



Transport Survey 2008

(Staff and student)

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1. Introduction

1.1. Context

In June 2001 the University Council endorsed a Green Transport Plan that aimed at reducing car use at the University campus by banning certain categories of students to park on campus, improving bus services and providing additional car park spaces on campus. As part of the Green Transport Plan, the University commissioned a research into staff and students' travel behaviours and their opinions on a variety of transport policies (Transport Survey 2002)¹. In September 2007 the Department of Estates invited researchers at the Department of Economics and International Development to undertake similar research, based on the questionnaire used in the Transport survey 2002, in order to elicit staff and students' views on several transport issues in order to help the elaboration of the University's Campus Master Plan. The Transport Survey 2008 was undertaken between February the 18th and March the 7th among students and members of staff travelling to the University campus on a regular basis.

This report aims to summarise the findings of the Transport Survey 2008. It is organised as follows: the research methods and response rates are presented in sections 1.2 and 1.3. The results on transport use and travel behaviour are in section 2, while section 3 describes the respondents' attitudes to public transport use and measures. Section 4 presents the attitudes towards car-use measures.

1.2. Methods

In order to allow a wider range of students and members of staff to participate in the Transport survey 2008, an online survey questionnaire was developed and made available to all users of the University's internal website. The link to the Transport Survey questionnaire was made available via individual emails sent to several staff and students email lists available at BUCS – Bath University Computer Service – website, and via regular announcements at the University homepage and the Student Union webpage. It means that the self-completion questionnaire could have been accessed from any computer, even from outside the University network, and no security measures were in place to avoid responses from outside the University community. Our single control measure, although not compulsory, involved asking for respondents' University usernames in order to allow them to participate in a prize draw.

In addition to the online questionnaire, hard copies of different questionnaires (for members of staff and for students) were available under request for those respondents who were not familiar with or not comfortable using the online version of the questionnaire (examples of the paper questionnaires are in section 5). We were asked to deliver 55 hard copies of the questionnaire for several members of staff but only 4 completed questionnaires returned to us until March the 7th.

Following the Transport Survey 2002, we assumed that information would be needed to identify aspects of travel behaviour and views according to:

¹ Rowlingson, K. and B. Jones (2002), "Travel Behaviour and Transport Views of Staff and Students at the University of Bath", Department of Social and Policy Sciences, University of Bath.

- Places of residency, which can influence the mode of travel to and from the University campus;
- Full-time versus part-time jobs and students;
- Disabled;
- Those with caring responsibilities;
- Regular users of cars for their University duties;
- Different types of job posts (members of staff) or levels of study (students).

As in the survey carried out in 2002 we did not extend the survey to users of the sports training village, visitors and members of the public who use the car parks on campus as Park & Ride. In addition, we focused on transport to and from the University campus during term-time, given that this is the period when transport and parking issues are most relevant.

A pilot survey was undertaken at the beginning of February 2008 among a selected small group of members of staff in order to test the online questionnaire regarding its clarity of contents, wording, typos *etc.* As a result, small changes were introduced in the final version of the online and paper questionnaires.

The survey was initially organised to be opened for two working weeks between February the 18th and the 29th, but was extended until March the 7th. A total of 3292 completed questionnaires (hard copies included) were obtained, of which 1246 members of staff and 2046 students. A small number of respondents (376) did not inform their usernames so we could not identify possible duplicated observations among them. However, it was possible to identify duplicated cases out of the rest of the observations. Among the aforementioned 2916 (3292 – 376) observations, three sets of repeated usernames were found; each of them had two observations. We kept the firstly entered observation in each case and dropped out the duplicated observations. Our final sample is shown in Table 1-1.

1.3. Response rates

The overall response rates of the Transport Survey 2008 are difficult to estimate since we do not know with certainty how many members of staff and students currently participate in at least one of the email lists that received the message inviting to participate in the Transport Survey. In addition, we do not know how many members of staff or students accessed the University websites during the period when the link to the Transport Survey was advertised. However, if we assume the total number of students on campus as 11328 and the total number of members of staff as 2646 during the period that the Transport Survey was online, then our response rates were 47.12% among the members of staff and 18.05% among students. These estimates were similar to those obtained in the previous Transport Survey, which indicated 57% among members of staff but only 13% of students.

In total, our final sample contains 3289 valid observations. As shown in Table 1-1, members of staff correspond to 1244 observations, i.e. 37.8% of the sample, and 2045 observations corresponding to students, equivalent to 62.2% of the sample.

Table 1-1: Sample of respondents to the Transport Survey 2008

	Frequency	Percent
Members of staff	1244	37.8
Students	2045	62.2
Total	3289	100.0

General profile of respondents

Table 1-2 and Table 1-3 show the profiles of staff respondents. As shown in Table 1-2, more than 80% of the staff respondents are full-time employees. In Table 1-3, we can see that over 50% of the respondents work in academic and academic-related positions. As mentioned earlier, we did not have information regarding either the actual proportions of full-time employees and part-time employees, or those of staff in individual job category. Therefore, we haven't been able to estimate the response rate of staff by the employment type or the job categories.

Table 1-2: Employment type of members of staff

Employment type	Frequency	Percent
Full-time	1025	82.4
Part-time	215	17.3
Other	4	0.3
Total	1244	100.0

Table 1-3: Categories of members of staff

Grade	Frequency	Percent
Academic	449	36.1
Academic other/related	343	27.6
Clerical	279	22.4
Holburne/BIME	4	0.3
Joblink	2	0.2
Manual	30	2.4
Part time hourly paid teaching staff	5	0.4
Staff casual	6	0.5
Technical	90	7.2
Other	36	2.9
Total	1244	100.0

Table 1-4, Table 1-5, and Table 1-6 exhibit the profile of respondents who are students by level of study, hours of study, and departments. Among them, over 80% of the respondents are undergraduates, more than 98% of them are full-time students, and 22.4% of them are under the Faculty of Humanities & Social Sciences, 23.3% for the Faculty of Engineering & Design, and around 40% for the Faculty of Science.

Table 1-4: Students' level of study

	Frequency	Percent
Undergraduate year 1	355	17.4
Undergraduate year 2	569	27.8
Undergraduate year 3	343	16.8
Undergraduate year 4/5	449	22.0
Postgraduate – taught course	85	4.2
Post-graduate – research	244	11.9
Total	2045	100.0

Table 1-5: Students' hours of study

	Frequency	Percent
A full-time student	2011	98.3
A part-time student	34	1.7
Total	2045	100.0

Table 1-6: Students' department of study

	Frequency	Percent
Architecture and civil engineering	143	7.0
Biology and Biochemistry	163	8.0
Chemical Engineering	61	3.0
Chemistry	95	4.6
Computer Science	76	3.7
Economics & International Development	107	5.2
Education	32	1.6
Electronic and Electrical Engineering	52	2.5
Engineering & Applied Science	4	0.2
European Studies & Modern Language	171	8.4
Management	218	10.7
Mathematical Sciences	181	8.9
Mechanical Engineering	221	10.8
Medical Science	3	0.1
Natural Sciences	62	3.0
Pharmacy and Pharmacology	143	7.0
Physics	103	5.0
Psychology	68	3.3
Social and Policy Sciences	79	3.9
Sports and Exercise Sciences	63	3.1
Total	2045	100.0

Further information about survey respondents

Table 1-7 shows other useful information about the respondents, including the socio-demographic characteristics, i.e. the term-time address, gender, age and whether the respondent has physical impairment or has caring responsibility. These factors are considered important determinants of the respondents' travel behaviour.

Where the respondent lives indicates not only the distance from the campus but also the degree of availability of public transport services. As shown in Table 1-7, about 45% of members of staff live in the Bath central region² and this is similar to the percentage observed in the Transport Survey 2002 (48%). In the other hand, more than 94% of students live in the central region of Bath, and noticeably, more than 40% of students have term-time addresses located in the area of Oldfield Park/Twerton. Compared with the figures in the previous survey for students living inside Bath (87%) and living in the area of Oldfield Park/Twerton (28%), it can be seen that the majority of students have chosen to live inside Bath and Oldfield Park/Twerton has become an increasingly popular area for students to live.

Gender differences and age may be associated with people's travel behaviour. There is no big gap between the proportions of males and females in our sample, both among members of staff and students. More than 90% of members of staff are older than 26, and around 90% of students are aged between 16 and 25.

Regarding physical impairments that affect their mobility, 2.6% of members of staff and 1% of students stated that they have impairments and that such impairments affect their mobility. Both figures were lower than 3% and 2%, respectively, in the Transport Survey 2002. Also, it is shown that more than 30% of members of staff have caring responsibility, which is similar to the figure in the previous survey, and only 3.8% of students have reported to have caring responsibility to run and this figure is significantly lower than the 10% in the previous survey.

Table 1-7: Other information on survey respondents (%)

	Members of staff	Students
Term-time address		
Bear Flat	3.7	4.5
Central Bath	11.3	23.2
Claverton Down / On campus	1.3	9.3
Fairfield park / Larkhall	3.4	0.9
London Road	2.9	3.6
Lansdown	3.1	1.6
Odd Down / Combe Down	8.4	7.3
Oldfield Park / Twerton	5.9	40.6
Weston / Newbridge	5.4	2.9
Sub-total Bath urban area	45.4	93.9
Batheaston / Bathford	2.7	0.4
Bradford on Avon	5.2	0.3
Bristol	6.8	1.5
Gloucestershire	3.0	0.1
Somerset not Bath	7.8	0.8
Trowbridge	3.7	0.3
Frome – Radstock – Peasedown	10.9	0.4
Other Wiltshire area	11.9	1.0
Other	2.5	1.2

² This refers to the following areas: Bear Flat, Central Bath, Claverton Down / On campus, Fairfield park/Larkhall, Lansdown, Odd Down/Combe Down, Oldfield Park/Twerton, and Weston/Newbridge.

Having physical impairment affecting mobility	Members of staff	Students
Yes	2.6	1.0
No	97.4	99.0
Caring responsibility		
No - not at all/rarely	68.9	96.0
Yes – some days of the week	15.1	2.3
Yes - every day of the week	15.2	1.5
Other	0.8	0.1
Gender		
Male	46.5	52.3
Female	53.3	47.7
Age group		
16-20	0.3	43.3
21-25	5.5	47.0
26-30	12.5	5.9
31-35	15.0	1.8
36-40	13.4	1.0
41-45	15.0	0.5
46-50	10.1	0.2
51-55	12.9	0.1
56-60	8.4	0.1
Above 60	7.0	0.0
Base=	1244	2045

2. Transport use and travel behaviour

2.1. Modes of transport

As in the Transport Survey 2002, respondents were asked to state their main mode of transport between places of residence and the University campus during term-time. In addition, they were asked what their next mode of transport was and, finally, they were asked for other forms of transport that they occasionally used. We understand that in some cases these questions are not enough to give us an exact idea of the pattern of respondents' transport use as some respondents may use a number of modes of transport in a single journey to/from the campus, e.g. cycle to the train station, take train to Bath, and take bus to the campus, whereas some people may only use one single mode of travel, e.g. cycle to the University campus. Thus, it would be difficult to interpret in isolation variables 'next main mode' and 'other modes'. However, the data provide useful information on the main mode of transport used and the complementary modes, when they exist. Finally, we can compare the modes of transport with those observed in the previous survey and analyse the changes in transport use behaviours.

The distribution of all forms of transport is shown in Table 2-1. As shown in the upper panel of the table, 58.5% of members of staff drive a car as the main mode of travelling to/from the University campus, which is lower than the 69% found in the previous survey. The next most common mode among members of staff is the bus (14%), on foot ranks the third (7%), and cycle lists the fourth (6.7%). In comparison, the percentages of members of staff who walk or cycle to the University campus are higher than previous figures, 5% and 4% respectively. This survey listed 'car sharing'

as a mode of transport, and the results show that 5.5% of members of staff share a car as the main mode of travel, and another 4.2% of members of staff share a car as the next main mode. Provided that up to 10% of interviewed members of staff share a car, it seems plausible to infer that the provision of incentives for car sharing may be seen as a potential policy incentive aiming to reduce the number of cars taken to/from the University campus. Despite of the predominance of car travel to/from campus, a significant share of respondents use non-car forms of transport such as bus (22.4%) and on foot (12.3%) as the secondary form of transport. These figures are very similar to those in the previous survey, which were 23% and 11%, respectively.

