December 2022

An evaluation of the ADI Cycle Awareness Pilot – Appendices

Ipsos UK

Contents

Appendix A – Theory of Change

Inputs

The **financial inputs** for the ADI pilot take the form of funding provided by the Department for Transport and the DVSA. This funding allows for the personnel and other resources required to develop and deliver online learning courses targeted at ADIs and learner drivers, as well as practical training for 400 ADIs.

Equally important are the **human resources**, in the form of time, resources and expertise provided by a variety of different organisations, to develop the technical infrastructure and content required for delivery of the online and practical courses and promote it to ADIs. These can be described as follows:

- **Project management:** Bikeability Trust
- **Training delivery:** Bikeability Instructors
- **Content development:** Driving Instructors Association (DIA)
- **Technical infrastructure:** Wearesuperfantastic (WASF)
- **Promotion activities:** Driver and Vehicle Standards Agency (DVSA) and professional driving networks

Finally, there is an **opportunity cost** associated with both time and travel for the ADIs who choose to participate in the pilot.

Activities

Several activities are foreseen in order to ensure the effective and efficient delivery of the ADI pilot. These are summarised in Table 1.1.

Table 1.1: Status update of product development

Activity	Status	Responsibility
Infrastructure		
Development of web platform	Ongoing - scheduled for completion May 2020	WASF
Integration of questionnaires and allocation procedure	Ongoing - scheduled for completion May 2020	WASF
Practical training		
Development of practical training theory session one	Complete	Bikeability Trust/DIA
Development of practical training theory session two	Complete	Bikeability Trust/DIA
Development of practical training practical session one	Complete	Bikeability Trust/DIA
Development of practical training practical session two	Complete	Bikeability Trust/DIA
Online learning		
Development of online learning: module one	Partially complete - scheduled for completion April 2020	Bikeability Trust/DIA
Development of online learning: module two	Partially complete - scheduled for completion April 2020	Bikeability Trust/DIA
Development of online learning: module three	Ongoing - scheduled for completion May 2020	Bikeability Trust/DIA
Development of online learning: module four	Ongoing - scheduled for completion May 2020	Bikeability Trust/DIA
Upload of modules to online platform	Ongoing - scheduled for completion May 2020	WASF
Testing of platform, including registration, allocation and online learning content	Ongoing - scheduled for completion May 2020	WASF/Bikeability Trust/Ipsos

Infrastructure development

A **web platform** is being developed and delivered by WASF, in collaboration with the Bikeability Trust. All participants will be directed to the platform to enrol in the trial, so it will serve in the first instance as an information hub to describe the purpose of the intervention, the options available to participants (in terms of online learning and/or practical training) and the data which will be collected from participants to monitor

the effectiveness of the intervention. During enrolment, the platform will act as a data collection tool for participant consents, specific attributes (such as gender and location) and responses to the evaluation baseline survey. Following enrolment, it will allow for automated allocation of participants into treatment and control groups for the purposes of evaluating the intervention.

Following enrolment and allocation, treatment group participants will be granted access to the training offer and will be allowed to register for the online learning and/or practical training being offered. The online learning will also be delivered through the platform and data will be collected regarding participants scores and completion rates. Finally, following completion of the online survey, data will need to be stored regarding participant responses.

Recruitment

The **training course will be promoted to ADIs** using the DVSA register and other dissemination channels offered by three professional driving associations and the training providers. Promotional materials will need to be well-targeted and eye-catching in order to ensure high participation rates amongst ADIs.

Content creation and training delivery

The Bikeability Trust is working with the DIA to develop content for **one practical training and two online learning courses**. The **practical training course** will consist of two classroom-based theory sessions and two practical sessions. Delivery of the practical training will be the responsibility of Bikeability Instructors. An overview of the practical training session is provided in Table 1.2 below.

Table 1.2: Practical cycle training module structure

Theory session 1: perceptions and preparation	• Introduction (20 min) • Understanding people's transport choices and expectations (10 min) • Perception activity (20 min) • Getting ready to ride (10 min)	60 min
Practical session 1: cycle control assessment	• Cycle and helmet (if present) fitting (5 min) • Cycle skills assessment (20 min) • Snaking practice (5 min)	30 min
Practical session 2: on-road cycle training	• Activities delivered at (at least) three locations (70 min) • Moving between locations (10 min)	80 min
Theory session 2: reflections and action planning	• Impressions from the road (10 min) • Debunking myths (20 min) • Summary of key learning points (5 min) • Feedback (5 min)	40 min

Source: Bikeability Trust[1]

The **online learning courses** will be self-guided and delivered through the online platform described above using Learndash software. They will consist of four modules, delivered sequentially, each of which will consist of a mixture of videos, downloadable factsheets and sample dialogues that can be shared with learner drivers and interactive quizzes. Each module ends with a quiz to test the knowledge gained during that element of the course.

The content is designed to be engaging and interactive, in order to ensure as high a completion rate as possible and to deliver the longer-term attitudinal and behavioural changes described under outcomes and impacts.

Monitoring and oversight

The delivery partner for the ADI pilot is the Bikeability Trust, who will be responsible for the day-to-day management and quality assurance of the activities and outputs. These include development of the technical infrastructure, content creation and delivery of the training courses, promotion and recruitment

[1] Draft learning resources package for approved driving instructors and learner drivers

of the training and data collection for the evaluation. Strategic oversight of the project will be provided by the Department for Transport.

Key assumptions underlying inputs and activities:

- ADIs are interested in the training and willing to participate;
- Contact details for ADIs are up to date and driving associations are able to reach them;
- Practical training is able to go ahead as planned (and is not prevented by external circumstances);
- The locations where the practical trainings are being offered are accessible for ADIs;
- The online platform is accessible to all users and does not experience technical failure.

Outputs

The outputs represent the immediate results of the activities and typically act as a measure of successful implementation of the intervention. In this theory of change, the outputs have been divided according to the different target groups for the intervention, namely ADIs and learner drivers.

Number of ADI and learner driver participants

The DVSA register contains 40,000 registered ADIs. Assuming a response rate of 10%, **a target of 4,000 ADIs has been agreed with the Bikeability Trust for participation in the trial (2,000 in the treatment group and 2,000 in the control group)**. The treatment group is made up of participants who have registered and been allocated to the treatment group which gives them access to register for practical or online learning (or both). There are 400 funded places for practical training, and therefore it is assumed that approximately **1,600 participants will register for the online learning**.[2]

ADIs will refer their own learner drivers to the online learning. An assumption has not been currently made for the number of referrals.

Completion of and satisfaction with learner driver training

As with the ADI training, an important measure of the success of the online learning for learner drivers will be the **completion rate amongst participants.**

Similarly, the quality of the training content can be gauged by the reported satisfaction rate of participants and a demonstrable increase in knowledge of cyclist behaviours, both of which will be measured by the intervention survey (and, to some extent, by completion of all training modules).

[2] ADIs are given the option to apply for online learning or practical training or both through the project website. The practical training is operated on a first-come, first-served basis until all 400 places have been taken. It is likely that some ADIs will register for both online and practical training. It can also be expected, however, that some ADIs will sign up in order to take part in the practical training and, finding that all the practical training places have been filled, may not register for the online learning. For the purposes of this theory of change, it is assumed that these numbers (while difficult to predict) may to some extent cancel each other out. We have therefore assumed a target of 1,600 participants for the online learning, although this could be higher.

Key assumptions underlying activities and outputs:

- ADIs understand the importance of cycle awareness and are willing to participate in online/practical cycle awareness training;
- There is an even geographical spread of ADIs wishing to register for practical training in the 8 locations offered;
- ADIs pass the code to their learners and not to other ADIs;
- Participants answer survey questions honestly;
- All activities are fully completed/digested in each module (i.e. no skip through).

