier viewing, the accompanying drop in the average total minutes per viewer is very slight.

#### **Number of programmes viewed on Teachers' TV in an average week**

Since the inclusion of the full programme listing, Ipsos MORI can also report accurately on the number of programmes the average viewer watches in a survey week. In the June survey weeks the average viewer who tuned in at all that week to Teachers' TV, watched 2.6 programmes, with a slight dip in July's results (2.5 programmes). However this dip is minimal suggesting that the figures are stable, with viewers tuning in to watch just over two and a half programmes in the survey week. Since most programmes are of fifteen-minute length, the figure of two and a half programmes equates to the amount of time spent viewing noted above.

Analysis of the data at an individual programme level is not possible since each week the sample of viewers who have watched the channel in that week, once restricted to those with Sky or cable digital, is too small for further analysis. The results also tend to show that many programmes are watched but by just 1% or 2% of the audience, rather than a few key programmes attracting significant proportions of the audience. This essentially means that most programmes that are viewed by reporting panellists only have an unweighted viewer base of one or two people. Overall an average of 9% of all programmes broadcast by Teachers' TV in the survey week are viewed by at least one reporting panellist. In each of February, April and May, 11% of programmes listed were viewed by at least one reporting panellist although this figure was lower in March (6%) when monthly reach to the channel dropped. In June and July 8% and 7% (respectively) of all programmes listed were viewed by at least one panellist.

#### **4.10 Website usage**

***On average visitors to the Teachers' TV website use the website twice a month. The number of pages viewed per visit and the average visit duration have both dropped over the research period, with an average of 2.5 pages viewed per visit, which lasts on average just over 1 minute.***

Data already reported on use of the website based upon web logs has shown that launch month proved to have a particularly high number of unique visitors and that the overall trend since launch has been a drop in the number of unique visitors to the site each month.

However the Media Habits survey has reported a fairly stable level of reach for the website amongst the channel's target audience, with peak usage for channel viewers in March and July, months that coincided with the end of school terms. It may be the case that the peak indicated by the web log analysis at the time of the launch was partly accounted for by visitors who were attracted by the media coverage at that time but were not part of the core target market covered by the audience measurement research.

Since a decline in the number of unique visitors does not necessarily imply a drop in total usage, it is also important to examine the number of visits and repeat visits per month, along with the average visit length, to understand whether visitors are returning to the site and whether they quickly leave or spend time navigating around the site.

### **Repeat Visits**

In launch month the average number of visits to the website per visitor was 1.69, rising gradually to 2.29 in May, with similar figures in June and July. The data shows that the average user to the website will visit the site twice in the month, but the monthly data clearly shows that over time the number of visits per visitor has slightly increased. Therefore, whilst web log analysis may show fewer unique users per month, those who did visit the site are visiting slightly more often than they did when the website launched.

### **Number of visits**

As with the number of unique visitors to the site, the web logs report the highest number of visits to the Teachers' TV website in the month following launch (144,860). Whilst the number of visits then dropped in March and April, in May the number rose above the number of visits reported in March, and then increased again in June. On average just over 113,000 visits are reported to the site each month. The number of visits to the site has shown the most variation of the measures.

### **Number of page views**

The web log analysis also allows Ipsos MORI to report on the number of page views on the website. As with unique users and overall visits, the data shows that launch month had particularly high website use with far more page views than seen in any other month (over 400,000). The number of page views declined gradually from launch month to June. However, in July, (when the Media Habits data reported that viewers to the channel were more likely to have visited the website twice in the month than seen previously), the page view returns to a level seen in May. On average, over the five months following the website launch, there have been just over 250,000 page views per month. The page views can also be reported as the number of page views per visit, and on average, 2.5 pages are viewed on every visit to the website, although for the first three months this figure was nearer to 3 pages, with 2 pages reported for the last three months. This figure drops from March to June, although again in July, as with page views overall, the figure returns to the level seen in May.

Whilst the number of page views has dropped, this is not necessarily a negative result since as users of the site become more familiar with the site, possibly with the use of book-marking, it may take fewer page clicks to reach the desired content.

### **Visit duration**

In the two months following launch, the median duration for a visit to the website was around 1 minute and 15 seconds, which then dropped to around 1 minute in April, May and June. Despite July reporting more page views than June, the median visit length dropped further to 51 seconds.

