



Department
for Transport

2021/22 Local Authority Capability Fund

Monitoring and Evaluation Guidance

Department for Transport
Great Minster House
33 Horseferry Road
London
SW1P 4DR



© Crown copyright 2021

This publication is licensed under the terms of the Open Government Licence v3.0 except where otherwise stated. To view this licence, visit

www.nationalarchives.gov.uk/doc/opengovernment-licence/version/3/ or contact,

The National Archives at www.nationalarchives.gov.uk/contact-us.

Where we have identified any third party copyright information you will need to obtain permission from the copyright holders concerned.

This publication is also available on our website at

www.gov.uk/government/organisations/department-for-transport

Any enquiries regarding this publication should be sent to us at

www.gov.uk/government/organisations/department-for-transport

Contents

Summary of requirements	5
1. Introduction	7
Purpose of this document	7
Capability Fund 2021/22	7
What is Monitoring and Evaluation?	8
2. Monitoring requirements	9
Summary of monitoring requirements	9
Monitoring data	9
3. Evaluation Requirements	11
Summary of evaluation requirements	11
Process Evaluation	11
Impact evaluation	12
Value for money evaluation	12
4. Process Evaluation Design	13
Evaluation of Funding use	13
Delivery Evaluation	13
5. Impact Evaluation Design	15
Defining the scope	15
Defining the population	15
Sampling and representativeness	16
Establishing a comparison group	16
Additional research	17
6. Data Collection Guidance	19
When to collect data	19
Timeframe for collecting the data	19

Confounding variables	20
Conducting Research during Covid-19	20
Timings	21
Recruitment and continued participation	22
Research Ethics	22
Data Protection	23
7. Questionnaire Design	24
Key principles of survey design	24
Survey length	24
Survey structure	24
Question development	25
Core survey content	26
8. Reporting and Communicating Findings	28
Data Analysis	28
Reporting and Communicating Findings	28
Research design and methods	29
Presenting data	29
Interpretation of findings	30
9. National Evaluation	31
10. Next Steps	32
Annex A: Behaviour Change Impact Evaluation - Questionnaires for one-off/single-day activities or events	33
Annex B: Behaviour Change Impact Evaluation - Pre-activity questionnaire	45
Annex C: Behaviour change impact evaluation – Post-activity questionnaire	53
Annex D: Behaviour change impact evaluation – Follow-up questionnaire	61
Annex E: Counts	76
Automatic cycle counters (ACCs)	76
Manual counts	78

Summary of requirements

1. This document sets out the monitoring and evaluation requirements for Local Authorities to complete for the Capability Fund. It also provides good practice guidance, and templates to ensure a consistent approach to design and implementation across all local authorities.
2. All authorities are expected to provide two monitoring reports on total outputs and spend using their Capability Fund allocation - one after six months, and then again after 12 months. This will detail what activities have been delivered over the course of the year and enable a comparison with forecast plans set out in the initial proforma returns. Templates will be provided for this, which will need to be returned to the Department. The details of this requirement can be found in Section 2.
3. Authorities will also be expected to deliver process, impact and value for money evaluation of those activities. This evaluation should help to understand if activities were delivered as they were intended (and why/why not), and whether they achieved the desired outcomes. The summary details of this evaluation requirement can be found in Section 3, with more detailed instructions provided in Sections 4 and 5.
4. As part of the evaluation, authorities will be expected to undertake primary research (in the form of user/participant surveys) with those who have participated in or benefitted from activities/interventions funded by the Capability Fund. Authorities should seek to undertake these surveys at three different stages of the process: before participation, immediately after participation (where appropriate) and then again at least six months after participation. Guidance for undertaking this research can be found in Sections 6 to 8.
5. In order to facilitate a consistent approach to these primary research requirements, questionnaire templates have been created for authorities to use at each of the three stages of the process. Authorities should use these templates to form the basis of their questionnaires and retain the question wording and ordering to enable a more reliable meta-analysis of data across the programme. Authorities may include additional questions of benefit to them to the template questionnaires if they wish to. This questionnaire content can be found in Annexes A-D.

6. Alongside this primary research, authorities are also expected to consider the feasibility of establishing a control or comparison group with whom the results of the participation group can be compared, in order to attribute more conclusively the impacts to participation in those activities.
7. Authorities will be expected to produce a report which summarises their evaluation activities at the end of the year, for the Department to understand the level of evaluation undertaken to date, and the extent to which baseline and any post-intervention data has been collected. They will also be required to produce a set of data tables to be submitted to the Department based on the core questionnaire content provided in this document. Templates for both reports and data tables will be provided at a later date.
8. Where appropriate, authorities are encouraged to continue to collect primary data for all of its Capability Fund activities even after this report is complete. This could include situations where impacts are expected to be fully realised at a later date or where authorities expect to continue to fund similar activities in future years. Data collected will feed into the Department's national evaluation of its active travel portfolio, which will continue until 2025. Authorities will be asked to provide data in the same format as required for the evaluation report above, in order to try and reduce the burden required in providing this information to the Department.
9. As part of this national evaluation, the supplier conducting that evaluation will be looking to engage with a sample of local authorities who are delivering certain types of active travel interventions as part of wider evaluation activity. Authorities are strongly encouraged to engage with this evaluation as much as is feasible.

