

# **Understanding the importance of creating an inclusive timetable in the age of the commuting student**

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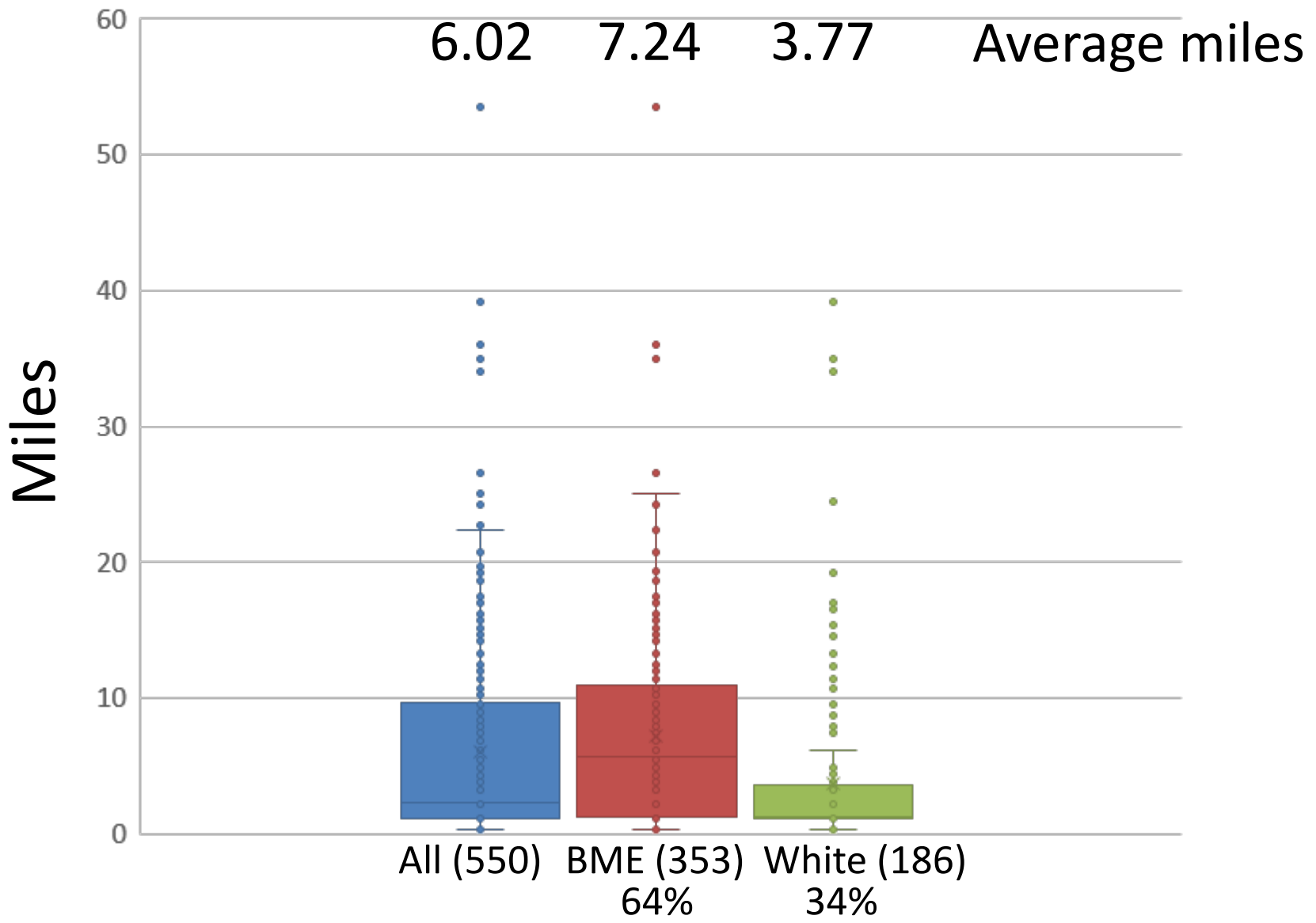
# Aims

- To gain a greater understanding of the impact of commuting on our students
- To develop and implement inclusive timetabling strategies to lessen the impact