Over the six month period the average visit to the Teachers' TV website lasted 1 minute and 4 seconds. As with the drop in the number of page views, this decline in the visit duration is not necessarily a negative result. With greater exposure to the site and its layout it may take visitors less time to get to the area of the site they intend to use, and to source the required information.

### **Time and day of website use**

Use of the Teachers' TV website is far more popular on the average weekday than at the weekend, with an average of 4,170 hits on each weekday over the six month period, compared to an average of 5,489 hits over the two-day weekend period. Consistently Sunday has proved to be the least popular day on which to access the website. In terms of time of the day, website usage is very low before 8am, increasing until the lunchtime period and then increasing again just as the school day has finished. However usage is not restricted to school hours, with almost as many hits during the early evening, and fewer hits after 8pm.

The web logs therefore show fewer unique visitors to the site over time; however there is a slight tendency for each visitor to visit the site more times in the month. Over time there has been a drop in the number of pages viewed per visit, along with a corresponding drop in the visit duration.

### **Attitudes towards the website**

The website evaluation survey placed on the Teachers' TV website reports on satisfaction with content and the motivation to go to the website.

The majority of website users completing the website evaluation survey (73%) claimed that they liked the website (37% very much and 37% somewhat). A similar proportion of website users rated the content as likeable (74%). Website users have high agreement that the content of the site is interesting (82%) and that the site is visually attractive (66%), with three quarters (76%) agreeing that the page loading time seems to be acceptable. Whilst respondents suggest the content is interesting, there is less agreement that the content is regularly updated (54%) or complete (46%), although two thirds (67%) agree that the site gives the necessary information about programmes being broadcast. Around half of users agreed that the website makes the channel appear to be appealing to view (53%), with lower agreement about the fit between the website and the channel itself (42%).

Users of the website identified by the monthly diagnostic surveys claim they tend to visit the site out of curiosity (41%), or else to look at the programme schedule (24%) or to look up information about a programme (23%). The website is also visited to look up information on the channel itself (17%), as well as to view streamed programmes (12%) and to download programmes for later viewing (7%).

Given the varied reasons for visiting the website, the data suggests that website users have an understanding of the variety of content that the website offers. Not only does it provide information

on the channel itself, as well as individual programmes and the schedule, but it has the additional facility to download programmes or watch them via streaming.

## **5 Appendix 1. Detailed Methodology**

### **5.1 Audience Measurement Research**

#### **Teachers' TV channel**

The key aim for this stage of the research is to provide accurate and unbiased data estimating the size of the audience to Teachers' TV within the target market.

#### **Survey Universe**

Within the first data requirement it was clear from the objectives set for the channel that the data need only provide audience measurement figures for the channel amongst its defined target audience, that is head teachers, teachers, school governors and teaching assistants in state maintained primary and secondary education in England. Given that the channel is delivered via digital platforms, it was also apparent that this universe should be limited to those who have access to digital television, whether at home or in the workplace; if the latter it must be regularly viewed at this location. However, since the supporting website also allows programmes to be watched via streaming, those members of the school's workforce (as defined above) with access to broadband at home (and therefore able to view streamed programmes from Teachers' TV), were also to be built into the universe.

#### **Recruitment of respondents**

Ipsos MORI has recruited respondents through schools themselves, with an incentive of a Freeview PVR (Personal Video recorder)<sup>8</sup> provided by Ipsos MORI to encourage schools to enrol. A small proportion of the panel was recruited via email databases and advertisements placed in the Times Educational Supplement. Prize draws take place on a monthly basis with monetary prizes and a charitable donation for winners.

#### **Frequency of research**

The survey is designed to report on a monthly basis, with two out of three sub-panels invited to participate in the survey each month, so that no respondent is expected to take part in more than 8 surveys per year. The design also provides for robust sample sizes on a monthly basis, even at the level of the four job roles. The complexity of the final channel schedule, and the fact that each respondent was only expected to keep detailed records of viewing over the course of one week, led to the monthly survey being staggered across each week of the month, so that every programme in the schedule is covered each month, rather than single week chosen to represent a particular month, with the attendant risks of an atypical schedule or stage in the school term, or of extreme weather conditions or other external factors. However, the design does not readily permit the

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<sup>8</sup> Given the limits with Freeview reception, availability is checked and those schools that have no reception are provided with vouchers to an equivalent value. Schools with problematic access have the choice of the PVR or vouchers.

analysis of data on a weekly basis at this relatively early stage in the research programme, particularly at the subgroup level, due to low sample sizes and the design of the weighting scheme.