Outcomes

Outcomes represent interim indicators of the extent to which the outputs developed have been successful in delivering against the projects aims and objectives. With regard to the ADI pilot, this means the tangible benefits that are expected to be realised as a result of the training delivered. For the purposes of the impact evaluation, the outcomes will be measured by the post-intervention survey, which is delivered 2 months after completion of a given training course.

Completion of and satisfaction with ADI training

ADIs who register for online learning will be granted immediate access, aiming to reduce the likelihood of drop-off between registration and participation for online learning participants. An important measure of the success of the online learning will be the **completion rate per course.**

Two primary indicators which can be used to judge the contents of the training are **high levels of satisfaction** amongst participants and a **demonstrable increase in knowledge of cyclists' behaviours**. These will be measured by the intervention survey which participants will be requested to fill out following completion of the training.[3]

Changes in ADI perception and behaviours

Two main outcomes have been identified for ADIs. These are, in the first instance, evidence of **sustained changes in perception of and behaviours towards cyclists** amongst ADIs themselves as demonstrated by the post-intervention survey.

Examples of behavioural changes and changes in perception which may be measured by the survey include:

- Knowledge on rules for cycling in the Highway code (e.g. where cyclist may cycle)
- Greater awareness of cycling amongst ADIs in general, and knowledge of the National Standard for cycle training specifically;

[3] For the online learning, an intervention survey will be triggered automatically on completion of the training module. For the practical training, the intervention survey will be administered by the instructors at the end of the half-day training course.

- Increased understanding of cyclists' behaviours on the road (e.g. swerving, cycling two abreast, why they may be in the middle of the road);
- Increased empathy for cyclists;
- Intention to change driving behaviours around cyclists;
- Increased belief in the need to pass on understanding of cyclists' behaviours to other ADIs/to their students;
- Increase propensity to recommend the training to others;
- Intention to change driving instruction to teach more empathy to and understanding of cyclists.

The training is also expected to lead to **enhanced awareness and reputation of the Bikeability cycle training programme**.

Implementation of ADIs' learning

Additionally, it is expected that these behavioural changes will be translated into the **incorporation of cycle awareness training into driving lessons** and the use of resources provided by the Bikeability Trust to aid the teaching of cycle awareness.

Changes in learner driver perception and behaviours

For learner drivers, it is also expected that the training will lead to sustained changes in perceptions of and behaviours towards cyclists.

Examples of behavioural changes and changes in and perception which may be measured by the survey include:

- Increased understanding of cyclists' behaviours on the road (e.g. swerving, cycling two abreast, why they may be in the middle of the road);
- Increased empathy for cyclists;
- Increase propensity to recommend the training to others;
- Intention to change driving behaviours around cyclists.

Propensity to recommend the training to other learners

Furthermore, the medium-term success of the project may be measured by **an interest amongst learner drivers to make referrals to the training amongst their social circles** (learners, friends, parents etc), as measured by the intervention and post-intervention surveys.

The evaluation will aim to assess to what extent the outcomes foreseen in the theory of change have been achieved and sustained over a two-month timeframe, and whether the outcomes measured suggest a direction of travel which could ultimately feed into the longer-term impacts described below.

Impacts

The activities described in this theory of change form part of a larger package of measures being developed by multiple organisations to improve relationships between different road users and decrease road accidents, some of which are not within the direct remit or control of the Bikeability Trust.

As defined in the ITT, and further refined during the inception phase, the long-term impacts which the ADI Pilot is expected to contribute to are:

- **Stronger driving instruction and learning regarding cycling;** as a result of increased understanding of cyclist behaviours following completion of the training, resulting in fewer young driver collisions and casualties involving cycle riders;
- **A safer road environment for cycling;** as a result of increased empathy amongst ADIs and their learners as well as increased understanding of cyclist behaviours following completion of the training, resulting in more people choosing to cycle rather than drive short distances.

Key assumptions underlying outcomes and impacts are:

- The training content is well targeted and will lead to a change in perceptions and behaviour amongst ADIs and learner drivers;
- ADIs have the intention of passing on cycle awareness messaging to learner drivers;
- The online/practical training available is sufficient to ensure sustained behavioural changes.

Primary and Secondary Outcomes for analysis

Outcome	Relevant survey question(s)	Analysis
Primary		
Improved attitudes towards cyclists	Questions in the intervention and post-intervention surveys measuring participants' perception of the effect that the course had on their attitude: **To what extent, if at all, do you agree or disagree with each of the following statements about cycling and cyclists?** Measured using a five-point Likert scale: 1 (strongly agree) to 5 (strongly disagree). The statements are: ▪ *Most cyclists adhere to the rules of the road* ▪ *I understand why cyclists may behave differently to motorists on public roads* ▪ *Learner drivers need to take extra care when overtaking cyclists* ▪ *Cyclists are unpredictable* ▪ *There are too many cyclists* ▪ *It should be compulsory for all cyclists to pass a cycling proficiency test before being allowed to use public roads* ▪ *Cyclists are a nuisance to other road users* ▪ *Motorists should take more responsibility than cyclists to ensure both parties are safe when using public roads* ▪ *When accidents happen between motorists and cyclists, it is usually the fault of the cyclist* ▪ *When accidents happen between motorists and cyclists, it is usually the fault of the motorist* ▪ *New drivers are more likely than experienced drivers to be a danger to cyclists* ▪ *Motorists should always have right of way over cyclists when using public roads* ▪ *It should be compulsory for learner drivers to undertake a cycling awareness course before they can take their driving test*	▪ To aid interpretation of the regression coefficients and descriptive analysis, the code of this variable was reversed, so that higher values of the scale represent higher levels of agreement with each statement. The new code ranges from 1 (strongly disagree) to 5 (strongly agree). To avoid losing observations, 'don't know' (less than 5% of the cases) was aggregated 'strongly disagree'. ▪ Descriptive analysis and regression-based comparisons between treatment and control group.

Secondary		
Sustained changes in ADIs' and learner drivers' perceptions of and behaviours towards cyclists	Questions in the intervention and post-intervention surveys measuring participants' perception of the effect that the course had on their attitudes and behaviours: **Now that you have completed the course, which of the following things, if anything, do you think has happened because of the learning?** ▪ *It has increased my understanding of cyclists' behaviours* ▪ *I have learned something new* **To what extent, if at all, do you agree or disagree with each of the following statements about the online learning (and practical training) course you have completed (Likert Scale):** ▪ *The course was useful* ▪ *All learner drivers would benefit from taking this course* ▪ *The course has increased my understanding of cyclists' behaviours* ▪ *I believe I am less likely to cause an accident with a cyclist as a result of taking the course* ▪ *As a consequence of the course, I believe I more aware of cyclists when I am driving* ▪ *As a consequence of the course, I am more likely to understand why cyclists may behave differently to motorists on public roads*	Before and After comparisons in the treatment group
Evidence of ADIs incorporating cycle awareness into driving lessons	Questions in the intervention and post-intervention surveys measuring participants' intentions to devote more time to cycling-awareness elements in their teaching: **Having completed the course, would you say that you have been more or less likely to have done the following, or has it not made any difference to you?** Measured on a Likert scale ranging from 1 (I am much more likely) to 5 (I am much less likely):	Before and After comparisons in the treatment group

	▪ *Being able to teach students differently about how to deal with cyclists safely* ▪ *Being able to increase the amount of teaching I do with each learner about how to deal with cyclists safely* In addition, the following questions were analysed, on the effect of the course on teaching habits, i.e.: **Now that you have completed the course, which of the following things, if anything, do you think has happened because of the learning?** ▪ *It has improved how I teach learner drivers* ▪ *I feel more confident with teaching learner drivers about dealing with cyclists* **To what extent, if at all, do you agree or disagree with each of the following statements about the online learning (and practical training) course you have completed** ▪ *The course has made me a better driving instructor* ▪ *Completing the course has increased my confidence in teaching my students about how to share the road with cyclists*	
Increased awareness of the National Standard for Cycle Training and Bikeability amongst ADIs and learner drivers	Questions in the baseline and post-intervention surveys asking participants how much they know about Bikeability. *How much, if anything do you know about Bikeability?* Measured using a four points Likert scale, going from 1 (A great deal) to 4 (Nothing at all)	▪ To aid interpretation, the code of this variable was reversed, so that higher values of the scale represent higher levels of knowledge. The new code ranges from 1 (Nothing at all) to 4 (A great deal). To avoid losing observations, 'don't know' was aggregated to 'nothing at all'. ▪ Descriptive analysis and regression-based comparison

		between treatment and control group.