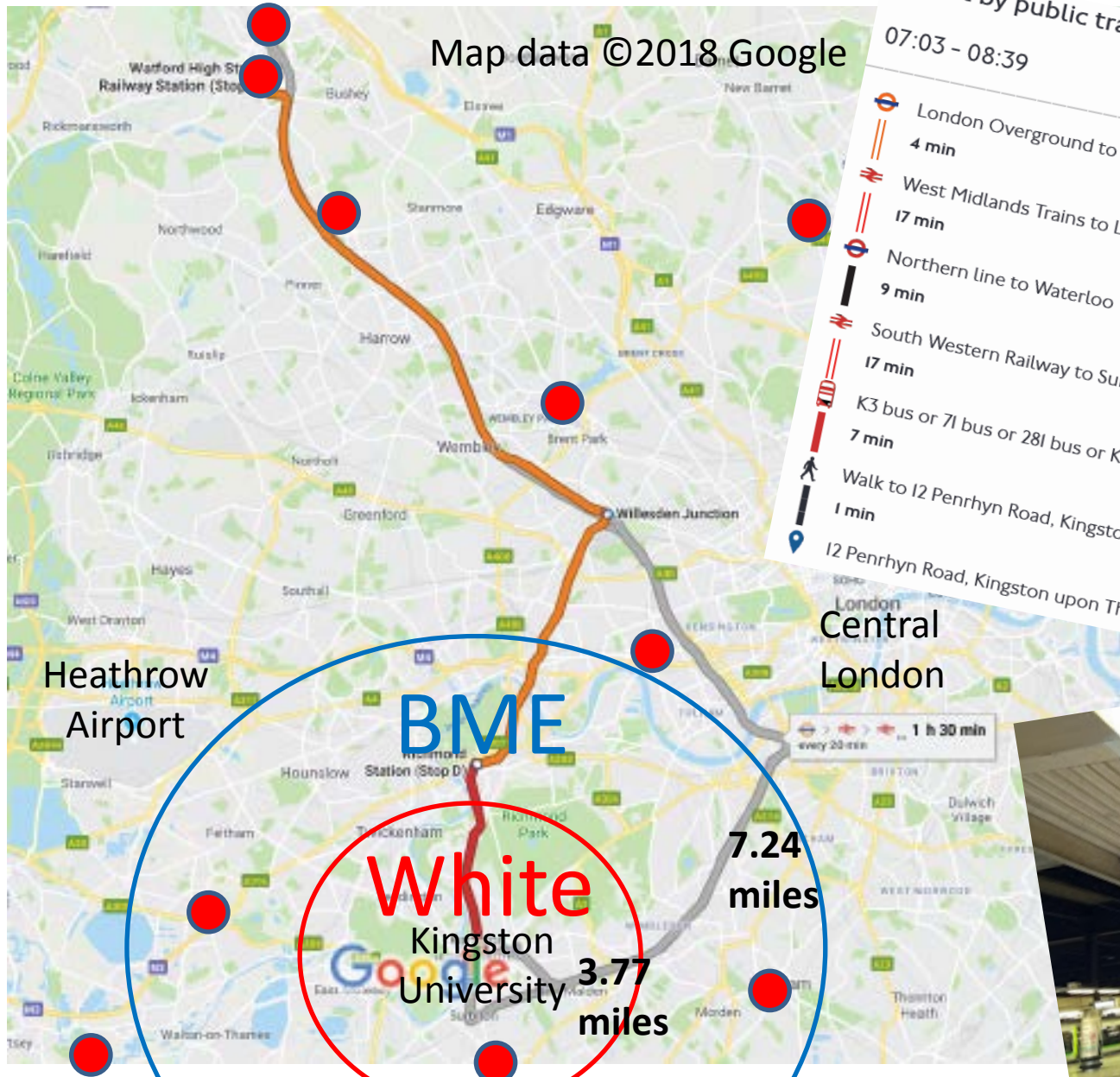
# Context

- Post-1992, city university/Commuters
- Transition experience/Sense of belonging
- Lower than average response to NSS Q16
- Retention
- BME attainment gap
- The design of an inclusive curriculum