## **Research Method**

Ipsos MORI had been commissioned by the DfES to conduct a research study amongst the schools' workforce with a broader objective of identifying how members of the schools' workforce are using digital TV and, in particular, which channels and programmes they are watching in connection with their role within the education profession.

Data from this project, known as the Educational Lives Media Habits research project, has been used to inform the DfES of results relating to the Teachers' TV audience.

The project utilises a diary method whereby viewing over the course of a week is recorded in a diary provided to the respondent, who is part of a panel of over 3,000 recruited to take part in the research a number of times a year (a maximum of eight weeks).

As described above, research is conducted on a weekly basis, with data collected via a diary in which viewing to individual programmes watched in the survey week is recorded (along with a number of measures for each programme viewed). The survey also collects claimed viewing and use of websites over the past month. Given that the majority of the school's workforce has access to the internet, data is collected via online diaries rather than paper-based diaries, a more cost effective approach that also allows for a fast turnaround of results.

Since Teachers' TV is just one of the channels researched in the Media Habits research project, it is unlikely that respondents watch more Teachers' TV than average because of their involvement in the project.

The Media Habits survey aims to provide claimed monthly reach for viewing related to the education profession for all five channels, along with viewing figures for individual programmes in survey weeks amongst the schools' workforce audience. The weight of claimed viewing in the past month allows for more detailed analysis, including the rate of conversion from light to heavier viewers for all channels. A measure of claimed usage of the related website is also collected for each channel, allowing for analysis of website usage amongst both channel viewers and non-viewers.

## **Teachers' TV website**

The key aim for this stage of the research is to provide accurate data estimating the size of the audience to the Teachers' TV website.

A standard industry web log analysis tool, Web Trends, was selected to provide continuous measurement of the website audience.

The web log analysis provides data on all usage of the website, no matter who or where the user is. As well as reporting on the number of unique visitors in each calendar month, this part of the analysis also reports on the number of, and average length of visits to the site. Additionally the analysis reports on the typical number of page views per visit and total page views in the calendar month. The analysis further provides detail on the number of downloads and streams that have been viewed and most downloaded/viewed programmes in each of these categories.

## **5.2 Research examining attitudes and behaviour**

### **Teachers' TV channel**

The key aim for this stage of the research is to provide feedback on the extent to which individual programmes and zones of programming, along with the channel as a whole, have affected attitudes and behaviour amongst the viewer base.

### **Universe**

On the basis that the second data requirement focuses on reaction to the channel and the programmes that it broadcasts, the universe for this arm of the research could arguably be defined as all channel viewers. However the Teachers' TV channel has a very clear target audience, and it is amongst this group that reactions to the channel are sought, without any bias towards those who are, for example, the heaviest viewers to the channel or who have been viewing for the longest time. The universe was therefore set to match the universe for the audience measurement research, namely head teachers, teachers, school governors and teaching assistants in state maintained primary and secondary education in England, who have digital TV at home or work (if at work it must be watched regularly), or access to broadband at home.

### **Recruitment**

Ipsos MORI has recruited respondents to the Teachers' TV panel through schools themselves. Prize draws take place on a monthly basis with monetary prizes and a charitable donation for winners.

### **Frequency of research**

The key aims of this arm of the research are to provide measures at both an attitudinal and a behavioural level concerning reactions to programmes shown on Teachers' TV, both the channel overall and the supporting website. Monthly surveys were seen as ideal in balancing the burden

on respondents with the period over which it was reasonable to assume accurate recall of programmes viewed, together with the need to cover an ever-changing schedule. There was no need to stagger the monthly sample over each week of the month as data is based on recall of specific programmes shown within the past month.

The diagnostic-based surveys focus on a different range of programmes each month and, given that the questions to be answered in the survey are dependent upon job role and programmes viewed, an online survey is ideal in automatically directing individual respondents to the relevant questions.

The monthly research surveys completed by the Teachers' TV panel provide diagnostic, rather than audience based data for the channel, and tend to focus on viewers of the channel and individual programmes. The surveys aim to cover programming within each of the three zones, providing feedback from programme viewers on the extent to which the programmes are relevant to their needs and applicable in their job role. Furthermore the programme viewers provide input on the extent to which they consider the programme content can be implemented in their job role and whether viewing the programme has in any way affected their personal motivation or ability to perform their role.