Appendix B – Survey questionnaires

ADI PILOT
BASELINE SURVEY
VERSION 2 Draft 1
04 MAY 2020

INTRODUCTION AND CONFIDENTIALITY

FOR LEARNER DRIVERS ONLY

Thank you for registering to take part in the driver cycle awareness pilot.

To help understand your interest in the driver cycle awareness pilot, we would like you to complete two short surveys about your views on driving and cyclists. The first survey should be completed now, as part of the registration process. We will send you a second survey in xxx months' time following your registration. Each survey should take no more than 10 minutes to complete.

While participation in the surveys is voluntary, we would be very grateful if you could take part. Survey findings will help us to understand what learner drivers think about the learning course, and will also help us to make improvements to the course.

Please be assured that all responses are confidential, and findings will be reported anonymously. You can access the survey Privacy Notice <<<here>>> which explains the purposes for processing your data and your rights.

FOR ADIS IN TREATMENT GROUP ONLY

Thank you for registering to take part in the driver cycle awareness pilot.

To help understand your interest in the driver cycle awareness pilot, we would like you to complete three short surveys about how you think the learning course might help you to teach those who are learning to drive.

The surveys will be staged so that you complete the first survey now as part of the registration process, and the second survey immediately after you have completed the training offered in the pilot. The third survey will be emailed to you around two months after you have completed the training.

While participation in the surveys is voluntary, we would be very grateful if you could take part. Survey findings will help us to understand what Approved Driving Instructors think about the learning course, and will also help us to make improvements to the course.

Please be assured that all responses are confidential, and findings will be reported anonymously. You can access the survey Privacy Notice <<<here>>> which explains the purposes for processing your data and your rights

FOR ADIS IN CONTROL GROUP ONLY

Thank you for registering to take part in the driver cycle awareness pilot.

To help understand your interest in the driver cycle awareness pilot, we would like you to complete two short surveys about how you think the learning course might help you to help teach those who are learning to drive.

The first survey should be completed now, as part of the registration process. We will send you the second survey in xxx months' following your registration. The surveys should take no more than 10 minutes to complete.

While participation in the surveys is voluntary, we would be very grateful if you could take part. Survey findings will help us to understand what Approved Driving Instructions think about the learning course, and will also help us to make improvements to the course.

Please be assured that all responses are confidential, and findings will be reported anonymously. You can access the survey Privacy Notice <<<here>>> which explains the purposes for processing your data and your rights.

NOTES: TO COMPLY WITH GDPR, IT WILL BE IMPORTANT TO ASK FOR CONSENT TO PARTICIPATE IN THE SURVEYS AND TO ENSURE PARTICIPANTS SELECT YES WHEN THEY REGISTER – IT IS ASSUMED THAT QUESTION WILL BE ASKED AT THE REGISTRATION POINT – AND THAT PARTICIPANT EMAIL ADDRESSES WILL BE COLLECTED.

1.

LEARNING MATERIALS

ASK Q1 TO LEARNER DRIVERS. OTHERS GO TO Q2.

Q2. **Which, if any, of the following learning resources have you used to help you with learning to drive?**
Please select all the options that apply

1. The Highway Code
2. National Standards for Drivers and Riders
3. The National Standard for Cycle Training
4. The Bikeability website
5. Road Traffic Acts
6. The Official DVSA Guide to Driving: the Essential Skills
7. Online learning resources (e.g. YouTube, Google)
8. Handouts published by relevant organisations (e.g. AA, BSM, RSA)
9. Other learning materials and resources (PLEASE SPECIFY)
10. None of these
11. Don't know

ASK Q2 TO APPROVED DRIVING INSTRUCTORS

Q3. **Which, if any, of the following learning resources have you used in your ADI professional practice?**
Please select all the options that apply

1. The Highway Code
2. National Standards for Drivers and Riders
3. The National Standard for Cycle Training
4. The Bikeability website
5. Road Traffic Acts
6. The Official DVSA Guide to Driving: the Essential Skills
7. Online learning resources (e.g. YouTube, Google)
8. Handouts published by relevant organisations (e.g. AA, BSM, RSA)
9. Other learning materials and resources (PLEASE SPECIFY)
10. None of these
11. Don't know

PARTICIPATION IN THE TRAINING PILOT

ASK Q3. TO LEARNER DRIVERS. OTHERS GO TO Q4.

Q4. **For which, if any of the following reasons have you registered to take part in the online learning course today?**
Please select all the options that apply

1. To help make me a better driver
2. To increase my understanding of cyclists' behaviours
3. To increase my confidence when dealing with cyclists
3. To help me pass my driving test
4. To learn something new
5. Other reasons (PLEASE SPECIFY)
6. None of these
7. Don't know

ASK Q4. TO APPROVED DRIVING INSTRUCTORS.

Q5. **For which, if any of the following reasons have you registered to take part in the pilot today?**
Please select all the options that apply

1. To help improve how I teach leaner drivers
2. To increase my understanding of cyclists' behaviours
3. To increase my confidence when teaching learners how to deal with cyclists
4. To learn something new
5. Other reasons (PLEASE SPECIFY)
6. None of these
7. Don't know

ATTITUDES TO CYCLING AND CYCLISTS

The next questions are about your views on cycling.

ASK Q5 TO BOTH APPROVED DRIVING INSTRUCTORS AND LEARNER DRIVERS

Q8. **To what extent, if at all, do you agree or disagree with each of the following statements about cycling and cyclists?**

Please select one option for each

		Strongly agree	Tend to agree	Neither agree not disagree	Tend to disagree	Strongly disagree	Don't know
A.	**Most cyclists adhere to the rules of the road**	**1**	**2**	**3**	**4**	**5**	**6**
B.	**I understand why cyclists may behave differently to motorists on public roads**	**1**	**2**	**3**	**4**	**5**	**6**
C.	**Learner drivers need to take extra care when overtaking cyclists**	**1**	**2**	**3**	**4**	**5**	**6**
D.	**Cyclists are unpredictable**	**1**	**2**	**3**	**4**	**5**	**6**
E.	**There are too many cyclists**	**1**	**2**	**3**	**4**	**5**	**6**
F.	**It should be compulsory for all cyclists to pass a cycling proficiency test before being allowed to use public roads**	1	2	3	4	5	6
G.	**Cyclists are a nuisance to other road users**	1	2	3	4	5	6
H.	**Motorists should take more responsibility than cyclists to ensure both parties are safe when using public roads**	1	2	3	4	5	6
I.	**When accidents happen between motorists and cyclists, it is usually the fault of the cyclist**	1	2	3	4	5	6
J.	**When accidents happen between**	1	2	3	4	5	6

	motorists and cyclists, it is usually the fault of the motorist						
K.	**New drivers are more likely than experienced drivers to be a danger to cyclists**	1	2	3	4	5	6
L	**Motorists should always have right of way over cyclists when using public roads**	1	2	3	4	5	6
M	**It should be compulsory for learner drivers to undertake a cycling awareness course before they can take their driving test**	1	2	3	4	5	6