If we look at the combination of results for main, secondary, and other forms of transport, we can see that 76.5% of members of staff drive a car to the university campus (89% in 2002)³, 58.5% travel by bus (56% in 2002), 33.5% come to campus by foot (29% in 2002), 27.5% travel as car passengers (40% in 2002), 18.3% travel by bicycle (16% in 2002), and 14.5% use a train service (12% in 2002), and 12.9% share a car with others to the campus. Compared to the previous survey results, it can be seen that more people travel by bus, by foot, or by bicycle, and fewer respondents drive a car to/from the University campus or travel as a car passenger.

The lower panel of Table 2-1 shows the distribution of all modes of transport used by students. Most of students use non-car forms of travel: 59.2% of students use bus as the main mode of travel (50% in 2002), and 14.7% of students come to campus mainly by foot (8% in 2002). These are because the majority of students live either in university accommodation or in private residences, which have convenient access to bus services. There are only 11.7% of students driving to the University campus as the main mode of transport (29% in 2002). Those who mainly cycle to the campus represent 6.6% of the student respondents (4% in 2002).

As to the second main mode of transport, more than 50% of the students choose non-car modes: 30% by foot (22% in 2002) and 21.9% by bus (24% in 2002). Although only 7.5% of students drive to the campus as an alternative mode, a significant percentage, 19.3%, of them travel as car passengers.

As shown in Table 2-1, as many as 94.4% of students use buses, 67.8% of them walk and 46.2% travel as car passenger at some occasions to travel to the University campus.

Table 2-1: Modes of transport (%)

	Main mode	Next main mode	Other modes
Members of staff			
Car (as driver)	58.5	11.3	6.7
Car (as passenger) / taxi	2.7	10.4	14.4
Car (as sharer)	5.5	4.2	3.2
Bus	14.0	22.4	22.4
On foot	7.0	12.3	14.2
Bicycle	6.7	6.1	5.5
Motorbike/scooter	2.3	0.9	0.2
Train	2.7	6.0	5.8
Other	0.8	6.2	22.8
Missing value		20.3	1.5

³ It is possible that in 2002, people who reported to drive a car to the campus included those who shared a car with others, and these two groups were not distinguished from each other.

Students			
Car (as driver)	11.7	7.5	5.4
Car (as passenger) / taxi	2.5	19.3	24.0
Car (as sharer)	2.8	5.8	7.4
Bus	59.2	21.9	13.3
On foot	14.7	30.1	23.0
Bicycle	6.6	4.0	5.1
Motorbike/scooter	0.5	0.4	0.6
Train	0.9	1.1	3.0
Other	1.1	0.6	20.9
Missing value		9.3	0.5

2.2. Factors related to staff modes of transport

As mentioned before, 45.4% of members of staff live in the urban area of the city of Bath, whilst 54.6% live outside Bath. Table 1-7 shows that of those who live in the city of Bath nearly a quarter (24.9%) resides in central Bath (11.3% of total sample); and around 18.5% live in Combe Down/Odd Down area (8.4% of total sample). There are nearly as many people living in Oldfield park/Twerton as in Weston/Newbridge, representing 13% and 12%, respectively, of members of staff living in the city urban area (5.9% and 5.4%, respectively, of the total sample). These results seem to suggest that a high proportion (around 68% in total) of members of staff that live in the city have chosen to live in the areas where there are direct buses (i.e. 20A/C and 18/410/418) between the area and the University campus. However, as can be seen in Table 2-2, only 25.8% of members of staff who live in the city use buses as the main mode of transport. On the other hand, a higher percentage mainly drives a car to the campus, representing almost 40%, suggesting that people are still in favour of driving a car to the campus. Having said so, it is also found that walking and cycling to the campus, representing 25.8%, are also popular modes of transport for members of staff living in the city of Bath.

It is shown in Table 1-7 that from those of members of staff that live outside of Bath, 21.8% live in other Wiltshire areas, almost 20% in Frome-Radstock-Peasedown, 14.3% in other areas of Somerset, and 12.4% in Bristol. The third column of Table 2-2 confirms that driving to the University campus is the dominant mode of transport for members of staff who live outside Bath, representing 74.2%. This figure is almost as twice as that for those who live in Bath (39.6%). This indicates high dependence of these people on car travelling, and a policy measure to reduce the number of cars brought to the University campus, such as provision of incentives for car sharing, may be more effective than one to encourage them to use public services.

It is previously shown that most of the members of staff are in job categories as academic, academic-related and clerical. Those in technical category take up 7.2% of staff respondents. The differences in job categories are considered to be influential on travel behaviour since certain jobs require irregular working hours – e.g. an early start in the mornings or high frequency of travelling during working hours.

Table 2-2: Main mode of transport by residential area (%)

	Live in Bath	Live outside Bath
Members of staff		
Car (as driver)	39.6	74.2
Car (as passenger) / taxi	2.8	2.5
Car (as sharer)	3.5	7.1
Bus	25.8	4.1
On foot	15.4	0.0
Bicycle	10.4	3.5
Motorbike/scooter	1.4	2.9
Train	0.0	4.9
Other	0.9	0.7
<i>Base=</i>	<i>565</i>	<i>679</i>
Students		
Car (as driver)	8.9	55.3
Car (as passenger) / taxi	2.7	0.0
Car (as sharer)	2.8	2.4
Bus	61.8	18.7
On foot	15.5	2.4
Bicycle	6.9	1.6
Motorbike/scooter	0.6	0.0
Train	0.0	14.6
Other	0.8	4.9
<i>Base=</i>	<i>1922</i>	<i>123</i>

As shown in Table 2-3, driving a car to the University campus is the main mode of transport for categories of manual (73.3%), clerical (63.8%), academic related categories (62.1%), academic (54.1%), and technical (53.3%). Manual worker have fixed and routine hours and are often required starting to work early in the morning. Clerical members of staff tend to work more routine hours than many academics, which have more flexibility in their hours of attendance. These can explain why these two groups are most likely to drive a car to the University campus.

Table 2-3: Main mode of transport by work category of members of staff (%)

	Academic	Academic related	Clerical	Holburne / BIME	Joblink	Manual	Part-time teaching staff	Staff casual	Technical	Other
Car (as driver)	54.1	62.1	63.8	50.0	50.0	73.3	40.0	16.7	53.3	50.0
Car (as passenger) / taxi	2.0	2.6	4.7	0.0	0.0	0.0	0.0	16.7	0.0	2.8
Car (as sharer)	4.2	7.0	6.5	0.0	0.0	3.3	0.0	0.0	2.2	11.1
Bus	14.3	11.7	14.7	25.0	50.0	10.0	20.0	33.3	16.7	16.7
On foot	9.1	4.7	5.7	25.0	0.0	3.3	20.0	33.3	7.8	5.6
Bicycle	11.6	4.1	1.8	0.0	0.0	0.0	20.0	0.0	11.1	2.8
Motorbike / scooter	1.6	2.3	0.4	0.0	0.0	10.0	0.0	0.0	7.8	5.6
Train	2.7	5.2	1.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	0.4	0.3	1.4	0.0	0.0	0.0	0.0	0.0	1.1	5.6
<i>Base=</i>	<i>449</i>	<i>343</i>	<i>279</i>	<i>4</i>	<i>2</i>	<i>30</i>	<i>5</i>	<i>6</i>	<i>90</i>	<i>36</i>

The previous results showed that driving a car is the main mode of travel in every grade, ranging from 73% for manual category to 64% for clerical/admin category. We are not able to directly compare the previous Transport Survey's results with the current ones because the University has applied a new system of grades after 2002. For example, the grade of academic in 2002 may be divided into the academic category and the academic-related category in 2008.

Taking the bus ranks the second often used mode of transport in most of the job categories. Regardless of some groups⁴, members of staff in the technical category are more likely to travel by bus than all the other categories. The percentages of academics (14.3%) and clerical (14.7%) travelling by bus are similar, and this is also the case for academic related (11.7%) and manual (10%). Table 2-4 shows the frequency of use of the stated main transport mode respondents use to travel to/from the University campus.

Table 2-4: Frequency of use of main mode of transport to travel to campus (%)

	Car (driver)	Car (passenger)	Car (sharer)	Bus	On foot	Bicycle	Motor-bike	Train	Other	Total
Members of staff										
Usually (4-5 times per week)	80.5	78.8	82.4	75.9	80.5	74.7	75.0	66.7	70.0	78.9
Sometimes (2-3 times per week)	14.3	15.2	13.2	18.9	17.2	16.9	21.4	15.2	20.0	15.5
Occasionally (1 or less times per week)	2.5	0.0	1.5	2.3	0.0	1.2	0.0	15.2	0.0	2.3
Other	2.7	6.1	2.9	2.9	2.3	7.2	3.6	3.0	10.0	3.2
<i>Base=</i>	<i>728</i>	<i>33</i>	<i>68</i>	<i>174</i>	<i>87</i>	<i>83</i>	<i>28</i>	<i>33</i>	<i>10</i>	<i>1244</i>
Students										
Usually (4-5 times per week)	70.8	71.2	70.2	77.2	82.3	81.5	90.9	83.3	86.4	77.4
Sometimes (2-3 times per week)	21.7	28.8	28.1	15.0	14.3	13.3	0.0	11.1	4.5	16.0
Occasionally (1 or less times per week)	2.9	0.0	0.0	1.6	1.7	1.5	0.0	5.6	0.0	1.7
Other	4.6	0.0	1.8	6.3	1.7	3.7	9.1	0.0	9.1	4.9
<i>Base=</i>	<i>240</i>	<i>52</i>	<i>57</i>	<i>1210</i>	<i>330</i>	<i>135</i>	<i>11</i>	<i>18</i>	<i>22</i>	<i>2045</i>

⁴ The sample sizes of the following groups are too small: Holburne/BIME, Joblink, Part-time teaching staff and staff casual. The small sample sizes make the related results less reliable.

2.3. Factors related to students modes of transport

As shown earlier in Table 2-1, 59.2% of students mainly travel to the University campus by bus and only 11.7% usually drive a car to the campus. The lower panel of Table 2-2 exhibits the association between student respondents' residence areas and their main mode of travelling. It can be observed that 61.8% of students living in Bath travel by bus and 6.9% cycle to the campus. Among those students living outside Bath 18.7% travel by bus and 1.6% cycle. More than half (55.3%) of students living outside Bath mainly drive to the campus. In comparison, the proportion of car drivers of students living inside Bath is only 8.9%.

Table 2-5 demonstrates the relationship between the level of study and the main mode of travel. It is shown that more than half of the undergraduates or postgraduates in taught courses travel to the campus mainly by bus. Compared with the results in 2002, the proportion of bus travellers are higher in 2008. On the other hand, compared to the 2002 results, the proportions of students driving cars in every level of study are significantly lower. Moreover, compared with year 2002, the percentages of students walking to the campus are higher in every level of study.

Table 2-5: Main mode of transport by level of study (%)

	Undergraduate Y1	Undergraduate Y2	Undergraduate Y3	Undergraduate Y4/5	Postgraduate- taught	Postgraduate- research
Car (as driver)	3.1	10.5	9.3	12.7	23.5	24.6
Car (as passenger) / taxi	0.0	3.5	3.5	3.8	1.2	0.8
Car (as sharer)	0.0	2.6	3.2	4.5	1.2	4.1
Bus	79.2	64.1	62.4	48.1	52.9	36.5
On foot	14.9	10.7	13.4	19.4	16.5	16.0
Bicycle	1.4	5.8	7.6	9.6	2.4	10.7
Motorbike/scooter	0.0	0.9	0.3	0.7	0.0	0.8
Train	0.3	0.7	0.3	0.7	2.4	2.9
Other	1.1	1.1	0.0	0.7	0.0	3.7
<i>Base=</i>	<i>355</i>	<i>569</i>	<i>343</i>	<i>449</i>	<i>85</i>	<i>244</i>

2.4. Reasons given for car use

As can be seen in Table 2-6, almost 72% of members of staff and 25% of students drive a car to/from the University campus on a regular basis of incidentally. Those respondents were asked to inform which factors influenced their choices to use a car. Respondents informed one main reason for using a car and as many other reasons as they liked as secondary reasons, all from a set of nine pre-determined potential reason for using a car to/from the University campus.