Since the individual programmes may vary widely in terms of the above results, measures of attitudinal and behavioural change are also collected on the basis of overall viewing to the channel, along with claimed ease of use of the channel's schedule. Attitudes towards the supporting website and the extent to which this is used, and is easy to use, are also collected within these monthly diagnostic surveys.

### **Teachers' TV website**

The key aim for this stage of the research is to provide feedback on the attitudes of website users to the Teachers' TV website, alongside the feedback provided by channel viewers in the Teachers' TV diagnostic surveys.

Clearly in order to give feedback on the website, the universe must comprise visitors to the website. Ipsos MORI recognised that within the universe from which a sample would be drawn to give feedback on the television channel, there would indeed be users of the website, allowing for analysis of feedback amongst the channel's target audience.

However, Ipsos MORI considered that, given that website users would extend beyond the defined target audience for the channel, a separate arm of the research should be designed to cover all users of the Teachers' TV website.

Since users of the Teachers' TV website can visit the site at any time, ideally there should always be an opportunity for them to give feedback. Short periods of fieldwork were envisaged to take place with a methodology based on either pop-ups or banner surveys. However, given the chosen



approach (see below), a link was placed on the home page for a week at a time, with one week on one week off. Towards the end of the Summer term this was changed to a feedback link that is ever present on the home page.

The most appropriate moment to research users of the Teachers' TV website is as they leave the website itself. Two methods are traditionally used to capture feedback from website users in this way, pop-up surveys and banner surveys. The Teachers' TV website does not currently support banners, and pop-up surveys were not seen as the most appropriate method, given that some find them intrusive and annoying and set up blockers to prevent them. Therefore to date the website survey has been accessed via a link on the home page, whereby respondents are asked to give feedback. The link directs them to a self-completion based questionnaire. No method of incentivisation is provided.

The website evaluation survey placed on the Teachers' TV website aims to support the monthly diagnostic surveys by providing specific feedback regarding usage and attitudes for the website amongst a universe extending beyond the schools' workforce who have access to the television channel.

## 5.3 Sample Sizes

### 5.3.1 Audience Measurement Research – Media Habits Weekly Diaries

The research design involves an overall panel of 3,000 respondents that is split into three sub-panels A, B and C, each comprising 1,000 respondents. In each month, two of the three sub-panels are requested to take part in the weekly diaries, therefore limiting the requirement for any one respondent to just eight surveys in a year. On the basis of the expected response rate (see below), this would result in a reporting panel of 1,000 panellists. The research was designed with the assumption of a 50% response rate which would apply equally to each job role, and therefore to generate a net reporting sample of 1,000 which would be split in the following way, such that each job role would comprise a minimum of 100 respondents per month.

Table 11: Proportion and number of each job role in unweighted reporting panel of 1,000 given equal response rates for each role

<b>Job role</b>	<b>Proportion within reporting panel of 1,000</b>	<b>Number</b>
<b>Head teachers</b>	17%	170
<b>Teachers</b>	56%	560
<b>School governors</b>	10%	100
<b>Teaching assistants</b>	17%	170

Base: Unweighted sample of 1,000

The larger the sample size, the more confident we can be that the research result reflects the actual behaviour in the overall population, as shown in Table 12 below, which shows the confidence interval for the result in order for us to have 95% confidence in the result.

Table 12: Unweighted sample size and 95% confidence interval for example research results

<b>Research result</b>	<b>Confidence interval</b>				
	<b>Sample of 75</b>	<b>Sample of 100</b>	<b>Sample of 150</b>	<b>Sample of 300</b>	<b>Sample of 500</b>
50%	11%	10%	8%	6%	4%
40% or 60%	11%	10%	8%	6%	4%
30% or 70%	10%	9%	7%	5%	4%
20% or 80%	9%	8%	6%	5%	4%
10% or 90%	7%	7%	5%	3%	3%

Base: Unweighted sample of size indicated in each column

As Table 12 shows, the larger the sample size, the lower the confidence interval, therefore the more accurate the research result. However, it can also be seen that the nearer the result is to either 0% or 100%, the lower the confidence interval.