# Comparison of travel distances to university for BME and White students



# The reality and impact of commuting



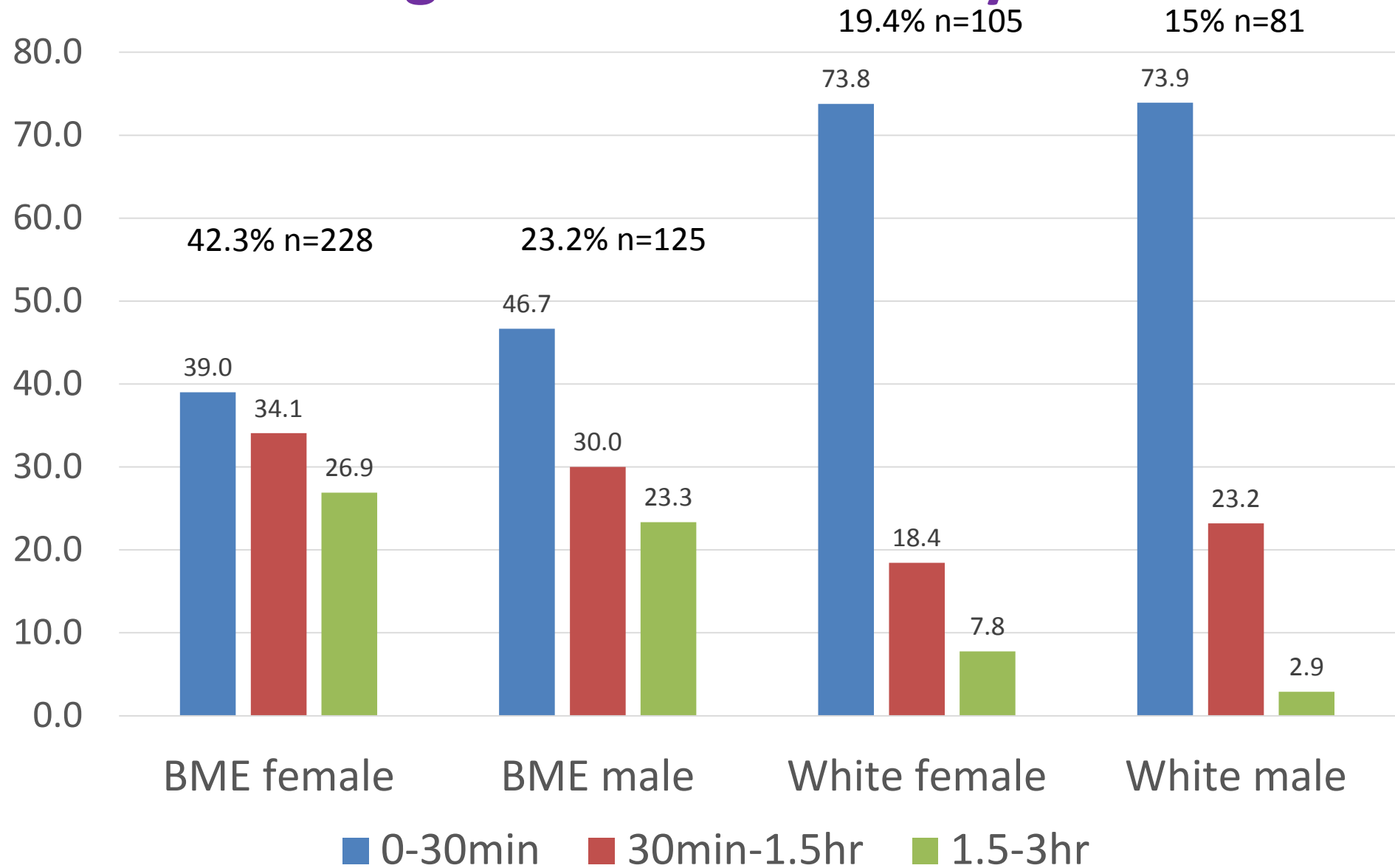
Fastest by public transport  
07:03 - 08:39