Table 2-6: Driving a car to campus (%)

	Members of staff	Students
Yes	71.9	24.6
No	28.1	75.4
<i>Base</i>	<i>1244</i>	<i>2045</i>

As shown in Table 2-7, almost 42% of members of staff use their cars mainly because the public transport is inadequate and other 19% use their cars because it is quicker to drive to campus than to use public transport. The results regarding students present the same reasons for using a car to/from the University campus, but in the opposite order. That is, the majority of students use their cars to save time when compared to the public transport (29%), while further 22% of students use their cars because the public transport is inadequate.

It is difficult to compare these results with those observed in the Transport Survey 2002 since in that occasion only one reason for using a car related to the public transport inadequacy, which was the main reason informed by members of staff (61%) and students (47%). However, if we consider the three reasons relating to public transport (inadequate, cheaper and quicker) altogether, it is shown that 67.1% of members of staff and 64.4% of students use their cars to/from the University campus because of inadequate public transport. This result represents an increase from the figures observed in 2002, especially among students, which suggests that improvements in the public transport services to/from the University campus have the potential to decrease car use among members of staff and students.

Table 2-7: Main reason for using a car (%)

	Members of staff	Students
Inadequate public transport / no other option	41.8	22.1
Convenient parking on campus	1.0	2.0
Cheaper to drive to campus than to use public transport	6.2	13.3
Quicker to drive to campus than to use public transport	19.1	29.0
Have to carry heavy loads to campus	1.0	6.4
Have school/childcare run to do as well	12.5	0.6
Need car during the day for work purposes	1.3	1.0
Working/studying late/irregular hours	4.0	11.7
Distance between home and the University	7.8	5.8
Other	5.1	8.2
<i>Total car users</i>	<i>894</i>	<i>503</i>

Table 2-8: Other reasons for using a car (%)

	Members of staff	Students
Inadequate public transport / no other option	35.6	35.0
Convenient parking on campus	18	17.3
Cheaper to drive to campus than to use public transport	37.1	41.9
Quicker to drive to campus than to use public transport	44.3	52.7
Have to carry heavy loads to campus	10.9	33.8
Have school/childcare run to do as well	10.3	1.0
Need car during the day for work purposes	13.6	6.2
Working/studying late/irregular hours	26.8	42.9
Distance between home and the University	30.8	20.3
Other	7.7	6.4
<i>Total car users</i>	<i>894</i>	<i>503</i>

Finally, respondents informed other reasons for car use to/from the University campus as follows: (i) disabled; (ii) injured; (iii) weather condition; (iv) exam period; (v) sport-related reasons; (vi) having other purposes outside of work; and (vii) unreliable bus service.

2.5. Other aspects of travel behaviour

As it would be expected, the vast majority of members of staff and students attend the University campus at weekdays, although Table 2-9 shows that a significant share of respondents come to the University campus during the weekends, especially students. When compared to the Transport Survey 2002, virtually all figures in Table 2-9 related to members of staff slightly decreased during weekdays, suggesting that a higher percentage of members of staff work from home at some point during weekdays. Students, however, slightly increased their attendance on campus when compared to 2002 figures, for all weekdays and weekend.

Table 2-9: Days of week attending during term-time (%)

	Members of staff		Students	
	2008	2002	2008	2002
Monday	89.1	94	91.3	90
Tuesday	91.5	95	90.6	88
Wednesday	91.4	93	86.7	86
Thursday	91.1	94	90.1	88
Friday	87.6	90	90.6	88
Weekends	16.8	22	41.1	36
Base=	1244	1412	2045	1083

Table 2-10: Time of arriving on campus (%)

	Members of staff	Students
6:00 - 6:29	0.2	0.1
6:30 - 6:59	0.9	0.3
7:00 - 7:29	2.7	0.9
7:30 - 7:59	9.7	2.4
8:00 - 8:29	20.3	7.0
8:30 - 8:59	31.6	27.3
9:00 - 9:29	20.0	24.5
9:30 - 9:59	6.4	11.8
10:00 - 10:29	2.6	10.0
10:30 - 10:59	0.6	3.9
11:00 - 11:29	0.0	1.8
11:30 - 11:59	0.2	0.5
12:00 - 12:29	0.5	0.3
12:30 - 13:00	0.4	0.7
Other	3.9	8.6
Base=	1244	2045

Table 2-10 and Table 2-11 show reported arrival/departure times of members of staff and students at/from the University campus at weekdays. The vast majority of members of staff (71.9%) arrive on campus between 8:00 and 9:30am, and depart between 17:00 and 18:30pm (60.6%). Students' peak arrival time is between 8:30 and 10:30 (73.6%), although departure time is more evenly distributed 16:00 and 18:30pm.

Table 2-11: Time of leaving campus (%)

	Members of staff	Students
14:30 - 14:59	2.5	3.0
15:00 - 15:29	1.5	2.4
15:30 - 15:59	1.4	3.4
16:00 - 16:29	4.7	10.3
16:30 - 16:59	8.6	10.0
17:00 - 17:29	27.0	18.4
17:30 - 17:59	20.4	13.1
18:00 - 18:29	13.2	12.4
18:30 - 18:59	7.7	5.5
19:00 - 19:29	4.0	3.8
19:30 - 19:59	1.6	2.0
20:00 - 20:29	1.2	2.1
20:30 - 20:59	0.3	1.3
21:00 - 21:30	0.5	2.5
Other	5.4	9.9
<i>Base=</i>	<i>1044</i>	<i>2045</i>

Subjective distance and time of journey to/from the University campus was informed. Table 2-12 shows the average length of one-way journeys between residences and the University campus, categorised in minute's brackets. The table for length of one-way journey in miles is not provided because there were 235 missing values among members of staff and 980 missing values for students. The median journey time of members of staff is located in the interval 30-39 minutes, the same for students.

Table 2-12: Length of one-way journey in minutes (%)

	Members of staff	Students
0-9	1.7	6.6
10-19	13.4	14.5
20-29	24.0	22.1
30-39	23.0	19.1
40-49	19.2	25.0
50-59	6.3	5.5
60+	11.5	6.9
Missing value	0.9	0.4
<i>Base=</i>	<i>1044</i>	<i>2045</i>

As can be seen in Table 2-13, the vast majority of members of staff driving to/from the University campus use permit holder and reserved car parks (94.8%). Students mainly use pay-and-display car parks on campus (54.3), although a

significant share (30.4%) use permit holder car park. Post-graduate students form the majority (60.8%) of students who drive a car to the University campus and are permit holders.

Table 2-13: Location of parking of car drivers (%)

	Members of staff	Students
Permit holder car park	89.7	30.4
Reserved	5.1	0.4
Pay and display	3.7	54.3
On street	0.3	11.5
Other	1.1	3.4
<i>Car drivers=</i>	<i>894</i>	<i>503</i>

We were interested in investigating whether improved IT support or resources would encourage members of staff and students to work from home, reducing the number of trips to/from the University campus and the need of transport services' provision. As can be seen in Table 2-14, almost half of the samples already work from home sometimes. Table 2-15 shows that 32.6% of members of staff that currently do not work from home would be able and willing to do so if improved IT services and resources were provided. Among students this percentage is smaller (22.6%), but still significant, which suggests that IT provision has a potential to help reducing the pressure on transport services to/from the University campus. Another possible measure to reduce transport service requirements may involve the provision of more flexible working hours for members of staff, when possible, encouraging them to work from home.

Table 2-14: Do you sometimes work from home? (%)

	Members of staff	Students
Sometimes work from home	47.0	55.7
Never work from home	45.3	26.6
Not applicable	7.6	17.7
<i>Base=</i>	<i>1244</i>	<i>2045</i>

Table 2-15: If IT support were improved: (%)

	Those who do not work from home	
	Members of staff	Students
Would be able to work from home	32.6	22.6
Would be able to do so but wouldn't want to	6.9	13.8
Wouldn't be able to do so	53.0	61.8
Other	7.4	1.8
<i>Base=</i>	<i>564</i>	<i>544</i>

We offered respondents the opportunity to comment on any transport-related issues addressed in the Transport Survey 2008. Here are some examples of respondents' comments about:

- General transport-related issues

- (i) “In working out transport policy, the university may work with the Student union”;
 - (ii) “Transport facilities for visitors during university open days”;
 - (iii) “Safety issues on the roads around the University require attention. For instance, traffic lights at the end of the main drive (main entrance to the University) at rush hour, improvement to paths through Rainbow Woods from Combe Down to the University would benefit many people who use that as a route to work, both cyclists and pedestrians”;
- Walking
 - (i) “Walking routes and road passing along the Widcombe hill”;
 - (ii) The safety and state of the roads and provision of safe crossings for pedestrians, e.g. Bathwick Hill-Crosslands road crossing and Bathwick hill-North road.
 - Cycling
 - (i) “The University should provide incentives for cyclist, such as VAT relief for cycle scheme, refund in response to mileage, bicycle hiring schemes *etc*”;
 - (ii) “The state of the roads for a cyclist makes cycling in Bath quite dangerous especially the state of Bathwick Hill; Cycle lanes are necessary”;
 - (iii) “The University should provide lockers to storage cycling clothes during the day”;
 - (iv) “Security monitors, e.g. CCTV, in the bike storage areas are necessary”;

3. Attitudes to public transport measures

This section shows respondents’ views on several possible public transport policies. Respondents were asked to express how important a policy was using a score ranging between ‘1’ (very unimportant) and ‘5’ (very important). We show the mean scores obtained from all respondents’ scores, which means that the closer to ‘5’ the mean value is, the more important the policy measure is for respondents; mean score close to ‘3’ means that on average respondents are indifferent to the policy measure; and mean score close to ‘1’ means that the policy measure is unimportant for the average respondent. The Transport Survey 2002 used an inverse scale to measure respondents’ views, in which score equal to ‘1’ meant ‘very important’ and score ‘5’ meant ‘very unimportant’. The comparison of our results with the previous survey is still possible and will be carried out in this section, although the Transport Survey 2008 assessed respondents’ views on some policies that were not investigated in 2002.

3.1. General attitudes to public transport use

Table 3-1 shows that only one transport measure (buses stopping at different points on campus) was unimportant for members of staff. The provision of more

reliable, cheaper and frequent buses seems to be the most important transport measure for students and members of staff. When compared to the results of the Transport Survey 2002, in which the same three measures related to buses were the most important for all respondents, only the order of the measures changed. For example, in 2002 ‘more reliable buses’ was the most important measure for students and members of staff, while in 2008 ‘cheaper buses’ was the most important measure among students. As in the Transport Survey 2002, our results provide a clear message that there is a need for improvements in the bus services to/from the University campus. Such improvements would regard reliability/punctuality; cheaper fares; more frequent buses; and the provision of shuttle services up/down Bathwick Hill.

Table 3-1: Importance of different public transport measures

	Members of staff	Students
Shuttle bus up and down Bathwick Hill	3.9	3.7
Direct buses from home to campus	3.4	4.1
Buses stopping at different points on campus	2.4	2.2
Cheaper buses	3.9	4.4
Buses with more capacity	3.5	3.8
More frequent buses	3.9	4.2
More reliable/punctual buses	4.1	4.3
More comfortable bus transport	3.1	2.9
Safer bus transport	3.3	3.1
Buses for bikes up/down Bathwick Hill/other hill	3.3	2.9
More bicycle routes with safety measures	3.7	3.4
Bicycle parking at the bottom of Bathwick Hill	3.2	2.9
Secure/covered parking on campus for bikes/motorbikes	3.6	3.4
Loan schemes for bikes/motorbikes	3.0	2.9
Improved changing facilities/showers	3.7	3.5
Loans for public transport season tickets	3.0	3.0
Improved rail travel	3.6	3.4
Use of Park & Ride sites with bus links to campus	3.6	3.0
Car sharing schemes	3.5	3.7
Permit sharing schemes	3.4	3.7
<i>Base=</i>	<i>1244</i>	<i>2045</i>

Note: Mean scores from a scale of 1 to 5, 1=very unimportant and 5=very important.