1. Introduction

Purpose of this document

- 1.1 This document sets out the Department for Transport's (DfT) requirements and recommendations for the Monitoring and Evaluation (M&E) of schemes funded through the Capability Fund for 2021/22.
- 1.2 This document follows on from the initial Monitoring and Evaluation guidance document that was circulated with the proforma and Value for Money (VfM) guidance in March 2021 and provides further detail on the requirements and recommendations for monitoring and evaluation.
- 1.3 It also sets out an approach to data collection (alongside guidance on data collection during COVID restrictions), tailored to the initiatives being supported by this funding scheme, together with supporting templates and guidance to support these activities. Authorities are expected to follow the approach set out in this document to ensure as much consistency as possible across the programme and enable meta-analysis to be undertaken.
- 1.4 The guidance is designed to offer a light-touch, resource efficient approach that seeks to balance the needs for accountability and evidence base development with the financial and time burdens of monitoring and evaluation activity.

Capability Fund 2021/22

- 1.5 The Local Authority Capability Fund replaces the Access Fund, previously offered to a subset of authorities. It supports the commitment made in Gear Change, the Prime Minister's Cycling and Walking Plan, in July 2020, to increase the capabilities of local authorities to plan good active travel infrastructure, including building more expertise and undertaking more evidence-based planning.
- 1.6 The total amount of revenue funding that will be provided in 2021/22 is £30 million, reflecting the government's increased commitment to walking and cycling. The amount of funding for each authority has been calculated according to a formula which takes account of value for money, and the Government's objectives to level up the economy and to support jobs and skills to help the economy recover from Covid-

19. This also took account of population, the Index of Multiple Deprivation (IMD) and propensity for walking and cycling.

What is Monitoring and Evaluation?

- 1.7 Monitoring is the collection of data to check progress against planned targets. It is the formal reporting of evidence that spend and outputs are successfully delivered and milestones met. Monitoring data also plays a key part in evaluation by tracking changes in outcomes over time.
- 1.8 Evaluation is the assessment of the project's effectiveness and efficiency during and after implementation. This includes measuring the causal effect of the project (or elements within the project) on planned outcomes and impacts, assessing whether the anticipated benefits and value for money have been realised and whether any unanticipated impacts occurred. Reasons to evaluate include to:
- Demonstrate how invested funds were spent
 - Understand to what extent the activities achieved their stated objectives
 - Learn from the implementation, in order to improve processes in the future
 - Evidence future bids.
- 1.9 Typically, for larger scale or higher value schemes and programmes it is recommended that an independent organisation is commissioned to carry out monitoring and evaluation activities on your behalf. Given the size of funding awarded to individual authorities via the Capability Fund it is unlikely that doing so in this instance would be appropriate or proportionate. However, authorities are encouraged to use their own judgement about this especially if this funding is being combined with other sources of funding to deliver higher value or larger scale projects or programmes.
- 1.10 This document is designed to provide authorities and officers with guidance to deliver proportionate and appropriate monitoring and evaluation of initiatives funded via the Capability Fund. It should also enable authorities to meet the minimum monitoring and evaluation requirements stipulated by the Department as a condition of funding. Authorities can supplement these monitoring and evaluation activities if they wish to do so.
- 1.11 This approach aims to drive up the quality and consistency of monitoring and evaluation data and facilitate programme level evaluation at the national level. Findings from the national evaluation will be shared with authorities so all are able to learn lessons about what works to inform the design of future activities.

2. Monitoring requirements

- 2.1 All activities or programmes being undertaken using Capability Fund allocations are required to collect and submit monitoring data to the DfT. This information allows the Department to assess whether Capability Fund spending and projects are being implemented and delivered as intended across all local authorities.

Summary of monitoring requirements

- 2.2 As highlighted in the introductory section, all authorities are expected to provide monitoring data on total outputs and spend related to the Capability Fund spend on two occasions - once after six months from funds being received, and then again after 12 months. The precise timings will be confirmed at a later stage.
- 2.3 The information should be captured in the monitoring report template for the Capability Fund that the Department will provide ahead of the six-month reporting stage.

Monitoring data

- 2.4 The monitoring data that authorities will be expected to provide will depend on how they are intending to use their funding allocation.
- 2.5 For those authorities undertaking any behaviour change projects, monitoring data should include the following:
- A breakdown of costs for each of the activities that were listed in the proforma returns.
 - The number of events/initiatives within each of those activities (e.g. the number of led walks, cycling events, travel challenges).
 - The number of participants for each of those activities (e.g. the number of cycle safety trainees, number of participants in a travel planning scheme, number of business grant recipients).
 - Location of activities
 - How the needs of those with a protected characteristic have been addressed in the delivery of proposed projects, as per the proforma returns.