The process of recruitment to the Media Habits panel exceeded the predicted length of time, and as such it was not until June that Ipsos MORI was able to mail to at least 2,000 respondents in a month. Whilst the full panel was in place for the start of July, restricting data analysis to only those with Sky or cable digital<sup>9</sup>, along with lower reporting samples in the initial months, has meant that the sample of governors in particular, but also those of head teachers and teaching assistants, were too small for sub-group analysis.

In table 13 below the target mailed sample (2,000) and reporting sample (1,000) each month are tabulated alongside the actual figures for each month. As detailed above the target sample for mailing was reached in June (being 6% short in May), however the response rate has fallen below the predicted level, resulting in lower reporting samples than targeted.

Table 13: Sample mailed to and reporting sample – target and actual for February to July

	<b>February</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>
Target sample to mail	2,000	2,000	2,000	2,000	2,000	2,000
Actual sample mailed	721	832	749	1871	2204	2340
Target reporting sample	1,000	1,000	1,000	1,000	1,000	1,000
Actual reporting sample	358	360	416	772	837	770

Base: Unweighted sample sizes mailed and responded

### 5.3.2 Diagnostic Research – Teachers' TV Panel Monthly Surveys

The Teachers' TV diagnostic research was designed with a gross panel of 2,000 respondents, again with the assumption of a 50% response rate that would yield a net sample of 1,000 respondents each month, split as illustrated for the audience measurement panel above.

The process of recruitment to the Teachers' TV panel exceeded the predicted length of time, and as such, it was not until July that the full panel was in place and that Ipsos MORI was able to mail to the full sample of 2,000. However the response rate has been below what was predicted resulting in reporting samples fewer than 1,000. In table 14 the target mailed sample (2,000) and reporting sample (1,000) each month are tabulated alongside the actual figures for each month.

<sup>9</sup> Following commissioning Ipsos MORI was advised audience measurement data should be based upon only those with Sky or cable digital access at home, given the limited access to the channel in Freeview homes. No targets were set on method of digital reception at the recruitment stage; however each month between a third and four in ten respondents have only Freeview reception or broadband internet access at home, and so are excluded from the key analysis. As a result in many months, the unweighted sample of governors falls below the minimum required for sub-group analysis, with the head teacher and teaching assistants groups very near to this limit.

Table 14: Sample mailed to and reporting sample – target and actual for February to July

	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>
Target sample to mail	2000	2000	2000	2000
Actual sample mailed	635	943	1429	2354*
Target reporting sample	1000	1000	1000	1000
Actual reporting sample	299	461	570	636

Base: Unweighted sample sizes mailed and responded

\* However only 1616 had the full four-week period for survey completion with the remainder mailed once their recruitment details were processed, which coincided with the end of term.

### 5.3.3 Teachers' TV Website Research – Website Evaluation Survey

As detailed above, the preferred methodologies of either a pop-up survey or banner-based survey have not been utilised to date. Given the traffic to the site, these approaches would produce sizeable sample sizes for a website evaluation survey of this nature in relatively short fieldwork periods.

From the launch of the link on the home page in mid April, through to the end of July, only 101 respondents had completed the website evaluation survey which was placed as a link on the website's homepage. This sample size is sufficient for an analysis of the results at the total level, but prohibits any analysis by sub-groups, for example by heavy and light users of the site, job role or key demographics.

For all survey data Ipsos MORI can be 95% confident that the actual research results lie within a range defined by a lower and an upper limit. The following table includes example research results and the confidence interval required for 95% confidence that the actual result lies within the range set by the lower and upper limits for the web evaluation sample of 101 respondents.

Table 15: Area(s) of research designed to answer the KPIs set for Teachers' TV

<b>Research result</b>	<b>Confidence interval</b>	<b>Lower limit</b>	<b>Upper limit</b>
50%	10%	40%	60%
40% or 60%	10%	30% / 50%	50% / 70%
30% or 70%	9%	21% / 61%	39% / 79%
20% or 80%	8%	12% / 72%	28% / 88%
10% or 90%	6%	4% / 84%	16% / 96%

Base: Unweighted sample of 101 respondents completing Website Evaluation Survey

## 5.4 Response Rates

### 5.4.1 Audience Measurement Research – Media Habits Weekly Diaries

Weekly diaries require a significant amount of effort from respondents, with a note of viewing to be kept throughout the week and the information to be recorded on either a daily basis or at the end of the week. On the basis of ad hoc research conducted by Ipsos MORI in the past with upmarket audiences and more complex weekly diaries, a response rate of at least 50% was expected. Table 16 below shows the response rates to date for the Media Habits diaries.