Table 3-2: Importance of more reliable/punctual buses (%)

	Members of staff	Students
Very unimportant	2.6	1.5
Unimportant	4.1	3.2
Neutral	18.3	13.1
Important	34.1	26.4
Very important	40.9	55.8
<i>Base=</i>	<i>1244</i>	<i>2045</i>

We further investigated the three transport measures that were ranked most important for members of staff and students. Since the figures provided in Table 3-1 are mean scores, it is possible that a mean score 3 represents that all respondents were neutral about the measure; or that half of the sample rated the measure as very unimportant while the other half rated the same measure very important. Table 3-2, Table 3-3 and Table 3-4 shows the detailed responses for the most important rated

transport measures. When compared to the Transport Survey 2002, 'more reliable buses' was rated a very important measure for smaller percentages of the Transport survey 2008 (40.9% of members of staff and 55.8% of students, while in 2002 it was rated as very important for 58% and 61%, respectively).

Table 3-3: Importance of cheaper buses (%)

	Members of staff	Students
Very unimportant	3.4	1.5
Unimportant	5.9	1.9
Neutral	21.6	10.9
Important	31.6	26.4
Very important	37.5	59.3
<i>Base=</i>	<i>1244</i>	<i>2045</i>

Table 3-4: Importance of more frequent buses (%)

	Members of staff	Students
Very unimportant	2.7	1.8
Unimportant	5.7	3.4
Neutral	23.0	15.5
Important	35.8	32.9
Very important	32.7	46.5
<i>Base=</i>	<i>1244</i>	<i>2045</i>

Table 3-5: Importance of different public transport measures by main mode of transport and term-time address

Members of staff	Main mode of transport			Term-time Address	
	Car	Bus	Other	In Bath	Outside Bath
Shuttle bus up and down Bathwick Hill	3.8	4.1	3.9	4.0	3.7
Direct buses from home to campus	3.3	3.8	3.1	3.8	3.1
Buses stopping at different points on campus	2.4	2.7	3.8	2.4	2.4
Cheaper buses	3.9	4.1	3.1	4.0	3.8
Buses with more capacity	3.4	3.8	3.9	3.5	3.5
More frequent buses	3.8	4.4	2.9	4.0	3.8
More reliable/punctual buses	4.0	4.5	3.2	4.2	3.9
More comfortable bus transport	3.1	3.4	2.8	3.1	3.1
Safer bus transport	3.3	3.6	3.6	3.3	3.3
Buses for bikes up/down Bathwick Hill/other hill	3.3	3.1	3.5	3.3	3.3
More bicycle routes with safety measures	3.7	3.5	3.9	3.8	3.7
Bicycle parking at the bottom of Bathwick Hill	3.2	3.2	3.2	3.3	3.1
Secure/covered parking on campus for bikes/motorbikes	3.5	3.4	2.2	3.7	3.6
Loan schemes for bikes/motorbikes	2.9	2.9	3.9	3.1	2.9
Improved changing facilities/showers	3.6	3.6	3.5	3.7	3.6
Loans for public transport season tickets	3.0	3.3	3.8	3.0	3.1
Improved rail travel	3.6	3.8	4.0	3.5	3.7
Use of Park & Ride sites with bus links to campus	3.7	3.5	2.9	3.5	3.7
Car sharing schemes	3.4	3.6	3.1	3.5	3.5
Permit sharing schemes	3.3	3.4	3.4	3.4	3.3
<i>Base=</i>	<i>829</i>	<i>174</i>	<i>241</i>	<i>565</i>	<i>679</i>

Note: Mean scores from a scale of 1 to 5, 1=very unimportant and 5=very important.

Table 3-5 and Table 3-6 show the importance of transport measures by respondents' main mode of transport and location of residency. The results show, for example, that respondents that use bus services to/from the University campus tend to rate the buses-related measures as more important than non-users of buses.

Table 3-6: Importance of different public transport measures by main mode of transport and term-time address

Students	Main mode of transport			Term-time Address	
	Car	Bus	Other	In Bath	Outside Bath
Shuttle bus up and down Bathwick Hill	3.7	3.7	3.6	3.7	3.8
Direct buses from home to campus	3.9	4.3	3.6	4.1	3.2
Buses stopping at different points on campus	2.1	2.3	2.0	2.2	2.4
Cheaper buses	4.3	4.5	4.3	4.4	4.1
Buses with more capacity	3.7	3.9	3.7	3.8	3.5
More frequent buses	4.0	4.3	3.9	4.2	3.9
More reliable/punctual buses	4.1	4.5	4.1	4.3	4.0
More comfortable bus transport	2.9	3.0	2.7	2.9	3.0
Safer bus transport	3.1	3.2	3.0	3.1	3.1
Buses for bikes up/down Bathwick Hill/other hill	2.9	2.8	3.2	2.9	3.2
More bicycle routes with safety measures	3.4	3.3	3.9	3.4	3.6
Bicycle parking at the bottom of Bathwick Hill	2.8	2.9	3.1	3.0	3.0
Secure/covered parking on campus for bikes/motorbikes	3.1	3.2	3.8	3.4	3.4
Loan schemes for bikes/motorbikes	2.8	2.8	3.1	2.9	2.9
Improved changing facilities/showers	3.5	3.4	3.9	3.5	3.6
Loans for public transport season tickets	2.9	3.1	2.9	3.0	3.0
Improved rail travel	3.3	3.6	3.2	3.4	4.0
Use of Park & Ride sites with bus links to campus	3.3	3.0	2.8	3.0	3.5
Car sharing schemes	4.1	3.6	3.6	3.7	3.6
Permit sharing schemes	4.2	3.6	3.5	3.7	3.5
<i>Base=</i>	<i>349</i>	<i>1210</i>	<i>486</i>	<i>1922</i>	<i>123</i>

Note: Mean scores from a scale of 1 to 5, 1=very unimportant and 5=very important.

3.2. Which measures would reduce car use?

This section focuses on respondents that drive a car to/from the University campus, and the potential measures that could influence them to reduce their car use. Again, a scale ranging between '1' (very unlikely) and '5' (very likely) was used, indicating that mean scores lower than '3' are rated as unlikely to change car users' behaviour. The results in Table 3-7 show that only one measure ('direct buses from home to campus') could potentially change members of staff behaviour towards car use, while other measures related to buses (cheaper; more reliable and frequent; more capacity) and improved car-sharing schemes could reduce students' car use to/from the University campus.

Table 3-7: Measures that would reduce car use

	Members of staff	Students
Shuttle bus up and down Bathwick Hill	1.7	2.0
Direct buses from home to campus	3.3	3.4
Buses stopping at different points on campus	1.7	1.7
Cheaper buses	2.7	3.6
Buses with more capacity	2.3	3.0
More frequent buses	2.7	3.6
More reliable/punctual buses	2.8	3.6
More comfortable bus transport	2.3	2.6
Safer bus transport	2.3	2.5
Buses for bikes up/down Bathwick Hill/other hill	2.1	2.3
More bicycle routes with safety measures	2.3	2.4
Bicycle parking at the bottom of Bathwick Hill	1.9	2.0
Secure/covered parking on campus for bikes/motorbikes	2.1	2.4
Loan schemes for bikes/motorbikes	2.0	2.2
Improved changing facilities/showers	2.3	2.6
Loans for public transport season tickets	2.0	2.3
Improved rail travel	2.2	2.1
Use of Park & Ride sites with bus links to campus	2.5	2.5
Car sharing schemes (e.g. lower parking fees)	2.5	3.4
<i>Base=</i>	<i>894</i>	<i>503</i>

Note: Mean score from a scale of 1 to 5, 1=very unlikely and 5=very likely.

3.3. Further comments of respondents on public transport use

This section shows further comments spontaneously given by respondents on a number of transport-related issues. Regarding public transport (buses), respondents' opinions frequently suggested that:

- (i) Bus services should be improved, e.g. several respondents indicated that the frequency of buses 18/418/410 and 20A/C, particularly during peak hours is not adequate;
- (ii) Bus ticket fare is expensive and increasing every year;
- (iii) The reliability of bus services is really poor;
- (iv) Buses are always crowded and bus drivers are quite often rude with passengers;
- (v) Bus services do not run as scheduled;
- (vi) Bus services to the campus start too late on weekends;
- (vii) Bus service is very poor during university holiday periods;
- (viii) Reduction of boarding time to buses (the current payment way takes too much time and slows down the boarding);
- (ix) The University could implement an independent bus service which runs between the campus and off-campus accommodation; between the campus and the Park & Ride, and between the train station and the campus;
- (x) Bus services running along other hills were also suggested;
- (xi) Bus services for staff only.
- (xii) Warmer and more spacious sheltering at bus stops on campus, electronic sign-boards saying when the next bus is due to arrive.

Regarding train services, there were not many spontaneous comments, but those can be summarised as “unreliable train service/train tickets are too expensive”.

4. Attitudes to car-related measures

This section focuses on respondents’ views about car-related measures. Again, the scores ranging between ‘1’ (very unimportant) and ‘5’ (very important) were used.

4.1. General policy measures in relation to car use

As seen before, a higher percentage of members of staff use their cars to/from the University campus as compared to students. It would be expected rather different opinions between those groups in regard to car-use measures. However, Table 4-1 shows that mean scores relating to several car-use measures are similar for both groups of respondents, a similar result observed in Transport Survey 2002. The measure rated the most important for members of staff was ‘clamping illegal parked cars’, while ‘minimising the distance between car parks and work/study places on campus’ was rated as unimportant by members of staff and students. In general, respondents were indifferent (mean score close to ‘3’) to car-related measures.

Table 4-1: Importance of different car-use policy measures

	Members of staff	Students
Putting named parking spaces	3.0	3.2
Improving security in car parks	3.5	3.1
Clamping illegal parked cars	3.6	3.0
Minimising the distance between car parks and work/study places on campus	2.5	2.6
Help with more flexible work/study pattern	3.5	3.3
<i>Base=</i>	<i>1244</i>	<i>2045</i>

Note: mean scores from a scale of 1 to 5, 1=very unimportant and 5=very important.

Table 4-2 and Table 4-3 show the mean scores of car-related measures for members of staff and students by main mode of transport to/from the University campus and by member of staff’s grade. As could be expected, car users in general place higher importance to car-related measures than non users.

Table 4-2: Importance of different car-use policy measures by main mode of transport

	Members of staff			Students		
	Car users	Bus	Other	Car users	Bus	Other
Putting named parking spaces	3.1	3.1	2.8	3.5	3.2	3.1
Improving security in car parks	3.6	3.5	3.2	3.1	3.2	3.1
Clamping illegal parked cars	3.7	3.4	3.3	3.0	3.0	3.0
Minimising the distance between car parks and work/study places on campus	2.5	2.7	2.2	2.8	2.7	2.3
Help with more flexible work/study pattern	3.6	3.4	3.3	3.5	3.3	3.2
<i>Base=</i>	<i>829</i>	<i>174</i>	<i>241</i>	<i>349</i>	<i>1210</i>	<i>486</i>

Note: mean scores from a scale of 1 to 5, 1=very unimportant and 5=very important.

Table 4-3: Importance of different car-use policy measures by category of post of a member of staff

	Academic	Academic related	Clerical	Holburne / BIME	Joblink	Manual	Part-time teaching staff	Staff casual	Technical	Other
Putting named parking spaces	2.8	3.1	3.2	2.5	3.0	3.0	3.0	3.2	3.2	3.2
Improving security in car parks	3.3	3.5	3.8	3.5	4.5	3.8	3.2	3.2	3.7	3.3
Clamping illegal parked cars	3.4	3.7	3.7	2.7	3.0	3.9	3.8	3.2	3.8	3.5
Minimising the distance between car parks and work/study places on campus	2.4	2.4	2.7	2.2	2.5	2.9	2.6	3.0	2.7	2.4
Help with more flexible work/study pattern	3.3	3.8	3.6	3.0	4.5	3.2	3.6	3.5	3.7	3.2
<i>Base=</i>	<i>449</i>	<i>343</i>	<i>279</i>	<i>4</i>	<i>2</i>	<i>30</i>	<i>5</i>	<i>6</i>	<i>90</i>	<i>36</i>

Note: mean scores from a scale of 1 to 5, 1=very unimportant and 5=very important.