- For authorities that intend to target specific sections of the population (e.g. disabled people, school children) as part of their Capability Fund project activities, they will need to set out whether these targets have been made.
- 2.6 For those authorities intending to use their Capability Fund allocation to support LCWIP or scheme development, or to fund resources to deliver active travel projects, they will be expected to set out achievements in relation to the planned deliverables set out in their proforma returns.
- 2.7 To assist authorities in understanding the make-up of those participating in behaviour change, the Department recommends that information is collected on both the target population (where possible), as well as on participants as part of the engagement and recruitment process. This would greatly assist in understanding how reflective of the target population the participants in these activities are, and also help set the context for evaluation.
- 2.8 Examples of this information include the following:
- For workplace/business activities: Name, location, industry sector, number of employees
 - For engagement with employees: Gender, age, ethnicity, whether they have a health condition that affects their ability to travel/daily activity
 - For school activities: Name, location, number of children attending the school (and the age range)
 - For engagement with school children/parents: Gender, age, ethnicity, whether they have a health condition that affects their ability to travel/daily activity

3. Evaluation Requirements

- 3.1 Alongside the monitoring requirements for the Capability Fund, all authorities are required to provide evaluation data on the individual schemes and activities they are delivering with their funding allocation.

Summary of evaluation requirements

- 3.2 Authorities will be expected to provide information to feed into the three evaluation components - process, impact and value for money evaluation. This section provides a high-level summary of the requirement, with greater detail on the process and impact evaluation included in Sections 4 and 5 respectively.
- 3.3 Authorities are expected to be collecting data for evaluation purposes as they are delivering their Capability Fund activities. This will feed into an evaluation report after 12 months. Authorities will also be expected to continue collecting evaluation data after this point, in order to help the Department better understand longer term impacts of these activities.

Process Evaluation

- 3.4 The process component of the evaluation should address the question, "Did we deliver these activities as we intended to?". This will use and build upon the monitoring data (as described in Section 2) to evaluate whether targets for engagement and participation have been met, and to understand the reasons why those targets have or haven't been met, and to help identify any lessons learnt from delivery of Capability Fund activities to inform future funding for active travel.
- 3.5 As well as helping to evaluate the process and the administration of the funding allocation, this information will help to set the context for evaluating the impacts of these activities.
- 3.6 The process evaluation component will form the main basis of the evaluation report to be delivered after 12 months. Further information and guidance on process evaluation is set out in Section 4.

Impact evaluation

- 3.7 The impact component of the evaluation should address the question, "Did we achieve the intended outcomes for these activities?".
- 3.8 Those authorities delivering behaviour change interventions should consider the following key questions as part of their impact evaluation activities:
- Are those who participated making more walking or cycling journeys than they did previously?
 - What journeys are they now walking and cycling?
 - Are these journeys new, or replacing ones previously made by another mode? If so, which mode?
 - Are they spending more time walking or cycling?
 - How confident/safe do people feel when walking and cycling in their local area?
 - Has the activity created more opportunities for those who have participated? (e.g. access to employment or services, or a general improvement in travel options)
- 3.9 Those authorities undertaking LCWIP or scheme development should evaluate what additional skills and capabilities have been achieved as a result of the Capability Fund, and what impact that has had on LCWIP and scheme development, and how that has had/will have an impact on funding applications.
- 3.10 It is expected that authorities will undertake user/participant research, including user surveys, to provide the necessary evidence to answer these key questions.
- 3.11 The required content, and good practice for impact evaluation design, is set out in Section 5 of this document.

Value for money evaluation

- 3.12 While authorities will not be required to undertake a value for money evaluation, they are encouraged to replicate the analysis undertaken to complete the initial proforma if resources allow.
- 3.13 The Department may also wish to undertake a value for money evaluation within its national evaluation activities, which may incorporate Capability Fund activities for a select number of authorities.

4. Process Evaluation Design

- 4.1 As highlighted in the previous section, the process evaluation component of the Capability Fund will form the basis of the 12-month evaluation report that authorities will be expected to complete.
- 4.2 This chapter provides further details of the required content of the process evaluation: an evaluation of the use of funds and an evaluation of intervention delivery.

Evaluation of Funding use

- 4.3 The evaluation report should include details for each authority on whether they delivered their interventions to the extent set out in their proforma returns, and whether those interventions reached the people/organisations that they were designed to reach. In those instances where these targets were not met, the evaluation report should include details of the reasons for this. Those authorities who are targeting their activities at certain segments of the population will also be expected to set out whether those targets have been met. Similarly, any activities geared towards facilitating access to employment will be expected to set out the extent to which this aim has been achieved by those participating in the scheme.
- 4.4 The evaluation report should also include details how each authority has used their Capability Fund allocations in tandem with other sources of funding (e.g. Access Fund, Active Travel Fund, Walk to School Outreach, Bikeability). This will not only help the Department to better understand the level of integration across funding streams but will also help to understand the effect of that integration on both delivery and impact of planned activities.

Delivery Evaluation

- 4.5 As well as understanding how Capability Fund allocations have been spent, the evaluation report should also include details of how these interventions have been delivered, and whether they were delivered as planned (and the reasons why or why not). Understanding whether these Capability Fund activities are being delivered as intended will help the Department to understand the extent to which the delivery has influenced the impacts of those activities on participants. It will also help to inform any national evaluation focused on certain activity types or outcomes if this

information is collected, and identify any lessons learnt from delivering these projects that should be noted for future funding and delivery.