Table 16: Response rate for each month of Media Habits diaries based upon survey invitations and data completed online – overall and by phase of education and job role

<b>Response rate</b>	<b>Feb</b>	<b>March</b>	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>Average</b>
<b>Overall</b>	50%	43%	56%	41%	38%	33%	40%
<b>Primary</b>	52%	44%	58%	45%	42%	35%	43%
<b>Secondary</b>	46%	43%	52%	35%	34%	29%	36%
<b>Head teachers</b>	51%	44%	55%	47%	44%	41%	45%
<b>Teachers</b>	49%	40%	51%	36%	28%	24%	33%
<b>Governors</b>	46%	60%	81%	49%	75%	63%	63%
<b>Teaching Assistants</b>	52%	43%	57%	46%	42%	36%	44%

Base: Unweighted reporting panel each month

Since commissioning of the Media Habits research, Ipsos MORI has set up and been managing a very similar diary study conducted on a monthly basis online, although with a different universe. The response rates to date for that survey have averaged 39%, a figure almost identical to the Media Habits diary response rate when averaged over the year.

As can be seen, those in primary education have a significantly higher response rate than those working in secondary education, and whilst governors are the most responsive to the Media Habits surveys, teachers are the poorest responders.

### 5.4.2 Diagnostic Research – Teachers' TV Panel Monthly Surveys

An estimate of 50% for the response rate of the monthly diagnostic surveys was made on the basis of experience with an online panel completing monthly online surveys of a similar length. Table 17 below shows the response rates to date for the diagnostic surveys.

Table 17: Response rate for each month of diagnostic surveys based upon survey invitations and data completed online

	<b>April</b>	<b>May</b>	<b>June</b>	<b>July</b>	<b>Average</b>
<b>Response rate</b>	50%	62%	52%	42%	50%

Base: Unweighted reporting panel each month

All respondents are strongly encouraged to complete the survey irrespective of whether they have viewed Teachers' TV in the past month. However, high viewing levels to Teachers' TV relative to the audience measurement survey, combined with an unweighted sample which is skewed away from those with Freeview only, are indicative of the fact that those who have not watched Teachers' TV are less likely to complete the survey than those who have.

## 5.5 Weighting of Data

### 5.5.1 Audience Measurement Research – Media Habits Weekly Diaries

Audience Measurement data for Teachers' TV has been released early from the long term Media Habits research project in order to assist the Teachers' TV Board of Governors with their assessment of the channel to date. Whilst data is collected on a weekly basis it is reported over calendar months, each covering either four or five weeks of surveys.

The sample of reporting panellists each month is weighted by three sets of targets that ensure that the data is representative of the schools' workforce on a monthly (but not a weekly) basis. The following weighting targets are applied:

- **Phase of education**

Schools' workforce data suggests that there are approximately equal numbers of primary and secondary teachers in the state maintained sector in England. The data is therefore weighted such that 50% of our total universe falls into each category.

- **Job role**

The key job roles comprising the target audience for Teachers' TV are head teachers, teachers, school governors and teaching assistants. Targets have been set at the stage of recruitment to represent these job roles in proportions that are very close to the naturally occurring proportions for teachers and teaching assistants. School governors, however, represent a significant proportion of the schools' workforce but they make up a much smaller proportion of the unweighted research sample because their importance as a target for the Teachers' TV channel has been deemed to be lower and does not justify the sample size that would result if they were represented in their true proportions. Head teachers, on the other hand, are key to gaining agreement from schools to take part in the research, and, given the important role they have in schools in disseminating information, they make up a larger proportion of the unweighted research sample than occurs naturally. These figures are reported in Table 18.

