

**Is there a relationship between staffing profile  
and students' ratings of their programme?**

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# **Is there a relationship between staffing profile and students' ratings of their programme?**

**The question is addressed at two levels:**

- 1. The institution**
- 2. The UK higher education sector**

**The data relate to post-92 universities that offer studio-based programmes in Art & Design**

## **Hypothesis**

**There is a negative correlation between**

- a) the percentage of part-time staff, and**
- b) ratings on 10 NSS items particularly likely to be affected by part-time staffing**

## Cost centres and subject areas: an imperfect fit

<b>Cost centre</b>	<b>Subject area</b>
<b>Nursing &amp; allied health professions</b>	<b>Nursing</b>
<b>Biosciences</b>	<b>Biology and related Sciences</b>
<b>IT, systems sciences &amp; computer software engineering</b>	<b>Computer Science</b>
<b>Business &amp; management studies</b>	<b>Business</b>
<b>Media studies</b>	<b>Media Studies</b>
<b>English language &amp; literature</b>	<b>English-based studies</b>
<b>History</b>	<b>History and Archaeology</b>
<b>Art &amp; design</b>	<b>Art and Design</b>
<b>Music, dance, drama &amp; performing arts</b>	<b>Performing Arts</b>

## **Methodology**

### **HESA data on staffing from 'cost centres' (academic year 2012-13)**

- **Cost centres do not match subject areas very closely**
- **Selected for 'best fit'**
- **0% and 100% PT staff excluded**

### **NSS results for selected broad subject areas, by institution, data from 2013**

- **9 subject areas; 10 NSS items**
- **Number of institutions varies according to subject area**
- **Subject areas selected for breadth of coverage across institutional types**
- **Excluded data where NSS results for 2 years were combined due to low N**

### **Correlations computed for NSS results per subject area and % part-time staff**

- **90 individual correlations**

## **Selected NSS items**

- 3. Staff are enthusiastic about what they are teaching**
- 7. Feedback on my work has been prompt**
- 8. I have received detailed comments on my work**
- 10. I have received sufficient advice and support with my studies**
- 11. I have been able to contact staff when I needed to**
- 12. Good advice was available when I needed to make study choices**
- 13. The timetable works efficiently as far as my activities are concerned**
- 14. Any changes in the course or teaching have been communicated effectively**
- 15. The course is well organised and is running smoothly**
- 22. Overall, I am satisfied with the quality of the course**

# Results

		Comp Sci	Biology +	Nursing	Business	Hist&Arch	English	Media	PerfArts	Art&D
		ALL (92)	ALL (79)	ALL(62)	ALL (94)	ALL (67)	ALL (88)	ALL (69)	ALL (79)	ALL (72)
	Mean%PT	24.1	26.6	29.8	30.1	36.7	37.6	41.4	46.2	51.9
Staff enthusiastic	Q03	-0.19	0.10	0.13	0.19	0.13	0.03	-0.08	-0.24	-0.02
Prompt feedback	Q07	-0.09	0.14	0.14	0.09	0.21	-0.15	-0.08	-0.01	-0.14
Detailed comments	Q08	-0.07	0.35	0.13	0.34	0.30	0.19	0.02	-0.10	-0.06
Advice/support	Q10	-0.17	0.09	0.12	0.17	0.28	-0.05	-0.13	-0.12	-0.04
Contact staff	Q11	-0.13	-0.24	0.16	-0.11	0.05	-0.03	0.04	-0.12	-0.02
Study choices	Q12	-0.11	0.14	0.15	0.15	0.33	-0.00	0.06	-0.02	-0.12
Timetable efficient	Q13	-0.07	0.04	0.07	-0.11	0.04	-0.04	-0.04	-0.14	-0.16
Changes informed	Q14	-0.22	0.10	0.14	-0.13	0.07	-0.05	-0.22	-0.08	-0.12
Organisation&Mgt	Q15	-0.19	0.03	0.09	-0.12	0.12	0.06	-0.22	-0.17	-0.14
Overall satisfaction	Q22	-0.21	-0.11	0.02	0.01	0.16	-0.04	-0.18	-0.07	-0.05
	Bal +/-	-10	+6	+10	+2	+10	-4	-4	-10	-10