- 4.6 Authorities should be looking to collect some of this information from those involved in delivery, such as training providers, those leading any led walks or cycles, or those involved in the administration of any workplace/school-based challenges or travel planning activities. Authorities are also encouraged to engage with any other relevant stakeholders who may be able to provide useful feedback on delivery, even if they have not been directly involved in delivering activities, such as schools or employers.
- 4.7 In addition, feedback should be sought from participants to identify any lessons learnt or ways in which future delivery could be improved. Templates for this information have been included in some of the questionnaires, which should be adapted to reflect the activities being undertaken in each authority. This data should also be included within the evaluation report, although in some cases this data won't be available in time for the evaluation report.

5. Impact Evaluation Design

- 5.1 As set out in Section 3, authorities will be expected to collect evaluation data to understand the impact of their interventions. This section details good practice design guidelines for the research that will form the core of the impact evaluation. It is intended to ensure that authorities feel comfortable in designing research that will deliver robust, reliable, and fit-for-purpose outputs that can inform evaluation at a local, and national level.

Defining the scope

- 5.2 The range of behaviour change activities that can be funded through the Capability Fund means that the objectives of those activities will vary. As such, the starting point for authorities in undertaking impact evaluation is to agree upon the objectives it wishes to measure. The main objectives to consider are those that were highlighted in Section 3, on changes to the amount of time spent walking or cycling, the trips made by walking or cycling (the number of trips, the reasons for travel, and the mode of travel used previously), feelings of safety and confidence in walking and cycling locally, and the creation of opportunities for those participating in Capability Fund. Authorities should firstly consider which of these are appropriate for their activities, and consider whether there are additional objectives to consider, or whether these objectives are targeted at specific groups.

Defining the population

- 5.3 Once an authority has decided on the questions it wishes to answer, it will need to determine who these questions need to be asked of - the population of interest. For many of these activities, the population will be the attendees/participants/recipients of the activities/initiatives in question.
- 5.4 Another important component in defining your population is to determine its demographic composition, as much as it is possible to do so. This includes key indicators such as gender, age, ethnicity, disability, household income and/or socio-economic status. Other factors that could be considered are employment status, household composition, car/van access and religion.
- 5.5 The best way to collect much of this data is as part of the registration process for these activities - questions have been included in Annex A that can be used as

templates. Note that if you are collecting information about subjects considered as protected characteristics (such as ethnicity, health, and religion) then this is subject to greater levels of data protection. Authorities should consult the Information Commissioner's Office website for further information.

- 5.6 In some instances, it may not be possible to collect a comprehensive demographic picture of the population of interest, either due to a lack of available information or due to data protection issues. Authorities in these cases should take a proportionate approach in determining the level of effort made to understand the profile of participants.

Sampling and representativeness

- 5.7 Typically, in any form of research, we want to understand how the people who have participated in the research a) have been recruited and b) are representative of the population they have been drawn from. For the purposes of this evaluation, we therefore want to ensure that those who participate in the research are representative of those who have participated in Capability Fund activities.
- 5.8 To this end, authorities should seek to collect key demographic information about those participants as part of this research. These key demographic questions are contained in the questionnaire templates in Annex A-D in this document. Whatever information can be collected, authorities should have a good understanding of the implications on the representativeness of the survey results and how this will be accounted for when collecting, analysing, and reporting data and interpreting the results. From the outset it is important to know whether the results of this research can be generalised to all participants in the activity, or whether we can only be sure that they represent the views of those who completed the survey.
- 5.9 There will be a dedicated section in the evaluation report template which will cover these details, asking authorities to highlight any differences between the research sample and the activity participants that they consider to be relevant to the research findings.

Establishing a comparison group

- 5.10 Where possible, authorities are also encouraged to consider whether it will be possible to identify and conduct research with a comparison group, i.e. a group with similar characteristics to those participating in an activity to enable comparison of results. While undertaking research solely with those who have participated will provide an understanding of the impacts on participants, creating a comparison group who are very similar to the participant group, but who are not (or at least not yet) participating in the activity, allows us to much more directly attribute those impacts to participation.
- 5.11 The ability to conduct research with a comparison group will depend on a number of factors:

- The scale of the activity - larger scale interventions are more likely to result in a sufficiently large group of participants that can be more meaningfully compared to the comparison group
- Can a meaningful comparison group be identified and recruited? There may not be a suitable segment of the population that can provide the required comparison.
- Is there a straightforward way of recruiting a comparison group? While a comparison group may exist, it may not be possible, or it may require a significant amount of effort to locate them.
- Are you likely to be able to retain engagement of this group for the same period as you intend to engage with activity participants? The value of this exercise is in retaining the comparison group to do surveys at the same time as activity participants, so if this is not possible, then there is little merit in establishing this comparison.

Authorities should consider these factors in determining whether recruiting a comparison group is a) possible and b) worthwhile.

5.12 Some examples of potential comparison groups that could be easier to locate and engage with as part of any research include the following:

- Another group within the same organisation, school or local area, but who are not participating in the activity
- A group who will participate, but a later date (e.g. where an activity is oversubscribed and a 'waiting list' of future participants is created).