Table 18: Naturally occurring proportions of key job roles in schools' workforce along with target and actual proportions for each on the Media Habits panel and weighted proportions as reported in data

<b>Job role</b>	<b>Actual % within schools' workforce</b>	<b>Target % for Media Habits panel</b>	<b>Actual % for Media Habits panel <sup>10</sup></b>	<b>% of reporting sample</b>	
				<b>Returned sample</b>	<b>Weighted data</b>
<b>Head teachers</b>	5%	17%	22%	22%5	5%
<b>Teachers</b>	41%	56%	52%	45%	41%
<b>School governors</b>	36%	10%	8%	14%	36%
<b>Teaching assistants</b>	18%	17%	18%	19%	18%

<sup>10</sup> Based upon the full panel as recruited by the start of July 2005

It is clear from this table that results for head teachers are significantly down-weighted, since we have a far greater proportion recruited to the Media Habits research panel than is present in the schools' workforce, therefore each head teacher's result will effectively count as just one third of a head teacher. School governors, on the other hand, are significantly up-weighted, with 100 governors in the reporting sample representing 360 governors in the weighted data. Each governor will therefore effectively count as over three governors.

- **Survey week**

Each set of monthly data aggregates responses over four or five weekly surveys. A final weighting target is applied such that each week of the month has equal importance in the dataset.

The weighting process uses a method called "rim weighting" which is an iterative process that adjusts the sample distribution to match the population distribution. This is done for each variable in turn and the cycle is repeated up to about ten times until the weighted sample results converge to the corresponding population distributions for all variables simultaneously. In this weighting scheme each respondent is first given a factor to match the targets for primary vs. secondary schools, but this weight alone will not allow the targets for job function to be met, so the programme adjusts each person's factor accordingly (giving some higher than average and others lower than average weights) until the targets for job function are also met. Finally, the programme adjusts the weights again until the week-by-week targets are also matched, again raising the weights for some and lowering others until this is the case.

To date the sample has been reasonably well balanced in terms of primary versus secondary schools and by week. However, governors need to be up-weighted quite heavily in the analysis because this group are under-represented in the sample relative to their incidence in the population. This means that some governors are likely to receive relatively high weights. Conversely head teachers are down-weighted.

### **5.5.2 Diagnostic Research – Teachers' TV Panel Monthly Surveys**

The same process of rim weighing with identical targets for phase of education and job role is applied to the monthly data comprising the diagnostic survey amongst Teachers' TV panellists. As there is just one survey within the dataset, there is no need to weight the individual survey weeks.

A further set of weighting targets is applied to correct any imbalance between respondents with and without Freeview. This is deemed necessary because there appears to be a survey response bias towards respondents who are more likely to have watched Teachers' TV. Teachers' TV is only broadcast on Freeview during the night, and whilst every effort is made to convince panellists to return their survey regardless of whether they have watched anything on Teachers' TV, the vast majority of respondents have viewed the channel. As such the unweighted analysis sample contains a lower proportion of those with Freeview reception than occurs naturally within the population. This response bias has not occurred in the case of the Audience Measurement panel because panellists do not perceive the survey to relate to Teachers' TV.



### **5.5.3 Teachers' TV Website Research – Website Evaluation Survey**

As the Teachers' TV website only launched in February 2005, and to date there has been no detailed and sizeable analysis of the user base, the universe for the website evaluation survey (all users of the website) is an unknown. As such this data is reported on an unweighted basis since the profile to which the data should be weighted it not known.

### **5.5.4 Teachers' TV Website Research – Web Log Analysis**

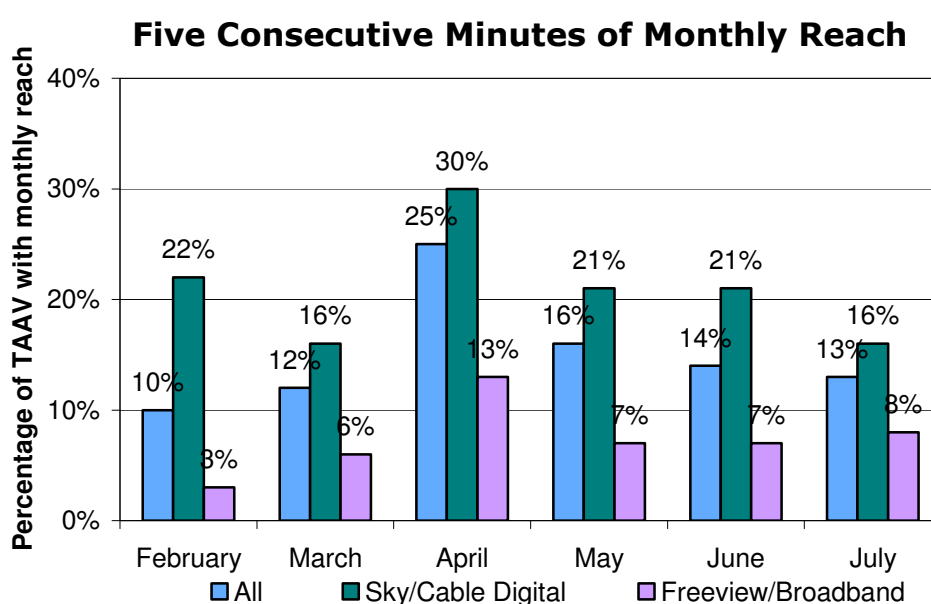
Web log analysis is based on actual usage of the website in terms of the number of visitors and visits and as such there is no need for data to be adjusted in any way. Raw data, as collected by the logs and analysed by the software, is therefore reported.