4.2. Environmental issues when deciding about transport use

Table 4-4 shows the mean scores of the level of importance respondents put on environmental issues when deciding about their mode of transport. Although the environmental issue was rated as important by all sub-groups (mean score greater than '3'), as expected, car users reported lower level of importance on environmental issues than non users, both members of staff and students. Interesting to note that environmental concerns are more important when choosing transport use among postgraduate students than undergrads; and among those respondents with no mobility impairment than otherwise. These results were very similar to those observed in the Transport Survey 2002.

Table 4-4: Extent of agreement/disagreement with statement that environmental issues are important when considering the transport use

	Members of staff	Students
All	3.7	3.4
Car users	3.5	3.1
Bus users	4.0	3.3
Other modes of transport	4.2	3.7
With mobility impairment	3.5	3.2
No mobility impairment	3.7	3.4
Academic	3.8	
Academic related	3.8	
Clerical	3.7	
Holburne / BIME	4.0	
Joblink	4.0	
Manual	3.4	
Part time hourly paid teaching staff	4.4	
Staff casual	4.0	
Technical	3.6	
Other	3.4	

Undergraduate year 1	3.3
Undergraduate year 2	3.3
Undergraduate year 3	3.3
Undergraduate year 4/5	3.4
Postgraduate - taught course	3.7
Postgraduate – research	3.8
Other	3.4

Note: mean scores from a scale of 1 to 5, 1=very unimportant and 5=very important.

4.3. Parking fees: basis of charging and use of revenue

We asked respondents whether they agree or not with a number of statements regarding parking fees and the use of the revenue obtained with parking fees. Table 4-5 shows the mean score of respondents' level of agreement with statements about parking fees, while Table 4-6 shows the detailed distribution of members of staff that drive their cars to/from the University campus, the majority of car park users on campus.

Table 4-5: Extent of agreement/disagreement with statements about charging for parking

	Members of staff		Students	
	All	Car drivers	All	Car drivers
<i>Parking fees should be:</i>				
A pay-as-you-go scheme should replace the annual parking fees	2.4	2.2	3.2	3.0
Related to salary band	3.9	3.1	2.7	2.7
Related to percentage of salary	3.8	2.9	2.7	2.6
Related to car park location	3.7	2.8	2.9	2.7
Paid by all, including lowest-paid staff	3.2	3.3	3.2	3.3
<i>Base=</i>	<i>1244</i>	<i>894</i>	<i>2045</i>	<i>503</i>

Note: Mean scores from a scale of 1 to 5, 1=strongly disagree and 5=strongly agree.

Table 4-6: Car drivers' views on parking fees (%)

Members of staff	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Base
<i>Parking fees should be:</i>						
A pay-as-you-go scheme should replace the annual parking fees	34.0	27.7	23.7	11.6	2.9	894
Related to salary band	14.4	20.0	18.7	30.4	16.4	894
Related to percentage of salary	17.9	22.4	24.4	22.7	12.6	894
Related to car park location	13.4	23.9	31.5	26.4	4.7	894
Paid by all, including lowest-paid staff	8.1	16.1	23.8	39.9	12.1	894

As can be seen in Table 4-5, members of staff disagree that a pay-as-you-go scheme should replace annual parking fees, while students agree (not strongly though). Car drivers are more likely to disagree with this statement than non drivers. The

opposite is observed for the statement that parking fees should be related to salary band: members of staff agree with this statement while students disagree. Car drivers are less likely to agree with this statement, however.

Table 4-6 shows that the issue of parking fees is contentious among members of staff that use their car to/from the University campus. Most of the statements have an even distribution of respondents that strongly agree and strongly disagree with the statements. The same result was observed in the Transport Survey 2002. The only conclusions that can be drawn refer to the majority of members of staff disagreeing with statement that a pay-as-you-go scheme should replace the annual parking fees; and the majority of members of staff agreeing that parking fees should be paid by all, including low-paid staff.

Table 4-7: Extent of agreement/disagreement with statements about how parking revenue should be used

	Members of staff		Students	
	All	Car drivers	All	Car drivers
<i>Parking fee income should be used:</i>				
For any purpose that University chooses	2.2	2.1	2.5	2.4
For any transport-related issue	3.7	3.7	3.6	3.6
For improving non-car forms of transport	3.7	3.5	3.8	3.5
For maintenance/improvement of parking areas	3.7	3.8	3.5	3.8
In agreement with a staff/student body	3.5	3.4	3.8	3.9
Base=	1244	894	2045	503

Note: Mean scores from a scale of 1 to 5, 1=strongly disagree and 5=strongly agree.

Table 4-7 shows that the majority of respondents strongly disagree with the statement that parking fees could be used for any purpose that the University of Bath chooses. All other statements were approved by the majority of respondents (mean score higher than '3'), with no significant differences observed between car drivers and non drivers. In order to inform the reader how the University of Bath compares to other UK universities, Table 4-8 shows the average monthly charge for parking at several universities around the UK.

Table 4-8: Parking fees on campus - UK

University	Number of spaces	Average monthly charge (£)	University	Number of spaces	Average monthly charge (£)
Plymouth	328	55.00	Keele	2595	3.50
Newcastle	890	50.00	Hertfordshire	3400	2.40
Sussex	2000	32.00	UWE	1100	1.25
Liverpool	1854	25.20	Aberdeen	1063	0.00
Greenwich	569	25.00	Abertay	226	0.00
Leeds	2239	25.00	Brighton	1809	0.00
Sheffield	1240	25.00	Buckingham	300	0.00
Surrey	2138	22.55	Cambridge	1900	0.00
Robert Gordon	688	16.25	Edge Hill	1587	0.00
Salford	2450	16.00	Goldsmiths	124	0.00
Central Lancashire	1329	15.00	Heriot-Watt	2504	0.00
Manchester	3450	14.00	Imperial College London	350	0.00
Edinburgh (Arts)	91	12.50	Kingston	1441	0.00
Sunderland	1400	12.50	Lincoln	483	0.00
Warwick	4500	12.08	London Metropolitan	0	0.00
Napier	644	11.00	LSE	0	0.00
Bucks New	1119	10.00	Middlesex	1907	0.00
Glamorgan	2000	10.00	Nescot College	150	0.00
UWIC	1740	10.00	Nottingham	4153	0.00
Bath	2087	8.80	Paisley	550	0.00
Swansea	1085	8.04	Queen Mary College	235	0.00
Teeside	834	8.00	Royal College of Art	25	0.00
Stirling	1835	7.50	Royal College of Music	0	0.00
Northumbria	1274	7.00	Royal Holloway	1250	0.00
Essex	1600	6.25	Sheffield Hallam	535	0.00
Derby	556	5.45	St Andrews	1300	0.00
Lancaster	1516	5.20	Thames Valley	621	0.00
Gloucestershire	778	4.81	Univ. of Wales, Lampeter	200	0.00
Exeter	740	4.60	Wolverhampton	1393	0.00
Brunel	1229	4.26	UEL	312	0.6% salary
Loughborough	2137	4.20	York	1520	0.6% salary
Leicester	1041	3.53	Portsmouth	1200	0.03% salary

Source: Times Higher Education, No.1831, 2008, p41.

4.4. Further comments of respondents on car use

This section exhibits some comments respondents have spontaneously given related to car use. It was widely suggested that more parking spaces are needed at the University campus. In addition, that the University should not issue more parking permits than the space available; and that there should be reserved car park for staff. The issue of visitors' parking needs to be dealt with since it causes problems for permit holders, especially during open days. Finally, the University should provide incentives to promote the use of greener fuels or low emission cars.

4.5. Priority groups for parking

The following tables show respondents' views about which groups should or not receive priority in relation to car parking. Table 4-9 shows that the majority of members of staff agree with statements that it is correct to ban all undergraduate students from bringing their cars to the University campus, while the majority of students disagree with those statements. For both groups, the intensity of agreement (members of staff) and disagreement (students) is higher among car drivers. The same result can be observed in the Transport Survey 2002. As can be seen in Table 4-10, the level of disagreement with the statements of students eases with the level of study. In fact, postgraduate students even slightly agree with banning undergraduates from using car parks on campus. Table 4-11 shows the percentages of students that agree/disagree with these statements.

Table 4-9: Extent of agreement/disagreement with statements about banning undergraduates from bringing cars to campus

	Members of staff		Students	
	All	Car drivers	All	Car drivers
It's right to ban all non-final year undergraduates from bring cars to campus*	3.9	4.0	2.6	2.5
It's right to ban all undergraduates from bring cars to campus	3.8	3.9	2.3	2.0
<i>Base=</i>	<i>1244</i>	<i>894</i>	<i>2045</i>	<i>503</i>

* Not including those with exceptional circumstances.

Note: Mean scores from a scale of 1 to 5, 1=strongly disagree and 5=strongly agree.

Table 4-10: Extent of agreement/disagreement with statements about banning undergraduates from bringing cars to campus (by level of study)

	Banning all non-final year undergraduates	Banning all undergraduates
Undergraduate year 1	2.2	2.2
Undergraduate year 2	2.2	2.0
Undergraduate year 3	2.5	2.0
Undergraduate year 4/5	2.9	2.2
Postgraduate - taught	3.1	3.0
Postgraduate - research	3.5	3.3

Note: Mean scores from a scale of 1 to 5, 1=strongly disagree and 5=strongly agree.

Table 4-11: Students' views on banning undergraduates from driving to campus (%)

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree	Base
Banning all non-final year undergraduates	24.4	30.3	16.2	18.1	10.9	2045
Banning all undergraduates	34.8	30.4	15.1	12.8	7	2045

Respondents were asked their level of agreement with pre-identified groups having priority regarding car parking on campus (Table 4-12). Respondents in general supported the idea that higher priority should be given to all identified groups (mean score higher than '3'). The vast majority of respondents agreed that the disabled people should have higher priority than others for parking on campus, a similar result observed in the Transport Survey 2002.

Table 4-12: Extent of agreement/disagreement with statements about which groups of staff and students, if any, have a higher level of need for parking than other groups

	Members of staff		Students	
	All	Car drivers	All	Car drivers
Disabled people	4.6	4.6	4.5	4.4
People who live outside Bath	3.8	3.9	4.0	4.0
People who live in areas with inadequate public transport links	4.0	4.1	4.0	4.0
People with caring responsibility	3.8	3.8	3.8	3.8
Important visitors	3.2	3.2	3.1	3.1
People with multiple official commitments	3.0	3.0	3.1	3.1
People who need cars for University business during the day	3.6	3.7	3.6	3.6
Base=	1244	894	2045	503

Note: Mean scores from a scale of 1 to 5, 1=strongly disagree and 5=strongly agree.

Finally, Table 4-13 shows the percentage of respondents that self-assessed a disability and any physical impairment and their mobility difficulties while on campus.

Table 4-13: Disabled individuals who have substantial physical impairment (%)

	Members of staff	Students
Having difficulties in accessing buildings	18.8	19.0
Having difficulties in using stairs	50.0	47.6
Having difficulties in accessing public transport	53.1	33.3
Base=	32	21

5. Annex: questionnaires

Staff transport survey 2008

The University would like to assess views on a range of transport issues and to collect information on travel behaviour and transport use. This survey updates a previous survey carried out in 2002. It is being carried out by Dr. Ramon Ortiz, Department of Economics and International Development, on behalf of the University Masterplanning Group. The results will be used to inform the development of the Campus Masterplan. Any information you give to us will be treated in the strictest confidence, in accordance with the Data Protection Act. Results are only ever presented as statistics, not in a form which could reveal your identity. We will act in accordance with the BSA ethical statement.