Additional research

5.13 As highlighted in section 3, we anticipate that the majority of the evaluation research activities for the Capability Fund will be focused on user/participant surveys. These surveys are very useful in understanding travel behaviour among the participation of interest. However, they may not be appropriate for the activity in question, depending on the number or characteristics of participants, or they may not fully answer the research questions.

5.14 When designing the approach to research authorities should consider whether user surveys could be supplemented by other, more qualitative research such as focus groups or one-to-one interviews.

5.15 Qualitative research could help authorities gain a more detailed and in-depth understanding of attitudes or motivations behind behaviour change and of barriers to acceptance and use. It could also be used to help explain the results of user surveys, or to help generate ideas about how to improve scheme design and encourage mode shift.

5.16 If qualitative research is also undertaken, it is important to remember that the sample would be smaller than for any user surveys. The research sampling approach should still take account of demographic and other variables of interest to ensure coverage of key groups within the target population.

5.17 Some authorities may also be using their capability funding to support their delivery of new infrastructure. In this instance, the impact evaluation guidance in the main body of this document is unlikely to be appropriate, with manual or automatic counts the most appropriate method of evaluation. Guidance on undertaking count surveys is included in Annex E.

6. Data Collection Guidance

When to collect data

- 6.1 Across all data collection methods, data should be collected in 'neutral' months, wherever possible. These are months not during school holidays.
- 6.2 There may be exceptions to this approach, such as events or activities that may be designed to take place during holiday periods. Where this is the case, this should be reported alongside any results or findings so that the context is fully understood.
- 6.3 Authorities should inform the Department of any factors/contextual issues (e.g. timings of data collection, weather, road works) that could bias the results. This information should be included in the designated section within the evaluation report and alongside any data provided to the Department. Seasonality will have an impact on walking and cycling levels, and the extent to which people may wish to start making or increase the number of journeys they make by walking or cycling.
- 6.4 All activities should be undertaken in a way that adheres to health and safety regulations and aligns with and accounts for any restrictions currently in place, including those introduced in response to Covid-19. It is the local authority's responsibility to identify what restrictions are currently in operation and develop their plans accordingly. See the Conducting Research during Covid-19 section for further information about conducting research during Covid-19.

Timeframe for collecting the data

- 6.5 To track changes over time, evaluation data needs to be collected before a project or activity begins, in order to provide a baseline against which all future data collection can be measured.
- 6.6 Further data should then be collected at an appropriate time shortly following activity completion or participation. This should provide immediate feedback and help to understand future intentions for travel.
- 6.7 Data should also be collected at a later stage, at least six months after activity completion or participation. This is to understand whether any initial or intended

changes to travel choices has been sustained. The precise timings however may need to vary based on some of the factors highlighted in the 'Timings' section above.

- 6.8 We would also encourage all authorities to continue to collect this data beyond six months (e.g. after 12 or 18 months), to better observe and understand longer term changes. However, there needs to be a balance between frequency of data collection and a proportionate monitoring approach. Regardless of the frequency of data collection, the data should be collected in a consistent and comparable fashion at all times. For those authorities who have established a comparison group alongside their participation group, they should ensure that research is conducted with both groups at the same time.
- 6.9 Undertaking data collection over this longer period of time is likely to result in some dropout among survey respondents. While best efforts should be made to retain as much of the sample as possible, some attrition should be expected. Authorities should detail this information within their evaluation report, such as the overall level of dropout, and whether this has affected any particular sub-groups of their sample more than others.

Confounding variables

- 6.10 Aside from Capability Fund activities, there are likely to be many other factors that may affect observed changes in travel behaviour. For example, a road closure, weather conditions, a change in Covid-19 restrictions. These factors should be considered where possible in the planning of data collection and if relevant, confounding factors should be recorded in the evaluation reporting to give context to reported results.
- 6.11 Other funded schemes (e.g. from the Transforming Cities Fund, the Active Travel Fund or the e-cycles pilot) may also be underway in the area at the same time as activities being funded by the Capability Fund. These could affect overall walking and cycling levels in the area. These should be included in the reporting of the findings to provide context.

Conducting Research during Covid-19

- 6.12 When designing any monitoring and evaluation activities, authorities must be mindful of current restrictions in place to manage the Covid-19 pandemic. This may limit the choice of data collection methods available and/or influence the way in which research can be carried out.
- 6.13 If social distancing advice or restrictions are in place it is advised that no face-to-face survey and research activity should take place inside participants' properties, and doorstep recruitment should be avoided. Instead, online, telephone and postal methods should be employed where possible.
- 6.14 If face-to-face methods are considered the most appropriate way to reach certain groups of the target population, authorities and their research partners should abide by the latest guidance produced by the Market Research Society (MRS) at www.mrs.org.uk/resources/coronavirus. This sets out guidelines for safe conduct of

face-to-face research. Consideration must be given to whether it is appropriate, feasible, ethically and legally sound to conduct research in this way when scoping the research design, with alternative approaches also given consideration.

6.15 Ultimately those conducting or commissioning research should minimise - and avoid where possible - any possible annoyance or distress resulting from the research process.