1 hr 38 mins

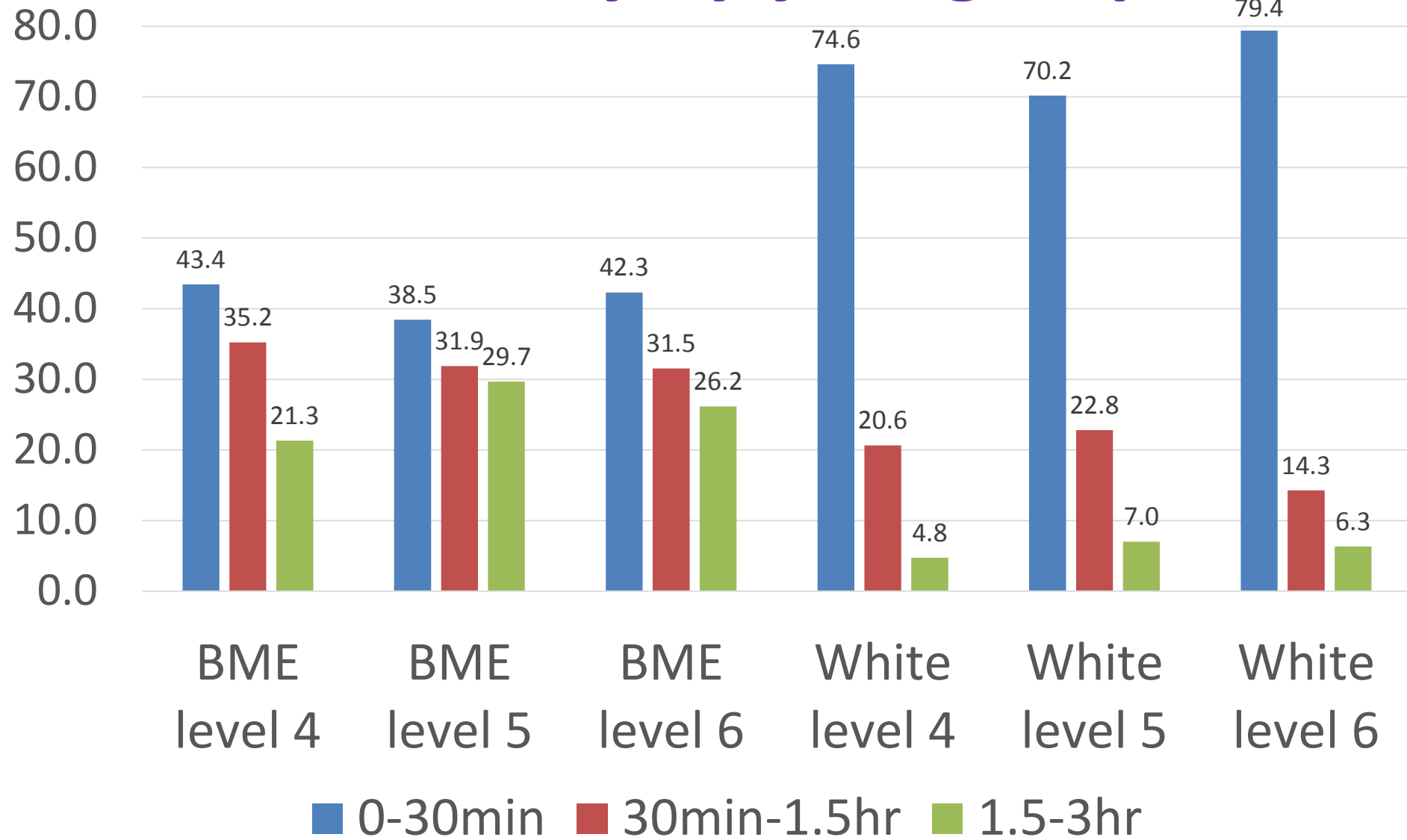
- London Overground to Watford Junction Rail Station  
4 min
- West Midlands Trains to London Euston  
17 min
- Northern line to Waterloo  
9 min
- South Western Railway to Surbiton  
17 min
- K3 bus or 71 bus or 281 bus or K2 bus to Kingston Univ / County Hall  
7 min
- Walk to 12 Penrhyn Road, Kingston upon Thames  
1 min
- 12 Penrhyn Road, Kingston upon Thames