CYCLING AND YOU

ASK ALL
Q6. **On how many days, if any, did you cycle within the last month?**
Please select one option only

1. Everyday
2. 5 or 6 days a week
2. A few days a week
3. About once a week
4. A few days within the last month
5. On one or two days within the last month
6. I have not cycled within the last month
7. Don't know / can't remember

Q7. **How much, if anything do you know about Bikeability?**
Please select one option only

1. A great deal
2. A fair amount
3. Not very much
4. Nothing at all
5. Don't know

ASK Q81 TO ALL
Q8. **Have you, or a member of your family, taken part in Bikeability training?**
Please select one option only

1. Yes - I have taken part in Bikeability
2. Yes - a family member has taken part in Bikeability
3. Yes – both myself and a member of my family have taken part in Bikeability

3. No - I have not taken part in Bikeability
4. Don't know / can't remember

SOME FINAL QUESTIONS ABOUT YOU

WE HAVE LEFT IN SOME KEY DEMOGRAPHIC QUESTIONS FOR NOW. SOME OF THESE MAY NOT BE REQUIRED AND/OR WILL BE INCLUDED ALREADY WHEN PARTICIPANTS REGISTER FOR THE TRAINING.

We would now like to ask you a few questions about you. Your responses to these questions will help us understand if there are any differences in the views of participants from different backgrounds.

Q9. **Please enter the first part of your postcode. For example, if your postcode is NR3 1TD, please enter NR3. We are asking for this information because we would like to ensure we have achieved a broad geographical spread of responses to the survey.**

1. The first part of my postcode is: _____
2. Prefer not to say

ASK ALL
Q10. **What your age was on your last birthday?**
Please select one option only

1. 17-24
2. 25-34
3. 35-44
4. 45-54
5. 55-64
6. 65-74
7. 75+
8. Prefer not to say

Q11. **Do you identify yourself as male, female or in another way?**
Please select one option only

1. Male
2. Female
3. In another way
4. Prefer not to say

Q12. **To which ethnic group do you consider yourself to belong?**
Please select one option only

White:

English / Welsh / Scottish / Northern Irish / British	1
Irish	2
Gypsy or Irish Traveller	3
Any other White background (SPECIFY)	4

Mixed:

White and Black Caribbean	5
White and Black African	6
White and Asian	7
Any other Mixed / Multiple ethnic background (SPECIFY)	8

Asian or Asian British:

Indian	9
Pakistani	10
Bangladeshi	11
Chinese	12
Any other Asian background (SPECIFY)	13

Black/Black British:

African	14
Caribbean	15
Any other Black background (SPECIFY)	16

Other ethnic groups:

Arab	17
Any other ethnic group (SPECIFY)	18
Prefer not to say	19

FOR TREATMENT GROUP

You have reached the end of the survey and can now access the pilot resources. Thank you for participating in this survey today.

FOR CONTROL GROUP

You have reached the end of the survey. Thank you for participating in this survey today.

ADI PILOT
INTERVENTION SURVEY
VERSION 3 Draft 1
04 MAY 2020

INTRODUCTION AND CONFIDENTIALITY

INTERVENTION SURVEY FOR ADIS IN TREATMENT GROUP ONLY

Thank you for completing the driver cycle awareness pilot. We would like you to complete a short survey about what you thought about the pilot resources. The survey should take no more than 10 minutes to complete.
Completing the survey is important as it will help us to understand your views on the training resources, and if any improvements are required.
Please be assured that all responses are confidential, and findings will be reported anonymously. You can access the survey Privacy Notice <<<here>>> which explains the purposes for processing your data and your rights.
As you will know, this is the second of three surveys we will invite you to take part in. The third and final survey will be emailed to you in two months' time.

VIEWS ON THE DRIVER CYCLE AWARENESS PILOT

ASK Q1 TO ALL APPROVED DRIVING INSTRUCTORS IN TREATMENT GROUP
The first questions are about what you thought about the driver cycle awareness pilot you have completed.

Q1. **To what extent, if at all, do you agree or disagree with each of the following statements about the online learning (and practical training) course you have completed. TAILOR QUESTION TEXT ACCORDING TO WHETHER THE PARTICIPANT HAS DONE THE ONLINE AND PRACTICAL TRAINING OR JUST THE ONLINE TRAINING FROM ANSWER IN BASELINE SURVEY.**
Please select one option for each row

		Strongly agree	Tend to agree	Neither agree not disagree	Tend to disagree	Strongly disagree	Don't know
A.	**The course was useful**	1	2	3	4	5	6
B.	**All learner drivers would benefit from taking this course**	1	2	3	4	5	6
C.	**The course will make me a better driving instructor**	1	2	3	4	5	6
D.	**The course has increased my understanding of cyclists' behaviours**	1	2	3	4	5	6
E.	**I believe that I will be less likely to be cause an accident with a cyclist as a result of taking the course**	1	2	3	4	5	6

F.	**As a consequence of the course, I will be more aware of cyclists when I am driving**	1	2	3	4	5	6
G.	**As a consequence of the course, I am more likely to understand why cyclists may behave differently to motorists on public roads**	1	2	3	4	5	6
H.	**Completing the course has increased my confidence in teaching my students about how to share the road with cyclists**	1	2	3	4	5	6

ASK Q2 TO ALL ADIS IN TREATMENT GROUP

Q2. **How satisfied or dissatisfied are you with the content of the course you have completed?**
Please select one option only

1. Very satisfied
2. Fairly satisfied
3. Neither satisfied not dissatisfied
4. Fairly dissatisfied
5. Very dissatisfied
6. Don't know

ASK Q3 TO ALL ADIS IN TREATMENT GROUP

Q3. **Would you recommend the course to other Approved Driving Instructors?**
Please select one option only

1. Yes – I would recommend this course
2. No – I would not recommend this course
3. Don't know

ASK Q4 TO THOSE WHO WOULD RECOMMEND THE COURSE

Q4. **You said you would recommend the course to other approved driving instructors. Please provide your reasons in the box below.**
(INCLUDE A DON'T KNOW OPTION)

ASK Q5 TO THOSE WHO WOULD NOT RECOMMEND THE COURSE

Q5. **You said you would not recommend the course to other approved driving instructors. Please provide your reasons in the box below.**
(INCLUDE A DON'T KNOW OPTION)

ASK Q6 TO ALL ADIS IN TREATMENT GROUP

Q6. **Which one of these statements would best describe how you would speak about the course to friends and family?**
Please select one option only

1. I would speak highly of the course without being asked

2. I would speak highly of the course if I am asked
3. I would neither speak highly or critically about the course
4. I would be critical of the course if I am asked
5. I would be critical of the course without being asked
6. Don't know

ASK Q7 TO ALL ADIS IN TREATMENT GROUP

Q7. **Now that you have completed the course, which of the following things, if anything, do you think will happen as a result of the learning?**
Please select all the options that apply

1. It will improve how I teach learner drivers
2. It has increased my understanding of cyclists' behaviours
3. I feel more confident with teaching learner drivers about dealing with cyclists
3. I have learned something new
4. Something else (PLEASE SPECIFY)
5. None of these
6. Don't know

ASK Q8 TO ALL ADIS IN TREATMENT GROUP

Q8. **Having completed the course, would you say that you are more or less likely to do the following within the next two months, or has it not made any difference to you?**
Please select one option for each

		I am much more likely	I am a little more likely	It has made no difference	I am a little less likely	I am much less likely	Don't know
A	**To teach students differently about how to deal with cyclists safely**	1	2	3	4	5	6
B.	**To increase the amount of teaching I will do with each learner about how to deal with cyclists safely**	1	2	3	4	5	6

ASK Q9 TO ADIS WHO ARE LIKELY TO TEACH STUDENTS DIFFERENTLY (CODE 1 OR CODE 2 AT Q8A). OTHERS GO TO Q10.