6.16 Regardless of the chosen data collection method, when planning research, authorities should consider the following questions:

- Is it appropriate and proportionate to engage respondents in research at this time? Is it possible to reach a sufficient and/or representative sample?
- What is the potential impact of the current situation on the target population? Some individuals may currently be experiencing very difficult circumstances so it may not be appropriate to impose additional burdens on them.
- Is there a reputational risk to continuing in these circumstances?
- Are there any risks to the health and well-being of data providers or data collectors?
- Will interviewers require additional training, e.g. if working with individuals in distress?
- What would the impact of stopping data collection part way through (e.g. as a result of new advice/restrictions) have on the quality of the research and the decisions it is being used to inform?

Timings

6.17 For any proposed online data collection, a minimum of two weeks is recommended. Some approaches (e.g. face-to-face data collection after an activity) may take less time, whereas others (e.g. telephone or postal surveys) may take more. Data collection should be limited to no more than four weeks in any format. If uncertain, officers should seek the guidance of any technical experts within their local authority to advise on recommended timings depending on the method chosen or contact the Department directly for guidance.

6.18 While the core questionnaires that authorities should be using for impact evaluation are provided within the annexes of this document, it is for authorities themselves to decide how best to administer these questionnaires. They may also wish to include additional questions relevant to them. It is also important that sufficient time is allowed for set up and test any surveys before data collection. This will ensure for any online surveys that weblinks and survey programming both work correctly and ensure that paper surveys are designed and formatted appropriately.

6.19 Depending on how participants are recruited and on the data collection method used, authorities should allow up to four weeks to complete the initial data collection process, from survey design and testing through to data collection and data processing.

6.20 Authorities may wish to consider ways in which they can encourage higher/faster responses to keep these timings as short as possible. This includes the use of initial

notifications to let people know to expect a request for participation and reminders once the survey has gone live. Sharing findings and results (e.g. from post-activity surveys) has also been shown to encourage continued participation.

6.21 As highlighted earlier in section, it is important to also be mindful of the impact of the holiday period and other contextual factors which could impact on the level of survey responses that can be achieved when planning the research.

Recruitment and continued participation

6.22 Key to the success of this evaluation will be successfully retaining a sufficient sample size across each stage of the evaluation, whose responses at each stage can be linked together to allow for robust, reliable conclusions to be drawn. It is therefore important that:

- The initial response rate to the pre-activity questionnaire is as high as possible
- As many respondents as possible are retained for the post-activity questionnaire and follow-up
- It is straightforward to link the same person's responses across the different surveys, ideally in a way that doesn't require input from that person and that ensures the research is still compliant with GDPR legislation
- As much information as possible is retained from the pre- and post-activity surveys to reduce the respondent burden.

6.23 The use of initial notifications ahead of an activity is a useful way to engage with potential participants at an early stage, if it is feasible to do so. Designing this data collection into the sign-up process and into the 'on the day' activity is an extremely helpful way of achieving a high response rate and minimising the respondent burden.

6.24 It is vital that the re-contact question included in each of the questionnaires is asked throughout, to ensure that we have the required permission of respondents to retain their contact details to be able to return to them with further surveys. This includes the six months follow up survey in case any further follow up is undertaken.

6.25 A good approach to linking information between surveys is to create a unique code or identifier for each respondent the first time they fill in the survey. This could also be in the form of a registration number (which participants may be more likely to remember). When invited to participate in future surveys, this code can be sent electronically/by post to participants to use at the start of the survey so that their new responses can be linked to their previous responses.

Research Ethics

6.26 Those conducting, commissioning or managing social or market research, including user/participant surveys, have a responsibility to ensure that research is conducted using appropriate methods and that the rights and interests of all those involved in the research process are protected.

6.27 Authorities should ensure that research is conducted in a manner that:

- ensures valid, informed consent is obtained before individuals participate in research;
- takes reasonable steps to identify and remove barriers to participation;
- avoids personal and social harm;
- protects the confidentiality of information about research participants and their identities; and
- protects against distortion and bias in the interpretation of findings.

6.28 Further detail on each of the above principles can be found in the Government Social Research Ethical Assurance Guidance.

6.29 In the current climate it is even more important to avoid personal and social harm, and to protect the physical, social and psychological wellbeing of research subjects at all stages of the research process, authorities and anyone conducting surveys on their behalf should endeavour to anticipate and guard against any possible harmful consequences of participation in research.

Data Protection

6.30 Conducting evaluation through survey-based methods will require the collection and processing of personal data. Authorities should ensure that the principles, practices and processes set out in the General Data Protection Regulation (GDPR) are adhered to.

6.31 The GDPR aims to ensure that data about individuals is collected and used fairly and responsibly. It sets out seven key principles that lie at the heart of data protection⁷[no footnote], and details of roles and responsibilities of different actors in the process.

6.32 All organisations must specify a lawful basis for processing personal data and be upfront about how data will be used. The most likely lawful basis for user surveys to support the delivery of Capability Fund activities and programmes will be 'public task', whereby 'processing is necessary to perform a public interest in official functions'. However, authorities are encouraged to undertake an assessment to determine the most appropriate basis.