Please fill in the questionnaire by placing a cross in the relevant box or writing in the relevant information. When you have filled it in please return it to us by contacting Dr. Ramon Ortiz (3E2.19, ext 6273 or R.A.Ortiz@bath.ac.uk) or Miss Wan-Jung Chou (3E4.12, ext 3447 or W.Chou@bath.ac.uk).

Your views

Q1 Here is a list of potential transport policy measures. On a scale of 1 to 5, how *unimportant* or *important* do you think it is for the University to pursue or maintain each of these measures?

	Very Unimportant 1.	2.	Average 3.	4.	Very Important 5.
a) A shuttle bus between campus and the bottom of Bathwick Hill.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Direct buses from near your home to campus.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Buses which stop at different points on campus.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Cheaper bus transport.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Buses with more capacity.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) More frequent buses.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) More reliable/punctual buses.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) More comfortable bus transport.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Safer bus transport.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Buses for bikes up Bathwick Hill/other hills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) More bicycle routes with safety measures.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Bicycle parking at the bottom of Bathwick Hill.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Secure/covered parking on campus for bikes/motorbikes/scooters.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Loan schemes for bikes/motorbikes/scooters.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Improved changing facilities/showers.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Loans for public transport season tickets.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Improved rail travel.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Use of Park and Ride sites with bus links to campus.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s) Car sharing schemes (e.g. with lower parking fees).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t) Permit sharing schemes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q2 Do you drive a car to campus for work?

1. Yes..... Please continue
 2. No..... Please go to Q3

Would you reduce your car usage if the following applied?

	Very Unlikely 1.	2.	Neutral 3.	4.	Very Likely 5.
a) A shuttle bus between campus and the bottom of Bathwick Hill.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Direct buses from near your home to campus.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Buses which stop at different points on campus.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Cheaper bus transport.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Buses with more capacity.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) More frequent buses.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) More reliable/punctual buses.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) More comfortable bus transport.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Safer bus transport.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Buses for bikes up Bathwick Hill/other hills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) More bicycle routes with safety measures.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Bicycle parking at the bottom of Bathwick Hill.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Secure/covered parking on campus for bikes/motorbikes/scooters.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Loan schemes for bikes/motorbikes/scooters.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Improved changing facilities/showers.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Loans for public transport season tickets.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Improved rail travel.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Use of Park and Ride sites with bus links to campus.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s) Car sharing schemes (e.g. with lower parking fees).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your views - everyone to answer

Q3 Here is a list of potential transport policies in relation to car use. On a scale of 1 to 5, how unimportant or important do you think it is for the University to pursue these policies?

	Very Unimportant		Neutral		Very Important
	1.	2.	3.	4.	5.
a) Putting named parking spaces to other uses.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Improving security in car parks.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Clamping illegally parked cars.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Minimising the distance between car parks and work/study places on campus.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Help with more flexible work/study patterns.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q4 To what extent do you agree or disagree with the following statements:

	Strongly Disagree		Neutral		Strongly Agree
	1.	2.	3.	4.	5.
a) A pay-as-you-go scheme should replace the annual parking permit.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) It is right to ban all non-final year undergraduates from bringing cars to campus, except those in exceptional circumstances.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) It is right to ban all undergraduates from bringing cars to campus, except those in exceptional circumstances...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Environmental issues are important to me when considering the transport I use.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Parking fees should:</i>					
e) Be related to salary bands.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Be related to percentage of salary.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Be related to car park location.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Be paid by all, including lowest-paid staff.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Parking fee income should be used:</i>					
i) For any purpose the University chooses.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) For any transport-related issue.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) For improving non-car forms of transport.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) For maintenance/improvement of parking areas.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) In agreement with a staff/student body.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q5 To what extent do you agree or disagree that the following groups of staff or students should be considered to have a higher level of need for parking than other groups?

	Strongly Disagree		Neutral		Strongly Agree
	1.	2.	3.	4.	5.
a) Disabled people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) People who live outside Bath.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) People who live in areas with inadequate public transport links.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) People with caring responsibility.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Important visitors.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) People with multiple official commitments.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) People who need cars for University business during the day.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Travel to campus during term-time

Q6 a) What is your MAIN MODE of transport to/from campus during term-time? (ONE ONLY)

- | | |
|--|--|
| 1. Car (as driver)..... <input type="checkbox"/> | 6. Bicycle <input type="checkbox"/> |
| 2. Car (as passenger) / taxi..... <input type="checkbox"/> | 7. Motorbike/scooter..... <input type="checkbox"/> |
| 3. Car (as sharer)..... <input type="checkbox"/> | 8. Train..... <input type="checkbox"/> |
| 4. Bus..... <input type="checkbox"/> | 9. None..... <input type="checkbox"/> |
| 5. On foot..... <input type="checkbox"/> | 10. Other, please specify _____ |

a.1) How often do you use this MAIN mode of transport? (ONE ONLY)

- | | |
|---|---|
| 1. Usually (4-5 times per week)..... <input type="checkbox"/> | 3. Occasionally (1 or less times per week) <input type="checkbox"/> |
| 2. Sometimes (2-3 times per week) <input type="checkbox"/> | 4. Other, specify _____ |

b) What is your NEXT MAIN MODE of transport to/from campus, if any? (ONE ONLY)

- | | |
|---|--|
| 1. Car (as driver)..... <input type="checkbox"/> | 6. Bicycle <input type="checkbox"/> |
| 2. Car (as passenger) / taxi.... <input type="checkbox"/> | 7. Motorbike/scooter..... <input type="checkbox"/> |
| 3. Car (as sharer)..... <input type="checkbox"/> | 8. Train..... <input type="checkbox"/> |
| 4. Bus..... <input type="checkbox"/> | 9. None..... <input type="checkbox"/> |
| 5. On foot..... <input type="checkbox"/> | 10. Other, please specify _____ |

b.1) How often do you use this SECOND form of transport? (ONE ONLY)

- | | |
|---|---|
| 1. Usually (4-5 times per week)..... <input type="checkbox"/> | 3. Occasionally (1 or less times per week) <input type="checkbox"/> |
| 2. Sometimes (2-3 times per week) <input type="checkbox"/> | 4. Other, specify _____ |

c) What other modes of transport do you ever use to/from campus, if any? (SELECT ALL THAT APPLY)

- | | |
|--|--|
| 1. Car (as driver)..... <input type="checkbox"/> | 6. Bicycle <input type="checkbox"/> |
| 2. Car (as passenger) / taxi..... <input type="checkbox"/> | 7. Motorbike/scooter..... <input type="checkbox"/> |
| 3. Car (as sharer)..... <input type="checkbox"/> | 8. Train..... <input type="checkbox"/> |
| 4. Bus..... <input type="checkbox"/> | 9. None..... <input type="checkbox"/> |
| 5. On foot..... <input type="checkbox"/> | 10. Other, please specify _____ |

c.1) How often do you use them? (ONE ONLY)

- | | |
|---|---|
| 1. Usually (4-5 times per week)..... <input type="checkbox"/> | 3. Occasionally (1 or less times per week) <input type="checkbox"/> |
| 2. Sometimes (2-3 times per week) <input type="checkbox"/> | 4. Other, specify _____ |

Q7 Which days of the week do you usually travel to campus during term-time? (SELECT ALL THAT APPLY)

- | | | |
|--|--|--|
| 1. Monday..... <input type="checkbox"/> | 3. Wednesday..... <input type="checkbox"/> | 5. Friday..... <input type="checkbox"/> |
| 2. Tuesday..... <input type="checkbox"/> | 4. Thursday..... <input type="checkbox"/> | 6. Weekend..... <input type="checkbox"/> |

Q8 a) What time do you normally arrive on campus during term-time?

- | | | |
|---|---|---|
| 1. 6:00 ~ 6:29..... <input type="checkbox"/> | 6. 8:30 ~ 8:59..... <input type="checkbox"/> | 11. 11:00 ~ 11:29..... <input type="checkbox"/> |
| 2. 6:30 ~ 6:59 <input type="checkbox"/> | 7. 9:00 ~ 9:29..... <input type="checkbox"/> | 12. 11:30 ~ 11:59..... <input type="checkbox"/> |
| 3. 7:00 ~ 7:29 <input type="checkbox"/> | 8. 9:30 ~ 9:59..... <input type="checkbox"/> | 13. 12:00 ~ 12:29..... <input type="checkbox"/> |
| 4. 7:30 ~ 7:59 <input type="checkbox"/> | 9. 10:00 ~ 10:29 <input type="checkbox"/> | 14. 12:30 ~ 13:00..... <input type="checkbox"/> |
| 5. 8:00 ~ 8:29 <input type="checkbox"/> | 10. 10:30 ~ 10:59..... <input type="checkbox"/> | 15. Other, specify..... _____ |

b) And what time do you normally *leave* campus during term-time?

- | | | | | | |
|-----------------------|--------------------------|------------------------|--------------------------|-------------------------|--------------------------|
| 1. 14:30 ~ 14:59..... | <input type="checkbox"/> | 6. 17:00 ~ 17:29..... | <input type="checkbox"/> | 11. 19:30 ~ 19:59..... | <input type="checkbox"/> |
| 2. 15:00 ~ 15:29..... | <input type="checkbox"/> | 7. 17:30 ~ 17:59..... | <input type="checkbox"/> | 12. 20:00 ~ 20:29..... | <input type="checkbox"/> |
| 3. 15:30 ~ 15:59..... | <input type="checkbox"/> | 8. 18:00 ~ 18:29..... | <input type="checkbox"/> | 13. 20:30 ~ 20:59..... | <input type="checkbox"/> |
| 4. 16:00 ~ 16:29..... | <input type="checkbox"/> | 9. 18:30 ~ 18:59..... | <input type="checkbox"/> | 14. 21:00 ~ 21:30..... | |
| 5. 16:30 ~ 16:59..... | <input type="checkbox"/> | 10. 19:00 ~ 19:29..... | <input type="checkbox"/> | 15. Other, specify..... | _____ |

Q9 a) On average, using your usual mode, how long is your *one-way* journey between campus and your term-time home, in MINUTES?

_____ minutes

b) And, as far as you know, what is the distance, in MILES, between campus and your term-time home?

_____ miles

IF YOU DRIVE A CAR TO CAMPUS ANSWER Q10-13, OTHERS CONTINUE FROM Q14

Q10 Where do you usually park your car when you drive to campus?

- | | | | |
|---------------------------------|--------------------------|------------------------|--------------------------|
| 1. Permit holders car park..... | <input type="checkbox"/> | 4. On street..... | <input type="checkbox"/> |
| 2. Reserved..... | <input type="checkbox"/> | 5. Other, specify..... | _____ |
| 3. Pay and display..... | <input type="checkbox"/> | | |

Q11 a) What is your main reason for using a car to travel to campus? (ONE ONLY)

- | | |
|---|--------------------------|
| 1. Inadequate public transport/no other option..... | <input type="checkbox"/> |
| 2. Convenient parking on campus..... | <input type="checkbox"/> |
| 3. Cheaper to drive to campus than to use public transport..... | <input type="checkbox"/> |
| 4. Quicker to drive to campus than to use public transport | <input type="checkbox"/> |
| 5. Have to carry heavy loads to campus..... | <input type="checkbox"/> |
| 6. Have school/childcare run to do as well..... | <input type="checkbox"/> |
| 7. Need car during the day for work purposes..... | <input type="checkbox"/> |
| 8. Working/studying late/irregular hours..... | <input type="checkbox"/> |
| 9. Distance between home and University..... | <input type="checkbox"/> |
| 10. Other, specify..... | _____ |

b) What other reasons, if any, do you have for using your car? (SELECT ALL THAT APPLY)

- | | |
|--|--------------------------|
| 1. Inadequate public transport/no other option..... | <input type="checkbox"/> |
| 2. Convenient parking on campus..... | <input type="checkbox"/> |
| 3. Cheaper to use a car than to use public transport | <input type="checkbox"/> |
| 4. Quicker to drive a car to campus than to use public transport | <input type="checkbox"/> |
| 5. Have to carry heavy loads to campus..... | <input type="checkbox"/> |
| 6. Have school/childcare run to do as well..... | <input type="checkbox"/> |
| 7. Need car during the day for work purposes..... | <input type="checkbox"/> |
| 8. Working/studying late/irregular hours..... | <input type="checkbox"/> |
| 9. Distance between home and University..... | <input type="checkbox"/> |
| 10. Other, specify..... | _____ |

Q12 How often during term-time, if at all, do you use your car during the course of the working day for work-related purposes? ONE ANSWER ONLY

- 1. Every day.....
- 2. Less than every day but more than once a week.....
- 3. About once a week.....
- 4. Less than once a week but more than once a month.....
- 5. Sometimes but less than once a month.....
- 6. Highly variable.....
- 7. Never/very rarely.....