Q9. **As a result of undertaking the course you said you are more likely to teach students differently about how to deal with cyclists safely. Please explain what you will do differently in the box below.**
(INCLUDE A DON'T KNOW OPTION)

SPECIFIC ASPECTS OF THE LEARNING COURSE

ASK Q10 TO ALL ADIS IN TREATMENT GROUP

Q10. **Which, if any aspects of the course did you find most useful?**
Please select as many aspects that apply

1. TO ADD
2. TO ADD
3. TO ADD
4. TO ADD etc
5 Something else (SPECIFY)
6. None of these
7. Don't know

ASK Q11 TO ALL WHO SELECTED ANY CODES 1-5 AT Q10. OTHERS GO TO Q12.

Q11. **Why do you say this?**
Please provide your reasons in the box below.
(INCLUDE A DON'T KNOW OPTION)

ASK Q12 TO ALL ADIS IN TREATMENT GROUP
Q12. **Is there anything about the course that could be improved or made better in your opinion? Please select one option only**

1. Yes
2. No
3. Don't know

ASK Q13 TO ALL WHO SAID YES AT Q12. OTHERS GO TO Q14.
Q13. **Which aspects of the course could be improved?**
Please provide your thoughts in the box below.

CYCLING AND YOU

ASK Q14 TO ALL ADIS IN TREATMENT GROUP
Q14. **On how many days, if any, did you cycle within the last month?**
Please select one option only

1. Everyday
2. 5 or 6 days a week
2. A few days a week
3. About once a week
4. A few days within the last month
5. On one or two days within the last month
6. I have not cycled within the last month
7. Don't know / can't remember

ASK Q16 TO ALL WHO ARE AWARE OF BIKEABILITY - CODE 1 AT Q15. OTHERS GO TO Q17
Q15. **How much, if anything do you know about Bikeability?**
Please select one option only

1. A great deal
2. A fair amount
3. Not very much
4. Nothing at all
5. Don't know

You have reached the end of the survey. Thank you for participating in this survey today.

ADI PILOT
POST-INTERVENTION SURVEY
VERSION 2 Draft 1
04 MAY 2020

INTRODUCTION AND CONFIDENTIALITY

ASK LEARNER DRIVERS ONLY

Thank you for registering to take part in the Driver Cycle Awareness Pilot.
As you may recall, you agreed to complete two short surveys when you registered for the driver cycle awareness pilot. This is the second survey we would like you to complete. Completing the survey is important as this will help us to understand your interest in the Driver Cycle Awareness Pilot, and will take no more than 10 minutes to complete.
While participating in the surveys is voluntary, we would be grateful if you could take part. Please be assured that all responses are confidential, and findings will be reported anonymously. You can access the survey Privacy Notice <<<here>>> which explains the purposes for processing your data and your rights.

ASK ADIS IN TREATMENT GROUP ONLY

Thank you for recently completing the driver cycle awareness pilot. As you may recall, you agreed to complete three short surveys when you first registered for the pilot. This is the final survey we would like you to complete.
Completing the survey is important as it will help us to understand your views on the training resources, and if any improvements are required. Please be assured that all responses are confidential, and findings will be reported anonymously. You can access the survey Privacy Notice <<<here>>> which explains the purposes for processing your data and your rights.

ASK ADIS IN CONTROL GROUP ONLY

Thank you for registering to take part in the Driver Cycle Awareness Pilot.
As you may recall, you agreed to complete two short surveys when you registered for the driver cycle awareness pilot. This is the second survey we would like you to complete. Completing the survey is important as this will help us to understand your interest in the Driver Cycle Awareness Pilot, and will take no more than 10 minutes to complete.
Please be assured that all responses are confidential, and findings will be reported anonymously. You can access the survey Privacy Notice <<<here>>> which explains the purposes for processing your data and your rights.

VIEWS ON THE DRIVER CYCLE AWARENESS PILOT

ONLY THE TREATMENT GROUP SHOULD BE ASKED Q1 TO Q3

The first questions are about what you thought about the driver cycle awareness pilot you have recently completed.

ASK Q1 TO APPROVED DRIVING INSTRUCTORS IN THE TREATMENT GROUP

Q1. **To what extent, if at all, do you agree or disagree with each of the following statements about the online learning (and practical training) course you have completed. TAILOR QUESTION TEXT ACCORDING TO WHETHER THE PARTICIPANT HAS DONE THE ONLINE AND PRACTICAL TRAINING OR JUST THE ONLINE TRAINING FROM ANSWER IN BASELINE SURVEY.**
Please select one option for each row

		Strongly agree	Tend to agree	Neither agree not disagree	Tend to disagree	Strongly disagree	Don't know
A.	**The course was useful**	1	2	3	4	5	6
B.	**All learner drivers would benefit from taking this course**	1	2	3	4	5	6
C.	**The course has made me a better driving instructor**	1	2	3	4	5	6
D.	**The course has increased my understanding of cyclists' behaviours**	1	2	3	4	5	6
E.	**I believe I am less likely to cause an accident with a cyclist as a result of taking the course**	1	2	3	4	5	6
F.	**As a consequence of the course, I believe I more aware of cyclists when I am driving**	1	2	3	4	5	6
G.	**As a consequence of the course, I am more likely to understand why cyclists may behave differently to motorists on public roads**	1	2	3	4	5	6
H.	**Completing the course has increased**	1	2	3	4	5	6

my confidence in teaching my students about how to share the road with cyclists						

ASK Q2 TO APPROVED DRIVING INSTRUCTORS IN TREATMENT GROUP

Q2. **Now that you have completed the course, which of the following things, if anything, do you think has happened as a result of the learning?**
Please select all the options that apply

1. It has improved how I teach learner drivers
2. It has increased my understanding of cyclists' behaviours
3. I feel more confident with teaching learner drivers about dealing with cyclists
3. I have learned something new
4. Something else (PLEASE SPECIFY)
5. None of these
6. Don't know

ASK Q3 TO APPROVED DRIVING INSTRUCTORS IN TREATMENT GROUP

Q3**. Having completed the course, would you say that you have been more or less likely to have done the following, or has it not made any difference to you?**
Please select one option for each

		I am much more likely	I am a little more likely	It has made no difference	I am a little less likely	I am much less likely	Don't know
A.	**Being able to teach students differently about how to deal with cyclists safely**	1	2	3	4	5	6
B.	**Being able to increase the amount of teaching I do with each learner about how to deal with cyclists safely**	1	2	3	4	5	6

ATTITUDES TO CYCLING AND CYCLISTS

ASK Q4 TO ALL (TO CONTROL AND TREATMENT GROUP)

Q4. **To what extent, if at all, do you agree or disagree with each of the following statements about cycling and cyclists?**
Please select one option for each row