## 6 Appendix 2. Freeview and Broadband

Audience Measurement data within this report are based upon the audience who have Sky or cable digital at home. However, a significant proportion of reporting panellists to the Media Habits survey each month have either Freeview or broadband access only and it is important to understand the viewing patterns amongst this sector of the target audience.

The key figure of claimed monthly reach to Teachers' TV, (based upon five consecutive minutes of viewing in the past month), for this sector of the audience is graphically presented below, along with the corresponding figures for those with Sky or cable digital and the figures for the reporting sample as a whole.

Graph 10: Five minute monthly reach for Teachers' TV by week since channel launch



Base: All reporting panellists in the month

As the graph demonstrates, those with Freeview or broadband access only have significantly lower monthly reach to Teachers' TV than those with Sky or cable digital access. Over the six month period to date, an average of 7% of those with Freeview or broadband access only to the channel, claim to watch for at least five consecutive minutes in a month. This is significantly lower than reach amongst those with Sky or cable digital, 21%.

Whilst the proportion within the target audience tuning into the channel is significantly lower, this sector of the audience is showing a similar trend in viewing patterns with the highest level of viewing in April and stable viewing over the last three months in the school year, as reported by those with Sky or cable digital at home.

A significant proportion of the reporting sample each month only have Freeview or broadband as a means of watching Teachers' TV. However since the claimed monthly reach for the Freeview and

broadband only sample is below 10%, it has resulted in fewer than 75 viewers to Teachers' TV to date. As such it is not possible to report on differences by job role. Whilst the conversion of viewers to those who watch for thirty minutes or more cannot be looked at on a monthly basis, we can look at this over the period to date. The data reports that 67% of those with Freeview or broadband who tune in for five consecutive minutes go on to watch Teachers' TV for at least half an hour in the month. Therefore whilst the reach figure for the channel is significantly lower amongst this group, the conversion to heavier viewers is at the same level as seen for those with Sky or cable digital.

Amongst those with Freeview or broadband who have watched Teachers' TV during a Media Habits survey week, fewer than 75 programmes have been watched which is too small for any separate analysis. However the data collected to date does seem to suggest that viewing programmes that have been recorded is far more popular amongst this sample than those with Sky or cable digital, as one might expect for a service that broadcasts Teachers' TV overnight only. Nearly two thirds of all programmes watched in survey weeks by those with Freeview or broadband were viewed from a recording.

## 7 Appendix 3. Fieldwork Dates

Media Habits diaries have been completed since the launch of Teachers' TV, with the Teachers' TV diagnostic data commencing in April 2005. The following table details the fieldwork dates for these two surveys.

Table 19: Fieldwork dates for Media Habits and Diagnostic Surveys

<b>Month</b>	<b>Week Number (since channel launch)</b>	<b>Media Habits Survey Week dates</b>	<b>Diagnostic Survey fieldwork dates</b>
February	1-3	7th – 27th February	-
March	4-7	28th February – 27th March	-
April	8-11	28th March – 24th April	18th April – 15th May
May	12-16	15th April – 29th May	16th May – 11th June
June	17-21	30th May - 3rd July	13th June – 10th July
July	22-25	4th – 31st July	11th July – 7th August

Since the launch of Teachers' TV there have been a number of school holiday periods. These impact on the response to surveys since many people access the internet and therefore their survey invitations and the survey access itself, via the workplace.

School holiday dates that fell within the research periods were as follows, but are subject to some regional variation:

- February half term – weeks 2/3
- Easter holidays – week 7 and 8/9
- Whitsun half term – week 17
- Summer holidays – week 24/25