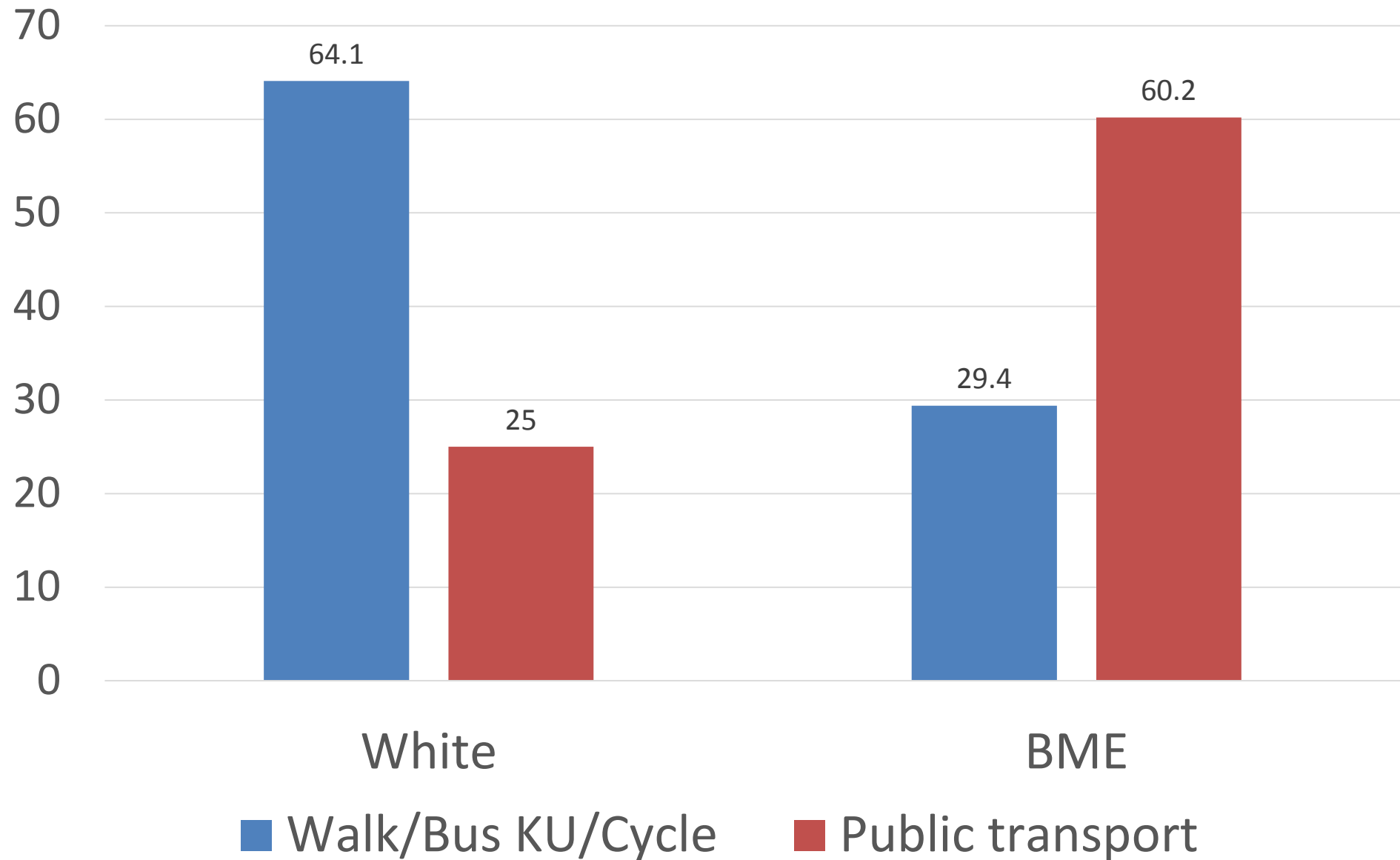
# Comparison of travel times to university by gender and ethnicity