Q13 Which of the following roads do you usually use on your car journey to and from the University? (SELECT ALL THAT APPLY)

- 1. Warminster Road A36.....
- 2. A367 to Combe Down/Odd Down.....
- 3. A4 Lower Bristol Road.....
- 4. Upper Bristol Road (via Newbridge area).....
- 5. A4 London Road.....
- 6. A4 from Box/Bathford direction.....
- 7. A46 Gloucester Road to London Road.....
- 8. Bathwick Hill.....
- 9. Widcombe Hill.....
- 10. Brassknocker Hill.....
- 11. Calverton Road (American Museum).....
- 12. North Road.....
- 13. Bathampton toll bridge.....
- 14. Winsley/Brassknocker junction.....
- 15. Only local roads

Q14 a) Do you sometimes work from home?

- 1. Yes , please answer b)
- 2. No , please answer c)
- 3. Not applicable , please go to Q15

b) If suitable IT support or resources were improved, would you be able to do so on more days than you do at present?

- 1. Yes, I would be able to do so.
- 2. I would be able to do so but wouldn't want to.
- 3. No, I would remain as present.

c) If suitable IT support or resources were improved, would you be able to work from home on one or more days a week?

- 1. Yes, I would be able to do so.
- 2. I would be able to do so but wouldn't want to.
- 3. No, I would remain as present.

All to answer - background details about yourself

Q15 a) Which of these areas most closely indicates your home address?
Bath Area

1. Bear Flat.....
2. Central Bath.....
3. Claverton Down/on campus.....
4. Fairfield Park/Larkhall.....
5. London Road.....
6. Lansdown.....
7. Odd Down/Combe Down.....
8. Oldfield Park/Twerton.....
9. Weston/Newbridge.....

Areas outside Bath

10. Batheaston/Bathford.....
11. Bradford on Avon.....
12. Bristol.....
13. Gloucestershire.....
14. Somerset not Bath.....
15. Trowbridge.....
16. Frome – Radstock – Peasedown.....
17. Other Wiltshire area.....
18. Other area outside Bath, specify _____

b) Please indicate the postcode of your home (optional).
Q16 What grade is your post?

1. Academic (Academics, Teaching Fellows, Lecturers, researchers and Knowledge Transfer Associates).....
2. Academic related.....
3. Clerical.....
4. Holburne / BIME
5. Joblink.....

6. Manual (Craft, Electricians, Manual and Ancillary).....
7. Part time hourly paid teaching staff.....
8. Staff casual
9. Technical.....
10. Other, specify... _____

Q17 Do you work ..

1. Full-time.....
2. Part-time.....

3. Other, specify.....

Q18 a) Do you have a physical impairment that has a substantial and long-term adverse effect on your mobility?

1. Yes..... Please answer b) to e)
 2. No..... Please go to Q20

b) Do you have difficulties in accessing buildings?

1. Yes.....
 2. No.....

c) Do you have difficulties in using stairs?

1. Yes.....
 2. No.....

d) Do you have difficulties in accessing public transport (i.e. bus) to/from the University?

1. Yes.....
 2. No.....

e) Please select the answers below that cause the difficulties. (SELECT ALL THAT APPLY)

- 1) It is difficult to get on/off buses.....
 2) Wheelchair access on buses is difficult.....
 3) There is not enough space to put down wheelchairs on buses.....
 4) There is no grabbing rail next to the seat on buses.....
 5) Bus drivers do not consider the needs of disabled people.....
 6) Other, please specify..... _____

Q19 Do you have responsibility for taking other people to school/childcare/work, etc?

1. No - not at all/rarely.....
 2. Yes - some days of the week.....
 3. Yes - every day of the week.....

Q20 What is your gender?

1. Male..... 2. Female.....

Q21 What is your age?

- | | |
|--|--|
| 1. 16 – 20..... <input type="checkbox"/> | 6. 41 – 45..... <input type="checkbox"/> |
| 2. 21 – 25..... <input type="checkbox"/> | 7. 46 – 50..... <input type="checkbox"/> |
| 3. 26 – 30..... <input type="checkbox"/> | 8. 51 – 55..... <input type="checkbox"/> |
| 4. 31 – 35..... <input type="checkbox"/> | 9. 56 – 60..... <input type="checkbox"/> |
| 5. 36 – 40..... <input type="checkbox"/> | 10. Above 60..... <input type="checkbox"/> |

Thank you very much for participating in this research

If you would like to be entered into a prize draw for £100, please enter your University username: _____

Please state if you think that an important transportation issue has not been covered in this survey: _____

Student transport survey 2008

The University would like to assess views on a range of transport issues and to collect information on travel behaviour and transport use. This survey updates a previous survey carried out in 2002. It is being carried out by Dr. Ramon Ortiz, Department of Economics and International Development, on behalf of the University Masterplanning Group. The results will be used to inform the development of the Campus Masterplan. Any information you give to us will be treated in the strictest confidence, in accordance with the Data Protection Act. Results are only ever presented as statistics, not in a form which could reveal your identity. We will act in accordance with the BSA ethical statement.

Please fill in the questionnaire by placing a cross in the relevant box or writing in the relevant information. When you have filled it in please return it to us by contacting Dr. Ramon Ortiz (3E2.19, ext 6273 or R.A.Ortiz@bath.ac.uk) or Miss Wan-Jung Chou (3E4.12, ext 3447 or W.Chou@bath.ac.uk).

Your views

Q1 Here is a list of potential transport policy measures. On a scale of 1 to 5, how *unimportant* or *important* do you think it is for the University to pursue or maintain each of these measures?

	Very Unimportant 1.	2.	Average 3.	4.	Very Important 5.
a) A shuttle bus between campus and the bottom of Bathwick Hill.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Direct buses from near your home to campus.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Buses which stop at different points on campus.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Cheaper bus transport.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Buses with more capacity.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) More frequent buses.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) More reliable/punctual buses.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) More comfortable bus transport.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Safer bus transport.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Buses for bikes up Bathwick Hill/other hills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) More bicycle routes with safety measures.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Bicycle parking at the bottom of Bathwick Hill.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Secure/covered parking on campus for bikes/motorbikes/scooters.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Loan schemes for bikes/motorbikes/scooters.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Improved changing facilities/showers.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Loans for public transport season tickets.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Improved rail travel.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Use of Park and Ride sites with bus links to campus.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s) Car sharing schemes (e.g. with lower parking fees).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t) Permit sharing schemes.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q2 Do you drive a car to campus?

1. Yes..... Please continue
 2. No..... Please go to Q3

Would you reduce your car usage if the following applied?

	Very Unlikely 1.	2.	Neutral 3.	4.	Very Likely 5.
a) A shuttle bus between campus and the bottom of Bathwick Hill.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Direct buses from near your home to campus.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Buses which stop at different points on campus.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Cheaper bus transport.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Buses with more capacity.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) More frequent buses.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) More reliable/punctual buses.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) More comfortable bus transport.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i) Safer bus transport.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) Buses for bikes up Bathwick Hill/other hills.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) More bicycle routes with safety measures.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) Bicycle parking at the bottom of Bathwick Hill.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) Secure/covered parking on campus for bikes/motorbikes/scooters.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n) Loan schemes for bikes/motorbikes/scooters.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o) Improved changing facilities/showers.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p) Loans for public transport season tickets.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q) Improved rail travel.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r) Use of Park and Ride sites with bus links to campus.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s) Car sharing schemes (e.g. with lower parking fees).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your views - everyone to answer

Q3 Here is a list of potential transport policies in relation to car use. On a scale of 1 to 5, how unimportant or important do you think it is for the University to pursue these policies?

	Very Unimportant		Average		Very Important
	1.	2.	3.	4.	5.
a) Putting named parking spaces to other uses.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) Improving security in car parks.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) Clamping illegally parked cars.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Minimising the distance between car parks and work/study places on campus.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Help with more flexible work/study patterns.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q4 To what extent do you agree or disagree with the following statements:

	Strongly Disagree		Neutral		Strongly Agree
	1.	2.	3.	4.	5.
a) A pay-as-you-go scheme should replace the annual parking fee.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) It is right to ban all non-final year undergraduates from bringing cars to campus, except those in exceptional circumstances.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) It is right to ban all undergraduates from bringing cars to campus, except those in exceptional circumstances...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) Environmental issues are important to me when considering the transport I use.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Parking fees should:</i>					
e) Be related to salary bands.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) Be related to percentage of salary.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g) Be related to car park location.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h) Be paid by all, including lowest-paid staff.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Parking fee income should be used:</i>					
i) For any purpose the University chooses.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j) For any transport-related issue.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k) For improving non-car forms of transport.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l) For maintenance/improvement of parking areas.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m) In agreement with a staff/student body.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q5 To what extent do you agree or disagree that the following groups of staff or students should be considered to have a higher level of need for parking than other groups?

	Strongly Disagree		Neutral		Strongly Agree
	1.	2.	3.	4.	5.
a) Disabled people.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b) People who live outside Bath.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c) People who live in areas with inadequate public transport links.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d) People with caring responsibility.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e) Important visitors.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f) People with multiple official commitments.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Travel to campus during term-time

Q6 a) What is your MAIN MODE of transport to/from campus during term-time? (ONE ONLY)

- | | |
|--|--|
| 1. Car (as driver)..... <input type="checkbox"/> | 6. Bicycle <input type="checkbox"/> |
| 2. Car (as passenger) / taxi... <input type="checkbox"/> | 7. Motorbike/scooter..... <input type="checkbox"/> |
| 3. Car (as sharer)..... <input type="checkbox"/> | 8. Train..... <input type="checkbox"/> |
| 4. Bus..... <input type="checkbox"/> | 9. None..... <input type="checkbox"/> |
| 5. On foot..... <input type="checkbox"/> | 10. Other, please specify _____ |

a.1) How often do you use this MAIN mode of transport? (ONE ONLY)

- | | |
|---|---|
| 1. Usually (4-5 times per week)..... <input type="checkbox"/> | 3. Occasionally (1 or less times per week) <input type="checkbox"/> |
| 2. Sometimes (2-3 times per week) <input type="checkbox"/> | 4. Other, specify _____ |

b) What is your NEXT MAIN MODE of transport to/from campus, if any? (ONE ONLY)

- | | |
|--|--|
| 1. Car (as driver)..... <input type="checkbox"/> | 6. Bicycle <input type="checkbox"/> |
| 2. Car (as passenger) / taxi... <input type="checkbox"/> | 7. Motorbike/scooter..... <input type="checkbox"/> |
| 3. Car (as sharer)..... <input type="checkbox"/> | 8. Train..... <input type="checkbox"/> |
| 4. Bus..... <input type="checkbox"/> | 9. None..... <input type="checkbox"/> |
| 5. On foot..... <input type="checkbox"/> | 10. Other, please specify _____ |

b.1) How often do you use this SECOND form of transport? (ONE ONLY)

- | | |
|---|---|
| 1. Usually (4-5 times per week)..... <input type="checkbox"/> | 3. Occasionally (1 or less times per week) <input type="checkbox"/> |
| 2. Sometimes (2-3 times per week) <input type="checkbox"/> | 4. Other, specify _____ |

c) What other modes of transport do you ever use to/from campus, if any? (SELECT ALL THAT APPLY)

- | | |
|--|--|
| 1. Car (as driver)..... <input type="checkbox"/> | 6. Bicycle <input type="checkbox"/> |
| 2. Car (as passenger) / taxi... <input type="checkbox"/> | 7. Motorbike/scooter..... <input type="checkbox"/> |
| 3. Car (as sharer)..... <input type="checkbox"/> | 8. Train..... <input type="checkbox"/> |
| 4. Bus..... <input type="checkbox"/> | 9. None..... <input type="checkbox"/> |
| 5. On foot..... <input type="checkbox"/> | 10. Other, please specify _____ |

c.1) How often do you use them? (ONE ONLY)

- | | |
|---|---|
| 1. Usually (4-5 times per week)..... <input type="checkbox"/> | 3. Occasionally (1 or less times per week) <input type="checkbox"/> |
| 2. Sometimes (2-3 times per week) <input type="checkbox"/> | 4. Other, specify _____ |

Q7 Which days of the week do you usually travel to campus during term-time? (SELECT ALL THAT APPLY)

- | | | |
|--|--|--|
| 1. Monday..... <input type="checkbox"/> | 3. Wednesday..... <input type="checkbox"/> | 5. Friday..... <input type="checkbox"/> |
| 2. Tuesday..... <input type="checkbox"/> | 4. Thursday..... <input type="checkbox"/> | 6. Weekend..... <input type="checkbox"/> |

Q8 a) What time do you normally arrive on campus during term-time?