# Hypothesis

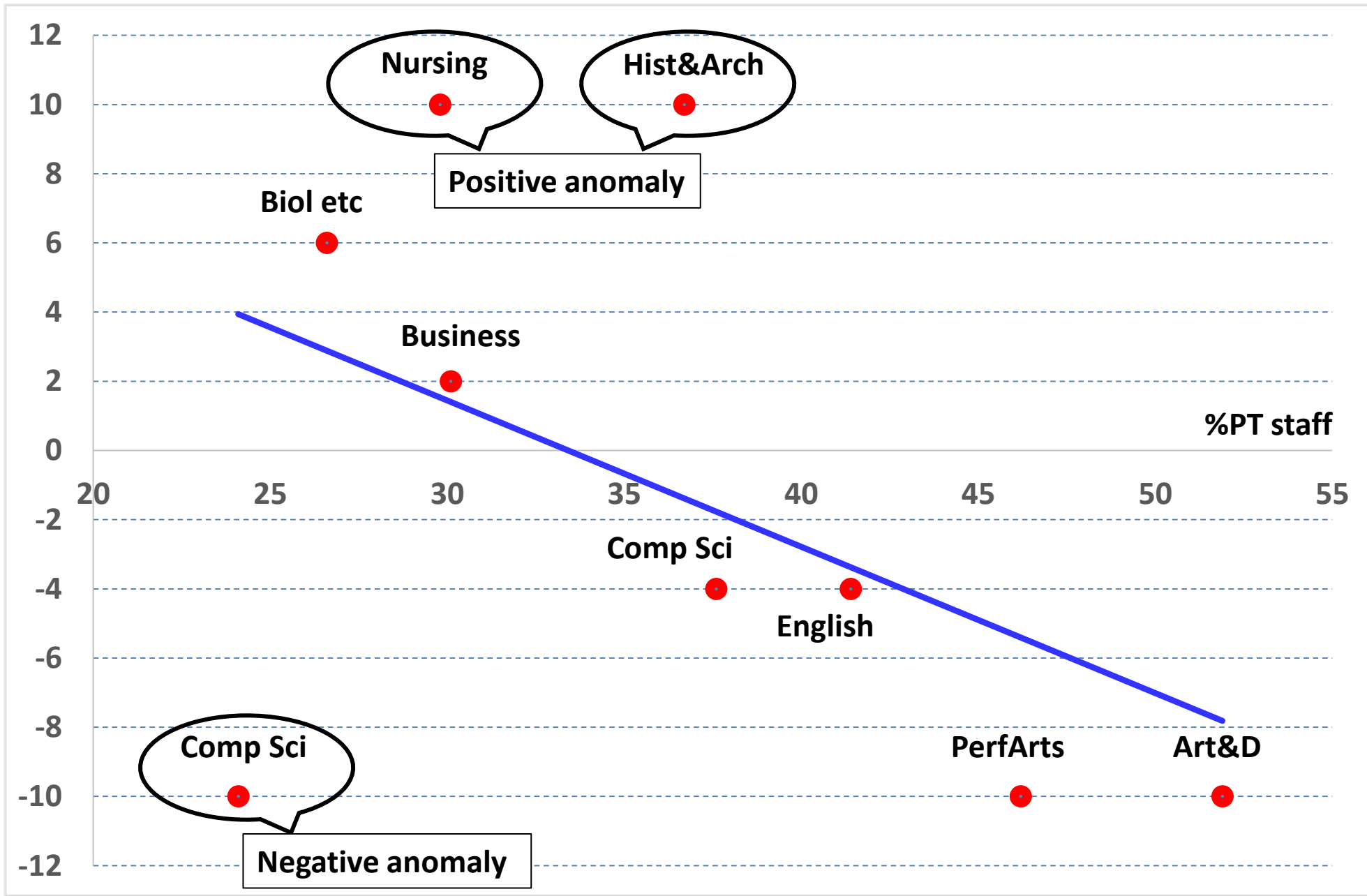
There is a negative correlation between

- a. the percentage of part-time staff
- b. ratings on 10 NSS items particularly likely to be affected by part-time staffing

The hypothesis is:

- Supported in Computer Science, Art & Design, Performing Arts
- Partly supported in Biology etc, Business, English-based Studies and Media Studies
- Not supported in Nursing, History & Archaeology
- Partly supported across all the selected NSS items

Balance  
of 10  
trends  
+/-



## **Puzzling questions**

**'Bracketing out' data-points close to the trend-line:**

**Why does a generally low % of PT staff in Computer Science have roughly as strong an effect as the much larger % of PT staff in Art & Design and in Performing Arts?**

**Why do PT staff have a relatively strong positive effect in Nursing and in History & Archaeology?**

**The answers probably lie in academic cultures and practices**

**Statistics won't provide the answers: there's a need to inquire qualitatively**