6.33 Whilst the GDPR is similar in many ways to its predecessor, the Data Protection Act (1998) there are some key differences. Authorities should be mindful of this when consulting resources and guidance on survey design and research produced before 2018 that refer to data protection requirements. Note that the questionnaire templates are designed to be GDPR compliant.

6.34 Further information about GDPR and the implications for research can be found on the Information Commissioner's Office website. The UK government has also produced a guide to GDPR which may be helpful: www.gov.uk/government/publications/guide-to-the-general-data-protection-regulation. Your organisation's Data Protection Officer should also be able to provide support.

7. Questionnaire Design

- 7.1 In order to best meet the requirements set out earlier in this document, a set of questionnaire templates have been developed, for authorities to use in their impact evaluation activities. These can be found in Annexes A, B, C and D.
- 7.2 This section is designed to summarise the content within each questionnaire, as well as guidance for any additional content authorities may wish to include.

Key principles of survey design

- 7.3 Surveys should be:
- Engaging and relevant to the respondent.
 - Neutral and independent in tone. Questions should be phrased in a neutral way and avoid leading respondents towards a particular response.
 - Well-structured with a logical flow.
 - Easy to answer. Questions should be clear, comprehensible and unambiguous. They should deal with a single issue or topic. Respondents should be able to select a response that expresses their perspective including 'don't know', 'prefer not to say' or 'other' where appropriate.

Survey length

- 7.4 To maximise the rate of response to the survey and minimise the burden on respondents, authorities should aim to keep surveys as short as possible, with the focus on the core questions highlighted later in this section. This will also ensure that only the minimum data required is collected and processed as part of this exercise.
- 7.5 Questionnaire length will vary depending on the number and type of schemes being assessed and the data collection methods used. However, it is advisable to aim for a questionnaire that takes no more than 10-15 minutes to complete.

Survey structure

- 7.6 Questionnaire templates have been provided in Annexes A, B, C and D for authorities to use for pre-activity, post-activity and follow-up surveys. This is the core

content that all authorities undertaking behaviour change activities are expected to provide. However, there may be further questions that authorities may wish to include that are more specific to their area or their projects. These should be included after the core questions.

- 7.7 For any authority seeking to develop additional questionnaire content, consider the aims and objectives of the research, and the data collection methods employed.
- 7.8 The questionnaire templates have been designed with good practice in mind - any additional content should also adhere to the following guidance:
- The survey should have a brief description at the beginning detailing the purpose of the survey and how data will be used - this will provide useful context for respondents and help to engage them in the process, especially if they can see how their participation in the survey could make a difference to decision-making.
 - Move from general to more specific lines of questioning - this is particularly helpful when introducing new concepts or ideas as it can warm up respondents and get them thinking about the broad topic area so they are better placed to provide a considered response to new proposals.
 - Group questions on similar topics or themes together - this will help respondents to navigate through the survey with ease. It can also prevent duplication by helping to identify if the same thing is being asked in different ways, and aid prioritisation of topics and questions.
 - Think carefully about the order in which questions are presented - which questions may influence responses to other questions - is this something to leverage or avoid? Which questions are a priority?
 - Ask about personal information at the end of the survey - doing this too early can be off-putting and cause respondents to drop out. The risk here is that respondents won't complete the survey and this data not provided for the full sample.

Question development

- 7.9 For any survey questions being developed alongside the core questions developing survey questions, consider carefully:
- How many open-ended or free-text questions to include - the analysis of these types of questions can be quite time-consuming and burdensome. Where possible, create a list of answers respondents can choose from and include an 'other, please specify' category to capture views not reflected in the list. It is helpful to draw on existing data and evidence to create the answer categories.
 - How questions that enable respondents to select more than one answer will be used and analysed - thinking about this when designing the questionnaire will aid with analysis and interpretation later, and help determine the most appropriate way to capture multiple choices (e.g. general selection vs. ranking).
 - Which, if any, questions to make mandatory. If this function is used, always ensure there is an option that enables respondents to withhold information (e.g. 'prefer not to say') or to express where they don't have an opinion (e.g. 'don't know', 'not applicable').

7.10 You will also need to consider the overall content, and how many questions can realistically be included in the survey - this will be determined by both the desired survey length and resource available. The more questions included in the survey, the more burden there will be on respondents and the greater chance of drop out. The more data collected, the longer it will take to write the survey and analyse the data which could also have cost implications. When selecting which questions to include it is helpful to ask, 'what will I do when I have the answer' and 'how will it add understanding or aid decision-making'?

Core survey content

7.11 Annex A provides a questionnaire for those activities that would typically take place on a single day, such as community active travel events, led walks and cycles, or one-off training sessions. This is designed to capture information from participants about the following:

- Frequency of travel across different modes
- The reasons why people already walk and cycle (and how frequently they do so)
- Feelings of safety and confidence
- Personal and household characteristics

7.12 This should capture a baseline of information from participants before they take part (ideally at the point of recruitment), to be able to then measure all future data collected against that baseline.

7.13 This questionnaire includes questions to collect feedback on participation to feed into the process evaluation - again the content will also depend on the aspects of the activity you want to evaluate. It also includes questions about future intentions for travel following participation. This will provide useful monitoring data on the potential impact of participation and offer a validation/comparison to the follow-up data collected six months later.