# Differences in travel times to university by year group

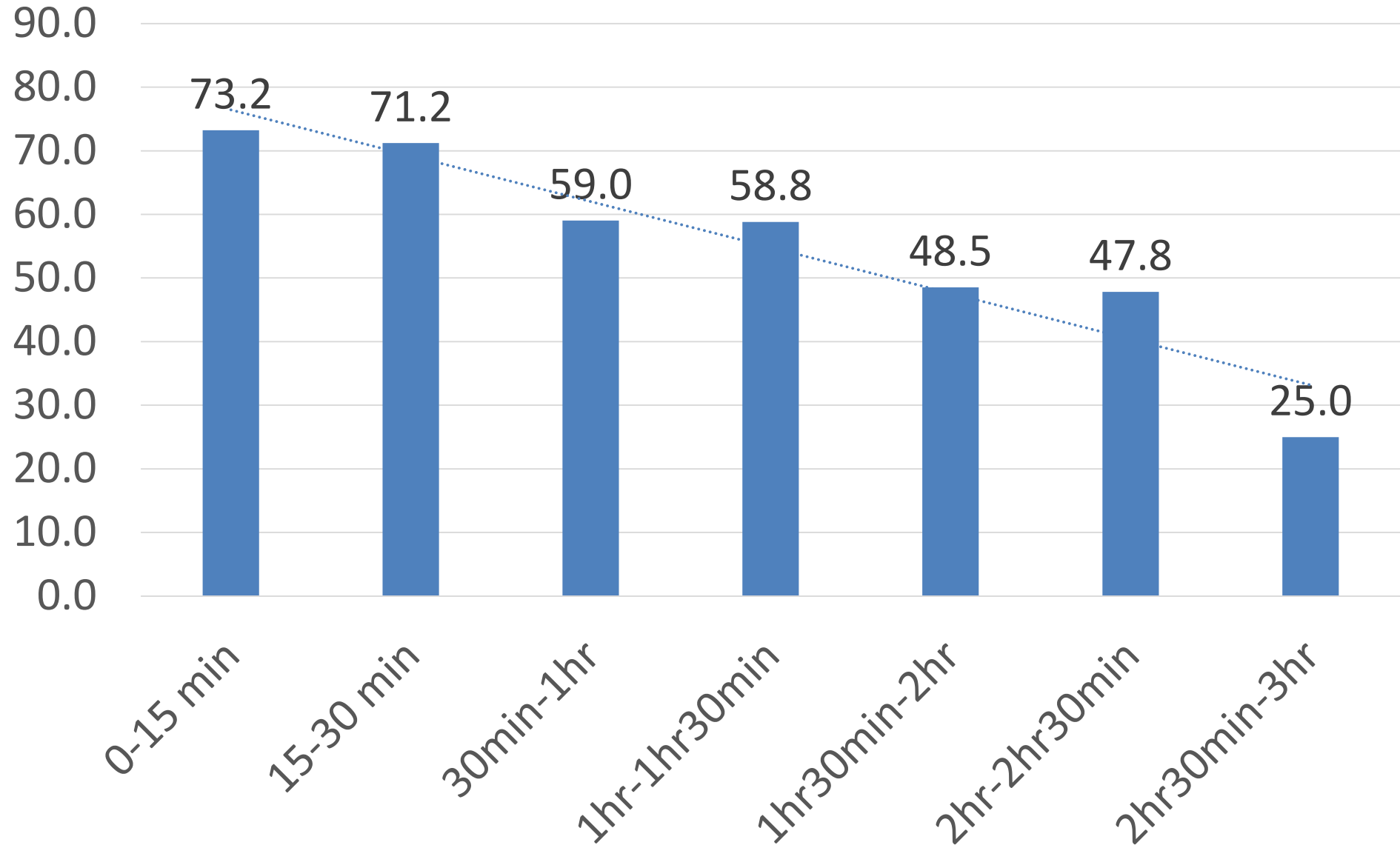


# Distance travelled impacts on methods of transport





# Impact of travel time on 'the timetable works efficiently for me'



# What students have told us

*“There was no commute when at school, there is now and it can be stressful.”*

*“The commute takes so long, that’s a big thing it’s hard to schedule too”*

*“Commuting if you live at home, 2 - hours or more is hard”*

*“With school you know what you’re getting, there is a routine. You get more out of a school day and more contact hours with staff. The commute is much longer than school.”*

*“Commutes much longer, can have just one lecture opposed to a routine 6 hours a day at school. Can seem pointless coming in for such a short amount of time”*

*“It’s not that I thought a commute would work, I came through clearing and couldn’t get a place in halls and the university was not helpful at all in the accommodation side of things”*

*‘Plus 1 ½ half hour travel to and from university so 3 hours extra wasted in the day. Results in when you get home you are tired and you struggle to work.’*

## **What students have primarily told us prevents them from attending timetabled sessions?**

- Early start to the day (*e.g.* 09.00)
- Inconvenience of public transport (including cost of transport)
- Single timetabled sessions on a day (*e.g.* 1 hr)
- Personal/medical reasons

## **Key enablers students have told us would help them attend timetabled sessions?**

- Later start to the day (*e.g.* 09.30-10.00)
- Guaranteed 'free day' per week
- Funding to support transport costs
- Ensuring at least two timetabled sessions a day (*i.e.* min 4 hr timetabled)

# A Head of Timetabling perspective

## Challenges in implementing an inclusive curriculum

- Staff and student constraints/availability
- Course pathways that feed into module(s)
- The higher than average contact time for students on STEM subjects vs other subjects
- The narrow window of opportunity to make change
- Volume of courses that have a high number commuter students
- The physical space to be able to reduce number of early start
  - Labs (health and safety and size)
  - General teaching room availability

# A Head of Timetabling perspective

What has aided in addressing these issues?

- Timetable KPI dashboard
- Collaborative partnership with academic and technical staff
- Reports and data on commuting students

# Overview

- BME/mature students are more likely to commute with longer travel times.
- Student satisfaction for ‘the timetable works efficiently for me’ is directly related to travel time (being independent of gender or ethnicity).
- Commuting has the potential to create differential student experiences effecting learning communities, especially for those from ethnic backgrounds.
- Timetabling changes or incentives to support/accommodate commuting students may have a significant effect on overall student satisfaction.

# Comparison of travel times to university by ethnicity