		Strongly agree	Tend to agree	Neither agree not disagree	Tend to disagree	Strongly disagree	Don't know
A.	**Most cyclists adhere to the rules of the road**	1	2	3	4	5	6
B.	**I understand why cyclists may behave differently to motorists on public roads**	1	2	3	4	5	6
C.	**Learner drivers need to take extra care when overtaking cyclists**	1	2	3	4	5	6
D.	**Cyclists are unpredictable**	1	2	3	4	5	6
E.	**There are too many cyclists**	1	2	3	4	5	6
F.	**It should be compulsory for all cyclists to pass a cycling proficiency test before being allowed to use public roads**	1	2	3	4	5	6
G.	**Cyclists are a nuisance to other road users**	1	2	3	4	5	6
H.	**Motorists should take more responsibility than cyclists to ensure both parties are safe when using public roads**	1	2	3	4	5	6
I.	**When accidents happen between motorists and**	1	2	3	4	5	6

	cyclists, it is usually the fault of the cyclist						
J.	**When accidents happen between motorists and cyclists, it is usually the fault of the motorist**	1	2	3	4	5	6
K.	**New drivers are more likely than experienced drivers to be a danger to cyclists**	1	2	3	4	5	6
L.	**Motorists should always have right of way over cyclists when using public roads**	1	2	3	4	5	6
M.	**It should be compulsory for learner drivers to undertake a cycling awareness course before they can take their driving test**	1	2	3	4	5	6

CYCLING AND YOU

ASK ALL

Q6. **On how many days, if any, did you cycle within the last month?**

Please select one option only

1. Everyday
2. 5 or 6 days a week
2. A few days a week
3. About once a week
4. A few days within the last month
5. On one or two days within the last month
6. I have not cycled within the last month
7. Don't know / can't remember

ASK ALL

Q7. **H much, if anything do you know about Bikeability?**

Please select one option only

1. A great deal
2. A fair amount
3. Not very much
4. Nothing at all
5. Don't know

ASK CONTROL GROUP PARTICIPANTS WHO ARE AWARE OF BIKEABILITY - CODE 1-3 at Q7

Q8. **Have you taken part in any Bikeability cycle awareness training within the last 6 months?**
Please select one option only

1. Yes, I have taken part in online training
2. Yes, I have taken part in practical training
3. No, I have not taken part in any Bikeability training
4. Don't know

You have reached the end of the survey. Thank you for participating in this survey today.

Appendix C – Technical Annex

1.1 Attrition

Attrition refers to the loss of participants between the interview waves of the survey. It has the effect of reducing the statistical power of the design through the loss of sample size. As shown in Table 1.3, sample sizes reduced from baseline to endline surveys. Attrition was explored to assess potential effects on the analysis carried out in the main report.

Table 1.1: Sample sizes by treatment group and survey wave.

	Treatment	Control	Total
Baseline	2,339	1,170	**2,339**
Endline	179	450	**629**

Loss of power was adjusted for by anticipating attrition through first calculating the required sample size at endline and then inflating the initial baseline sample size to mitigate the effect of participant loss on statistical power. The second potential concern with attrition is the differential loss of participants across the trial group arms. This process could lead to one trial arm group having a different set of characteristics after attrition than other trial arm groups. If these characteristics were associated with the trial outcome variables, this process can lead to biased estimates. One group losing participants at a greater rate than another is not necessarily indicative of bias[4], it is a systematically differential loss of particular types of participants across the trial arm groups that is of concern.

To investigate the potential effects of differential attrition, a series of logistic models was run for the endline survey. A binary indicator variable was created classifying respondent and non-respondent participants. Initial models were run to predict non-response using baseline measures as predictors. Given the primary concern of attrition is the differential loss of people who are likely to have different outcome scores in future waves, the baseline outcome variables provide the best measures, i.e., the baseline measures are likely to be highly correlated with future measures of the outcome. We have identified that baseline primary measures of attitudes towards cyclists were significantly associated with attrition. In addition, age and ethnicity[5] were added to the model with interaction terms between ethnicity and trial group tested. Non-significant interaction terms were removed from the model and a non-response weight was produced as the reciprocal of the predicted probability of membership of the respondent group.

Table 1.4 below presents the full regression output of the final attrition model estimated to create attrition weights.

[4] Though this can have implications for the power of the design for a trial group with greater loss of sample size.

[5] Initial investigation showed that age and ethnicity were the primary socio-demographic characteristic associated with attrition.

Table 1.2: Logistic Regression Coefficients of the final model used for attrition weighting

	Coefficient	Standard Error	P-value
Treatment group	-3.210	1.483	0.030
Baseline Q5.a - Most cyclists adhere to the rules of the road	-0.090	0.070	0.197
Treatment * Baseline Q5.a	-0.013	0.141	0.926
Baseline Q5.b - I understand why cyclists may behave differently to motorists on public roads	-0.008	0.083	0.919
Treatment * Baseline Q5.b	-0.207	0.194	0.286
Baseline Q5.c - Learner drivers need to take extra care when overtaking cyclists	0.098	0.129	0.446
Treatment * Baseline Q5.c	0.098	0.129	0.446
Baseline Q5.d - Cyclists are unpredictable	-0.134	0.079	0.087
Treatment * Baseline Q5.d	0.093	0.157	0.553
Baseline Q5.e - There are too many cyclists	-0.119	0.088	0.174
Treatment * Baseline Q5.e	0.060	0.117	0.607

Baseline Q5.f - It should be compulsory for all cyclists to pass a cycling proficiency test before being allowed to use public roads	-0.005	0.069	0.940
Treatment * Baseline Q5.f	-0.097	0.155	0.529
Baseline Q5.g - Cyclists are a nuisance to other road users	-0.080	0.086	0.355
Treatment * Baseline Q5.g	0.190	0.108	0.079
Baseline Q5.h - Motorists should take more responsibility than cyclists to ensure both parties are safe when using public roads	-0.084	0.063	0.182
Treatment * Baseline Q5.h	0.272	0.169	0.107
Baseline Q5.i - When accidents happen between motorists and cyclists, it is usually the fault of the cyclist	0.054	0.096	0.576
Treatment * Baseline Q5.i	-0.224	0.147	0.126
Baseline Q5.j - When accidents happen between motorists and	0.061	0.084	0.469

cyclists, it is usually the fault of the motorist			
Treatment * Baseline Q5.j	0.046	0.109	0.675
Baseline Q5.k – New drivers are more likely than experienced drivers to be a danger to cyclists	0.042	0.065	0.520
Treatment * Baseline Q5.k	0.175	0.135	0.197
Baseline Q5.l - Motorists should always have right of way over cyclists when using public roads	-0.027	0.080	0.734
Treatment * Baseline Q5.l	0.044	0.113	0.698
Baseline Q5.m - It should be compulsory for learner drivers to undertake a cycling awareness course before they can take their driving test	-0.085	0.064	0.189
Treatment * Baseline Q5.m	0.234	0.121	0.053
Age_group2 (35-44)	0.390	0.354	0.270
Treatment*Age_group2	0.610	0.844	0.470

Age_group3 (45-54)	0.664	0.329	0.043
Treatment * Age_group3	0.827	0.812	0.308
Age_group4 (55-64)	0.726	0.328	0.027
Treatment * Age_group4	0.679	0.813	0.403
Age_group 5 (65+)	0.959	0.388	0.014
Treatment* Age_group5	0.445	0.903	0.622
Ethnic group (=1 if white British, 0 otherwise)	0.294	0.181	0.104
Treatment * Ethnic group	0.541	0.361	0.134
Constant	-0.371	0.757	0.624
Observations	**2,030**		

1.2 Impact analysis

Approach to testing

The effectiveness of the interventions was tested on key outcomes taken from questionnaire measures from the endline survey. The questions were chosen because they both reflected exemplar aspects of attitudes towards cyclists.