- | | | |
|---|---|---|
| 1. 6:00 ~ 6:29..... <input type="checkbox"/> | 6. 8:30 ~ 8:59..... <input type="checkbox"/> | 11. 11:00 ~ 11:29..... <input type="checkbox"/> |
| 2. 6:30 ~ 6:59 <input type="checkbox"/> | 7. 9:00 ~ 9:29..... <input type="checkbox"/> | 12. 11:30 ~ 11:59..... <input type="checkbox"/> |
| 3. 7:00 ~ 7:29 <input type="checkbox"/> | 8. 9:30 ~ 9:59..... <input type="checkbox"/> | 13. 12:00 ~ 12:29..... <input type="checkbox"/> |
| 4. 7:30 ~ 7:59 <input type="checkbox"/> | 9. 10:00 ~ 10:29 <input type="checkbox"/> | 14. 12:30 ~ 13:00..... <input type="checkbox"/> |
| 5. 8:00 ~ 8:29 <input type="checkbox"/> | 10. 10:30 ~ 10:59..... <input type="checkbox"/> | 15. Other, specify..... _____ |

b) And what time do you normally leave campus during term-time?

- | | | | | | |
|-----------------------|--------------------------|------------------------|--------------------------|-------------------------|--------------------------|
| 1. 14:30 ~ 14:59..... | <input type="checkbox"/> | 6. 17:00 ~ 17:29..... | <input type="checkbox"/> | 11. 19:30 ~ 19:59..... | <input type="checkbox"/> |
| 2. 15:00 ~ 15:29..... | <input type="checkbox"/> | 7. 17:30 ~ 17:59..... | <input type="checkbox"/> | 12. 20:00 ~ 20:29..... | <input type="checkbox"/> |
| 3. 15:30 ~ 15:59..... | <input type="checkbox"/> | 8. 18:00 ~ 18:29..... | <input type="checkbox"/> | 13. 20:30 ~ 20:59..... | <input type="checkbox"/> |
| 4. 16:00 ~ 16:29..... | <input type="checkbox"/> | 9. 18:30 ~ 18:59..... | <input type="checkbox"/> | 14. 21:00 ~ 21:30..... | |
| 5. 16:30 ~ 16:59..... | <input type="checkbox"/> | 10. 19:00 ~ 19:29..... | <input type="checkbox"/> | 15. Other, specify..... | _____ |

Q9 a) On average, using your usual mode, how long is your one-way journey between campus and your term-time home, in MINUTES?

_____ minutes

b) And, as far as you know, what is the distance, in MILES, between campus and your term-time home?

_____ MILES

IF YOU DRIVE A CAR TO CAMPUS ANSWER Q10-12, OTHERS CONTINUE FROM Q13

Q10 Where do you usually park your car when you drive to campus? (ONE ONLY)

- | | | | |
|---------------------------------|--------------------------|------------------------|--------------------------|
| 1. Permit holders car park..... | <input type="checkbox"/> | 4. On street..... | <input type="checkbox"/> |
| 2. Reserved..... | <input type="checkbox"/> | 5. Other, specify..... | _____ |
| 3. Pay and display..... | <input type="checkbox"/> | | |

Q11 a) What is your main reason for using a car to travel to campus? (ONE ONLY)

- | | |
|---|--------------------------|
| 1. Inadequate public transport/no other option..... | <input type="checkbox"/> |
| 2. Convenient parking on campus..... | <input type="checkbox"/> |
| 3. Cheaper to drive to campus than to use public transport..... | <input type="checkbox"/> |
| 4. Quicker to drive to campus than to use public transport | <input type="checkbox"/> |
| 5. Have to carry heavy loads to campus..... | <input type="checkbox"/> |
| 6. Have school/childcare run to do as well..... | <input type="checkbox"/> |
| 7. Need car during the day for work purposes..... | <input type="checkbox"/> |
| 8. Working/studying late/irregular hours..... | <input type="checkbox"/> |
| 9. Distance between home and University..... | <input type="checkbox"/> |
| 10. Other, specify..... | _____ |

b) What other reasons do you have for using your car? (SELECT ALL THAT APPLY)

- | | |
|---|--------------------------|
| 1. Inadequate public transport/no other option..... | <input type="checkbox"/> |
| 2. Convenient parking on campus..... | <input type="checkbox"/> |
| 3. Cheaper to use a car than to use public transport | <input type="checkbox"/> |
| 4. Quicker to drive a car to campus than to use public transport... | <input type="checkbox"/> |
| 5. Have to carry heavy loads to campus..... | <input type="checkbox"/> |
| 6. Have school/childcare run to do as well..... | <input type="checkbox"/> |
| 7. Need car during the day for work purposes..... | <input type="checkbox"/> |
| 8. Working/studying late/irregular hours..... | <input type="checkbox"/> |
| 9. Distance between home and University..... | <input type="checkbox"/> |
| 10. Other, specify..... | _____ |

Q12 Which of the following roads do you usually use on your car journey to and from the University? (SELECT ALL THAT APPLY)

- 1. Warminster Road A36.....
- 2. A367 to Combe Down/Odd Down.....
- 3. A4 Lower Bristol Road.....
- 4. Upper Bristol Road (via Newbridge area).....
- 5. A4 London Road.....
- 6. A4 from Box/Bathford direction.....
- 7. A46 Gloucester Road to London Road.....
- 8. Bathwick Hill.....
- 9. Widcombe Hill.....
- 10. Brassknocker Hill.....
- 11. Calverton Road (American Museum).....
- 12. North Road.....
- 13. Bathampton toll bridge.....
- 14. Winsley/Brassknocker junction.....
- 15. Only local roads

Q13 a) Do you sometimes work from home?

- 1. Yes , please answer b)
- 2. No , please answer c)
- 3. Not applicable Please go to Q14

b) If suitable IT support or resources were improved, would you be able to do so on more days than you do at present?

- 1. Yes, I would be able to do so.
- 2. I would be able to do so but wouldn't want to.
- 3. No, I would remain as present.

c) If suitable IT support or resources were improved, would you be able to work from home on one or more days a week?

- 1. Yes, I would be able to do so.
- 2. I would be able to do so but wouldn't want to.
- 3. No, I would remain as present.

All to answer - background details about yourself

Q14 a) Which of these areas most closely indicates your term-time home address?
Bath Area

1. Bear Flat.....
2. Central Bath.....
3. Claverton Down/on campus.....
4. Fairfield Park/Larkhall.....
5. London Road.....
6. Lansdown.....
7. Odd Down/Combe Down.....
8. Oldfield Park/Twerton.....
9. Weston/Newbridge.....

Areas outside Bath

10. Batheaston/Bathford.....
11. Bradford on Avon.....
12. Bristol.....
13. Gloucestershire.....
14. Somerset not Bath.....
15. Trowbridge.....
16. Frome – Radstock – Peasedown.....
17. Other Wiltshire area.....
18. Other area outside Bath, specify....

b) Please indicate the postcode of your term-time home (optional).
Q15 a) In which department are you based? (ONE ONLY)

- | | |
|--|---|
| 1. Architecture and Civil Engineering..... <input type="checkbox"/> | 11. Management..... <input type="checkbox"/> |
| 2. Biology and Biochemistry..... <input type="checkbox"/> | 12. Mathematical Sciences..... <input type="checkbox"/> |
| 3. Chemical Engineering..... <input type="checkbox"/> | 13. Mechanical Engineering..... <input type="checkbox"/> |
| 4. Chemistry..... <input type="checkbox"/> | 14. Medical Sciences..... <input type="checkbox"/> |
| 5. Computer Science..... <input type="checkbox"/> | 15. Natural Sciences..... <input type="checkbox"/> |
| 6. Economics & International Development..... <input type="checkbox"/> | 16. Pharmacy and Pharmacology..... <input type="checkbox"/> |
| 7. Education..... <input type="checkbox"/> | 17. Physics..... <input type="checkbox"/> |
| 8. Electronic and Electrical Engineering... <input type="checkbox"/> | 18. Psychology..... <input type="checkbox"/> |
| 9. Engineering & Applied Science..... <input type="checkbox"/> | 19. Social and Policy Sciences..... <input type="checkbox"/> |
| 10. European Studies & Modern Languages..... <input type="checkbox"/> | 20. Sports and Exercise Science..... <input type="checkbox"/> |

Q16 Are you a full-time or a part-time student?

- | | |
|--|--|
| 1. Full-time student..... <input type="checkbox"/> | 2. Part-time student..... <input type="checkbox"/> |
|--|--|

Q17 What level are you at in your studies?

- | | |
|---|--|
| Undergraduate | 5. Post-graduate - taught course..... <input type="checkbox"/> |
| 1. Year 1..... <input type="checkbox"/> | 6. Post-graduate – research..... <input type="checkbox"/> |
| 2. Year 2..... <input type="checkbox"/> | |
| 3. Year 3..... <input type="checkbox"/> | |
| 4. Year 4/5..... <input type="checkbox"/> | |

Q18 Are you currently on placement or doing a PGCE?

1. On placement.....
2. Doing a PGCE.....
3. Neither on placement nor doing a PGCE

Q19 a) Do you have a physical impairment that has a substantial and long-term adverse effect on your mobility?

1. Yes..... Please answer b) to e)
 2. No..... Please go to Q20

b) Do you have difficulties in accessing buildings?

1. Yes.....
 2. No.....

c) Do you have difficulties in using stairs?

1. Yes.....
 2. No.....

d) Do you have difficulties in accessing public transport (i.e. bus) to/from the University?

1. Yes.....
 2. No.....

e) Please select the answers below that cause the difficulties. (SELECT ALL THAT APPLY)

- 1) It is difficult to get on/off buses.....
 2) Wheelchair access on buses is difficult
 3) There is not enough space to put down wheelchairs on buses.....
 4) There is no grabbing rail next to the seat on buses.....
 5) Bus drivers do not consider the needs of disabled people.....
 6) Other, please specify..... _____

Q20 Do you have responsibility for taking other people to school/childcare/work, etc?

1. No - not at all/rarely.....
 2. Yes - some days of the week.....
 3. Yes - every day of the week.....

Q21 What is your gender?

1. Male..... 2. Female.....

Q22 What is your age?

- | | |
|--|--|
| 1. 16 – 20..... <input type="checkbox"/> | 6. 41 – 45..... <input type="checkbox"/> |
| 2. 21 – 25..... <input type="checkbox"/> | 7. 46 – 50..... <input type="checkbox"/> |
| 3. 26 – 30..... <input type="checkbox"/> | 8. 51 – 55..... <input type="checkbox"/> |
| 4. 31 – 35..... <input type="checkbox"/> | 9. 56 – 60..... <input type="checkbox"/> |
| 5. 36 – 40..... <input type="checkbox"/> | 10. Above 60..... <input type="checkbox"/> |

Thank you very much for participating in this research

If you would like to be entered into a prize draw for £100, please enter your University username: _____

Please state if you think that an important transportation issue has not been covered in this survey: _____