



Equity in Lab-Based Practice: The Commuter Experience

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Why This Topic Matters



Lab-based Learning Is
Central To Chemical
Engineering



Growing Proportion Of
Students Now Commute



University Structures
Assume Residential
Patterns



Raises Questions Of
Equity And Access

Research Aim

To investigate how commuting affects equitable participation in lab-based and campus-based learning

Research Questions



How does commuting shape participation in lab-based learning?



What structural barriers affect commuter engagement?



How can programmes better support commuter students?

Methods



Qualitative Design



1 Focus Group



6 Semi-structured
Interviews



Thematic Analysis



Timetable And
Spatial Analysis

The Commuting Context



Long, Unpredictable Journeys



Time Poverty And Fatigue



Fragmented Timetables



Financial Necessity

Key Finding 1: Teaching Delivery

Highest
Priority

Laboratory Sessions

Workshop Sessions

Asynchronous Content And Recordings

Lowest
Priority

Synchronous Session

Key Finding 2: Timetabling

	Monday	Tuesday	Wednesday	Thursday	Friday
09:00	Solids Processing	Laboratory Projects 2		Laboratory Projects 2	
10:00					Material Science and Mechanical Design
11:00					
12:00					
13:00	Chemical Reactor Design				
14:00					
15:00					
16:00		Chemical Engineering Optimisation		Engineering Mathematics 3	
17:00					
18:00					

Key Finding 3: Spatial Access



Key Finding 4: Group Work



Evening Meetings Inaccessible



Reliance On Messaging



Uneven Contributions



Reduced Peer Networks

Key Finding 5: Support Systems



Office Hours Clash With
Travel



Unclear Mitigating
Circumstances

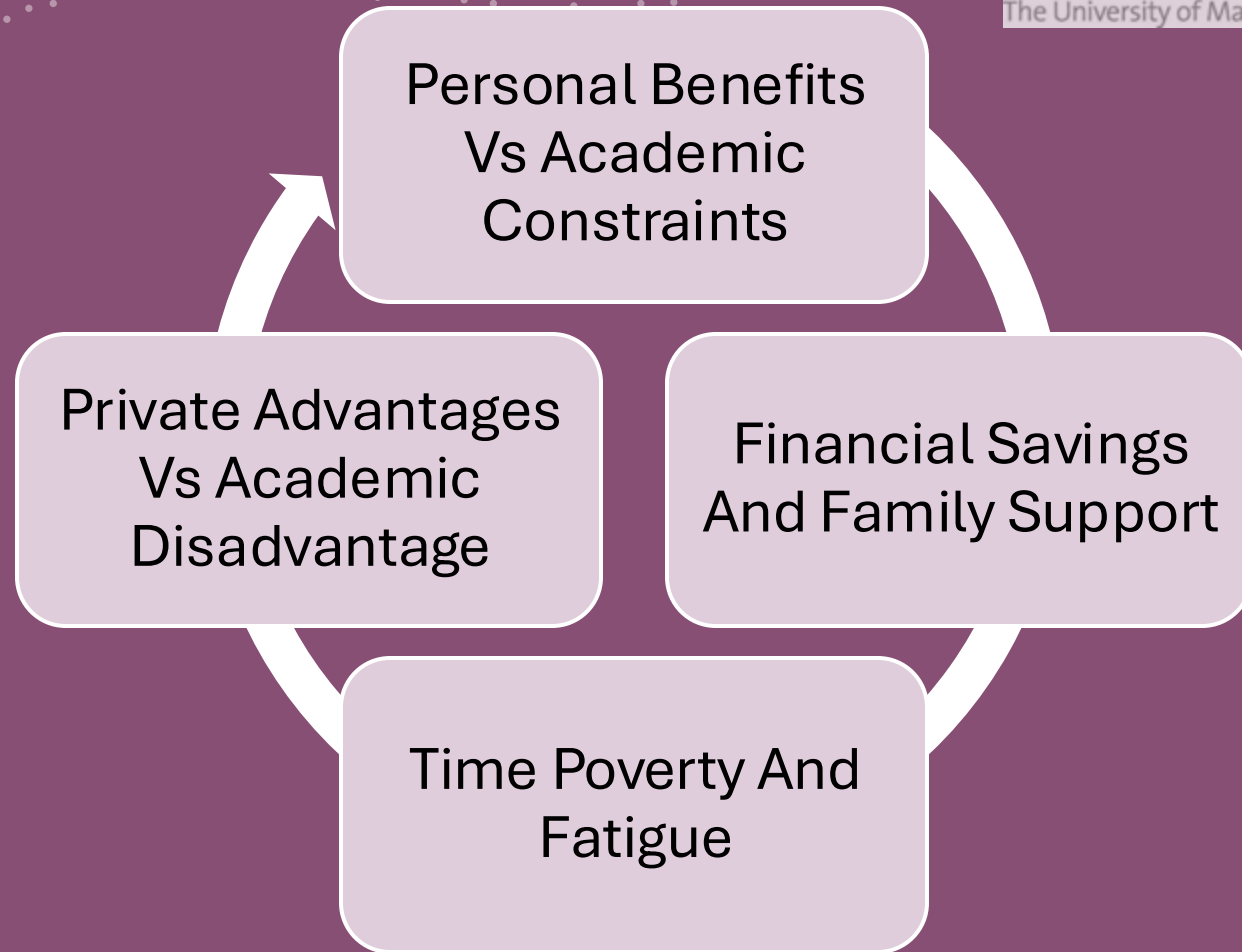


Variation In Staff
Expectations



Support Not Accessible

The Commuting Paradox



Recommendations



Compact Timetables



Commuter-friendly Spaces



In-class Group Work Time



Hybrid Support Hours

Questions

Thank you