Addressing the risks of multiple testing

It is important when testing multiple outcomes for statistical significance to consider risks arising from multiple testing. The primary risk is to avoid 'cherry picking' a few significant results from testing many outcomes. When the number of tests carried out increases, the probability of finding a 'significant' result increases and credibility can only be given to such 'significant' results if proper adjustments are made in the statistical testing procedure. To address this risk, it was necessary to:

- **Distinguish between primary and secondary outcomes**. Primary outcomes are deemed to be exemplar indicators of what the intervention aims to change. We have performed impact

(regression) analysis only on the primary outcomes and descriptive analysis on the secondary outcomes. To avoid any bias, the selection of primary and secondary outcomes was done prior to inspecting any outcome data and was included in the trial protocol for the study.

- **Correct p-values** applying the Bonferroni multiple test adjustment procedure, which consists of dividing usual significance levels by the number of tests being performed. As we had 13 attitude questions to test as primary outcomes, estimates were considered statistically significant at 5% level if their associated p-value was lower than 0.05/13 = 0.004. Similarly, estimates were considered significant at 10% level if the p-value was lower than 0.10/13 = 0.007

1.3 Outcomes assessed in the impact analysis

The primary outcome considered for the impact analysis is a change in attitudes towards cyclists among ADI participants. This is measured through questions in baseline and endline surveys asking: *To what extent, if at all, do you agree or disagree with each of the following statements about cycling and cyclists?* Respondents are required to express their level of agreement with a series of statements using a five points Likert scales, going from 1 (strongly agree) to 5 (strongly disagree). To aid interpretation, the code of this variable was reversed, so that higher values of the scale represent higher levels of agreement with each statement.

Regression approach

The impact of the treatments at the endline survey was tested using a regression approach. For each primary outcome, we estimated the following model[6]:

$$Y = \beta_0 + \beta_1 T + Y_1 + \varepsilon \qquad (1)$$

Where:

- Y denotes the primary outcome of interest, measured at endline
- Y_1 is the same outcome measured in the baseline survey
- T is an indicator variable, equal to 1 if the individual is in the treatment group, 0 otherwise.
- ε is an error term

In equation (1), the coefficient β_1 measures the impact of the training. We estimated OLS regressions for all attitudes outcomes.

1.4 Impact models: full regression outputs

Table 1.3:Table 1.15: show the regression results, which can be interpreted as the impact of the training.

In general, all the effects found are small compared to the measurement scale of the questions, ranging from 0 to 0.33 points on a 1 to 5 scale. A statistically significant effect of the training was found only for the degree of agreement with the statement ‘Cyclists are a nuisance to other users’, which decreased after the training by 0.33 points. An improvement in attitudes towards cyclists can also be noted for the statement ‘When accidents happen it is usually the fault of the cyclist’, which shows a decrease of 0.23

[6] For notational simplicity, we omit the individual index.

points on a 1 to 5 Likert scale. The latter result was only marginally statistically significant after applying the Bonferroni adjustment for multiple testing.

Results for all the other attitudinal statements did not yield any statistically significant results. However, the direction of the change is the one expected for most of the statements. The magnitude of the results that were not statistically significant was lower than the effect size assumed for the power calculations, while the magnitude of the significant effects was higher than the minimum detectable effect used in the power calculations. This suggests that statistical power could partly explain the lack of statistically significant results.

Table 1.3: Dependent variable: To what extent, if at all, do you agree or disagree with each of the following statements about cycling and cyclists?

Most cyclists adhere to the rules of the road (1 'Strongly disagree'….5 'Strongly agree')

	Coefficient	Std error	P-value
Treatment	0.063	0.091	0.490
Baseline:	**0.578**	0.041	0.000
Constant	**1.222**	0.134	0.000
R2	0.293		
Number of observations	629		

Source: Ipsos UK from ADI baseline and endline surveys. The estimated coefficients indicate the estimated difference in the change from baseline to endline surveys of each attitudinal score between treatment and control group. Significant coefficients at 5% (based on the Bonferroni-adjusted statistical significance level) are in **bold**. The regressions were weighted using attrition weights.

Table 1.4: Dependent variable: To what extent, if at all, do you agree or disagree with each of the following statements about cycling and cyclists?

I understand why cyclists may behave differently to motorists on public roads (1 'Strongly disagree'….5 'Strongly agree')

	Coefficient	Std error	P-value
Treatment	0.030	0.08	0.709
Baseline:	**0.310**	0.049	0.000
Constant	**2.712**	0.211	0.000
R2	0.091		
Number of observations	629		

Source: Ipsos UK from ADI baseline and endline surveys. The estimated coefficients indicate the estimated difference in the change from baseline to endline surveys of each attitudinal score between treatment and control group. Significant coefficients at 5% (based on the Bonferroni-adjusted statistical significance level) are in **bold**. The regressions were weighted using attrition weights.

Table 1.5: Dependent variable: To what extent, if at all, do you agree or disagree with each of the following statements about cycling and cyclists?

Learner drivers need to take extra care when overtaking cyclists (1 'Strongly disagree'….5 'Strongly agree')

	Coefficient	Std error	P-value
Treatment	-0.007	0.067	0.920
Baseline:	**-0.007**	0.067	0.000
Constant	**3.285**	0.365	0.000
R2	0.075		
Number of observations	607		

Source: Ipsos UK from ADI baseline and endline surveys. The estimated coefficients indicate the estimated difference in the change from baseline to endline surveys of each attitudinal score between treatment and control group. Significant coefficients at 5% (based on the Bonferroni-adjusted statistical significance level) are in **bold**. The regressions were weighted using attrition weights.

Table 1.6: Dependent variable: To what extent, if at all, do you agree or disagree with each of the following statements about cycling and cyclists?

Cyclists are unpredictable (1 'Strongly disagree'….5 'Strongly agree')

	Coefficient	Std error	P-value
Treatment	0.024	.089	.790
Baseline:	**0.439**	.047	0.000
Constant	**2.174**	.203	0.000
R2	0.171		
Number of observations	607		

Source: Ipsos UK from ADI baseline and endline surveys. The estimated coefficients indicate the estimated difference in the change from baseline to endline surveys of each attitudinal score between treatment and control group. Significant coefficients at 5% (based on the Bonferroni-adjusted statistical significance level) are in **bold**. The regressions were weighted using attrition weights.

Table 1.7: Dependent variable: To what extent, if at all, do you agree or disagree with each of the following statements about cycling and cyclists?

There are too many cyclists (1 'Strongly disagree'….5 'Strongly agree')

	Coefficient	Std error	P-value
Treatment	-0.095	0.096	0.321
Baseline:	**0.445**	0.056	0.000
Constant	**1.141**	.127	0.000
R2	0.232		
Number of observations	605		

Source: Ipsos UK from ADI baseline and endline surveys. The estimated coefficients indicate the estimated difference in the change from baseline to endline surveys of each attitudinal score between treatment and control group. Significant coefficients at 5% (based on the Bonferroni-adjusted statistical significance level) are in **bold**. The regressions were weighted using attrition weights.

Table 1.8: Dependent variable: To what extent, if at all, do you agree or disagree with each of the following statements about cycling and cyclists?

It should be compulsory for all cyclists to pass a cycling proficiency test before being allowed to use public roads (1 'Strongly disagree'….5 'Strongly agree')

	Coefficient	Std error	P-value
Treatment	0.029	0.116	0.805
Baseline:	**0.621**	0.051	0.000
Constant	**1.462**	0.215	0.000
R2	0.288		
Number of observations	606		

Source: Ipsos UK from ADI baseline and endline surveys. The estimated coefficients indicate the estimated difference in the change from baseline to endline surveys of each attitudinal score between treatment and control group. Significant coefficients at 5% (based on the Bonferroni-adjusted statistical significance level) are in **bold**. The regressions were weighted using attrition weights.

Table 1.9: Dependent variable: To what extent, if at all, do you agree or disagree with each of the following statements about cycling and cyclists?

Cyclists are a nuisance to other road users (1 'Strongly disagree'….5 'Strongly agree')

	Coefficient	Std error	P-value
Treatment	**-0.332**	0.094	0.000
Baseline:	**0.437**	0.049	0.000
Constant	**1.259**	0.111	0.000
R2	0.249		
Number of observations	604		

Source: Ipsos UK from ADI baseline and endline surveys. The estimated coefficients indicate the estimated difference in the change from baseline to endline surveys of each attitudinal score between treatment and control group. Significant coefficients at 5% (based on the Bonferroni-adjusted statistical significance level) are in **bold**. The regressions were weighted using attrition weights.

Table 1.10: Dependent variable: To what extent, if at all, do you agree or disagree with each of the following statements about cycling and cyclists?

Motorists should take more responsibility than cyclists to ensure both parties are safe when using public roads (1 'Strongly disagree'….5 'Strongly agree')

	Coefficient	Std error	P-value
Treatment	-0.018	0.102	0.863
Baseline:	**0.496**	0.042	0.000
Constant	**1.782**	0.165	0.000
R2	0.236		
Number of observations	606		

Source: Ipsos UK from ADI baseline and endline surveys. The estimated coefficients indicate the estimated difference in the change from baseline to endline surveys of each attitudinal score between treatment and control group. Significant coefficients at 5% (based on the Bonferroni-adjusted statistical significance level) are in **bold**. The regressions were weighted using attrition weights.

Table 1.11: Dependent variable: To what extent, if at all, do you agree or disagree with each of the following statements about cycling and cyclists?

When accidents happen between motorists and cyclists, it is usually the fault of the cyclist (1 'Strongly disagree'….5 'Strongly agree')

	Coefficient	Std error	P-value
Treatment	*-0.23*	0.087	0.008
Baseline:	**0.345**	0.055	0.000
Constant	**1.674**	0.139	0.000
R2	0.130		
Number of observations	529		

Source: Ipsos UK from ADI baseline and endline surveys. The estimated coefficients indicate the estimated difference in the change from baseline to endline surveys of each attitudinal score between treatment and control group. Significant coefficients at 5% (based on the Bonferroni-adjusted statistical significance level) are in **bold**. Marginally significant coefficients (i.e., significant at 10% level – based on the Bonferroni-adjusted statistical significance level) are in *italics*. The regressions were weighted using attrition weights.

Table 1.12: Dependent variable: To what extent, if at all, do you agree or disagree with each of the following statements about cycling and cyclists?

When accidents happen between motorists and cyclists, it is usually the fault of the motorist (1 'Strongly disagree'….5 'Strongly agree')

	Coefficient	Std error	P-value
Treatment	-0.020	0.090	0.821
Baseline:	**0.269**	0.062	0.000
Constant	**2.127**	0.190	0.000
R2	0.076		
Number of observations	526		

Source: Ipsos UK from ADI baseline and endline surveys. The estimated coefficients indicate the estimated difference in the change from baseline to endline surveys of each attitudinal score between treatment and control group. Significant coefficients at 5% (based on the Bonferroni-adjusted statistical significance level) are in **bold**. The regressions were weighted using attrition weights.

Table 1.13: Dependent variable: To what extent, if at all, do you agree or disagree with each of the following statements about cycling and cyclists?

New drivers are more likely than experienced drivers to be a danger to cyclists (1 'Strongly disagree'….5 'Strongly agree')

	Coefficient	Std error	P-value
Treatment	-0.021	0.107	0.842
Baseline:	**0.368**	0.051	0.000
Constant	**1.879**	0.169	0.000
R2	0.130		
Number of observations	525		

Source: Ipsos UK from ADI baseline and endline surveys. The estimated coefficients indicate the estimated difference in the change from baseline to endline surveys of each attitudinal score between treatment and control group. Significant coefficients at 5% (based on the Bonferroni-adjusted statistical significance level) are in **bold**. The regressions were weighted using attrition weights.

Table 1.14: Dependent variable: To what extent, if at all, do you agree or disagree with each of the following statements about cycling and cyclists?

Motorists should always have right of way over cyclists when using public roads (1 'Strongly disagree'….5 'Strongly agree')

	Coefficient	Std error	P-value
Treatment	-0.159	0.102	0.121
Baseline:	**0.371**	0.055	0.000
Constant	**1.253**	0.113	0.000
R2	0.149		
Number of observations	524		

Source: Ipsos UK from ADI baseline and endline surveys. The estimated coefficients indicate the estimated difference in the change from baseline to endline surveys of each attitudinal score between treatment and control group. Significant coefficients at 5% (based on the Bonferroni-adjusted statistical significance level) are in **bold**. The regressions were weighted using attrition weights.

Table 1.15: Dependent variable: To what extent, if at all, do you agree or disagree with each of the following statements about cycling and cyclists?

It should be compulsory for learner drivers to undertake a cycling awareness course before they can take their driving test (1 'Strongly disagree'….5 'Strongly agree')

	Coefficient	Std error	P-value
Treatment	0.161	0.123	0.190
Baseline:	**0.400**	0.064	0.000
Constant	**1.704**	0.205	0.000
R2	0.132		
Number of observations	526		

Source: Ipsos UK from ADI baseline and endline surveys. The estimated coefficients indicate the estimated difference in the change from baseline to endline surveys of each attitudinal score between treatment and control group. Significant coefficients at 5% (based on the Bonferroni-adjusted statistical significance level) are in **bold**. The regressions were weighted using attrition weights.

Our standards and accreditations

Ipsos MORI's standards and accreditations provide our clients with the peace of mind that they can always depend on us to deliver reliable, sustainable findings. Our focus on quality and continuous improvement means we have embedded a "right first time" approach throughout our organisation.

ISO 20252

This is the international market research specific standard that supersedes BS 7911/MRQSA and incorporates IQCS (Interviewer Quality Control Scheme). It covers the five stages of a Market Research project. Ipsos MORI was the first company in the world to gain this accreditation.

Market Research Society (MRS) Company Partnership

By being an MRS Company Partner, Ipsos MORI endorses and supports the core MRS brand values of professionalism, research excellence and business effectiveness, and commits to comply with the MRS Code of Conduct throughout the organisation. We were the first company to sign up to the requirements and self-regulation of the MRS Code. More than 350 companies have followed our lead.

ISO 9001

This is the international general company standard with a focus on continual improvement through quality management systems. In 1994, we became one of the early adopters of the ISO 9001 business standard.

ISO 27001

This is the international standard for information security, designed to ensure the selection of adequate and proportionate security controls. Ipsos MORI was the first research company in the UK to be awarded this in August 2008.

The UK General Data Protection Regulation (GDPR) and the UK Data Protection Act (DPA) 2018

Ipsos MORI is required to comply with the UK GDPR and the UK DPA. It covers the processing of personal data and the protection of privacy.

HMG Cyber Essentials

This is a government-backed scheme and a key deliverable of the UK's National Cyber Security Programme. Ipsos MORI was assessment-validated for Cyber Essentials certification in 2016. Cyber Essentials defines a set of controls which, when properly implemented, provide organisations with basic protection from the most prevalent forms of threat coming from the internet.

Fair Data

Ipsos MORI is signed up as a "Fair Data" company, agreeing to adhere to 10 core principles. The principles support and complement other standards such as ISOs, and the requirements of Data Protection legislation.

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About Ipsos Public Affairs

Ipsos Public Affairs works closely with national governments, local public services and the not-for-profit sector. Its c.200 research staff focus on public service and policy issues. Each has expertise in a particular part of the public sector, ensuring we have a detailed understanding of specific sectors and policy challenges. Combined with our methods and communications expertise, this helps ensure that our research makes a difference for decision makers and communities.

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