7.14 Annexes B and C provide questionnaires more geared towards participation over a longer period of time, such as part of a travel challenge, or a series of training sessions. Annex B includes the pre-activity questionnaire material, similar to pre-activity questions included within Annex A. Annex C includes the immediate post-activity questionnaire material, again similar to that in Annex A, but with additional content which looks to understand more about respondents' travel throughout their participation, alongside questions evaluating the activity, and their future travel intentions.

7.15 Respondents should also be asked if any of their personal or household characteristics (e.g. bicycle ownership, household income) have changed since they completed the pre-activity questionnaire. This is included in the questionnaire templates.

7.16 Annex D provides a follow-up questionnaire to Annex A, B and C, to be completed at least six months after participation, which is designed to mirror much of the content in the pre- and post-activity questionnaires.

- 7.17 The questions on current travel choices are framed in an identical way to those asked in the pre-activity questionnaire, to be able to observe change over time. Further questions are included to understand participants' perceptions of their walking and cycling travel. These have been included to understand the levels of mode shift to or from active travel modes, rather than to observe change over time.
- 7.18 Respondents should again be asked whether any of their personal or household characteristics have changed since their participation, so that any changes can be accounted for in the evaluation. As highlighted in the Recruitment and continued participation section (6.22 – 6.25), it is very important that an individual's responses can be linked across different surveys (through a registration or ID number given to participants, or a unique identifier or code assigned to the data once it has been captured), so that any changes to their behaviour/activities can be most accurately captured.
- 7.19 Those authorities who have included a comparison group within their evaluation should ensure that the comparison group complete the same surveys as the participant group, apart from the questionnaire in Annex C, as they will not have participated in the activity themselves. It is important that the same questions are asked across both the control and participation groups, to ensure reliable comparisons can be made, with the exception of any questions about the specific activity.

8. Reporting and Communicating Findings

- 8.1 Along with a consistent approach to data collection, the Department is also asking that authorities report on the outcomes and findings of their impact evaluation in a consistent way.
- 8.2 This chapter provides guidance on data analysis and how to report findings, together with the expectations on what outputs you will need to send to the Department.

Data Analysis

- 8.3 Once data collection is complete it is important that data is cleaned and processed before it is analysed. This will help to pick up errors in the data, identify where data is missing or duplicated, and ensure responses are recorded in a consistent format.
- 8.4 Responses to open-ended questions will need to be reviewed and assigned codes to understand the prevalence of views amongst the sample. The same will be required for answer categories which allowed respondents to write in their own answer (e.g. 'other, please specify').
- 8.5 The next step is to understand who has responded to the survey. This includes the total number of respondents, how this breaks down by sub-group of interest (e.g. age, mode use, route use etc.), and how representative the sample is of those who have participated. This will determine both what analysis can be undertaken and how findings should be reported.
- 8.6 It is recommended that data analysis is undertaken by specialists with expertise in processing and managing data and a good understanding of statistical principles. This will help to ensure that good practice is followed, analysis is appropriate, and results are not misleading.

Reporting and Communicating Findings

- 8.7 Authorities will be expected to complete an evaluation report setting out the results and findings of their evaluation activity, which should cover all activities undertaken using their Capability Fund allocation. For each of the intended outcomes of those activities, authorities will be expected to set out the available data on the extent to

which those outcomes have been achieved. A template for this evaluation report will be provided to all authorities by the Department.

- 8.8 Authorities will also be expected to provide the department with data tables for the core questions included in all surveys, as set out in the templates within this document. All data tables should be provided in MS Excel format, and example layouts will be provided at a later date for authorities to use as a guide.
- 8.9 The section below sets out good practice for communicating results from research, including advice on what technical information about the study should be shared, and principles of good practice when presenting data and reporting findings.

Research design and methods

- 8.10 Good research reports should be transparent and open to scrutiny. This means being upfront about how the research and analysis was conducted, and the strengths and limitations of the approach used. This enables readers to come to their own judgement about the quality and robustness of the research and reliability of the findings.
- 8.11 Information that should be provided as standard includes details about:
- The sample structure - how it was defined, which groups were included, representativeness of the population
 - Data collection method(s) used
 - Timeframe during which data was collected (i.e. fieldwork dates)
 - Number of people invited to participate in the survey
 - Number of people that completed the survey
- 8.12 This information should be provided at an aggregate level (for example, across all cycle maintenance training sessions, or across all led walks, as opposed to each individual session or activity). If an authority feels that there is any relevant information about individual activities that may affect or explain the research outcomes, then that should be included alongside the data itself.
- 8.13 Details about the sample and methodology should be included in the main body of any reporting.
- 8.14 Judgement should be used when producing summary reports or communicating high-level findings publicly to ensure that suitable and sufficient context is provided to ensure that results are not misinterpreted.

Presenting data

- 8.15 Take a consistent approach to presenting data where possible, especially when referring to responses to the same question.
- 8.16 Presenting data in a visual way can aid understanding and increase engagement. It can also be an efficient way to communicate differences in opinion about different

ideas or between different groups. The following paragraphs provide advice on best practice when using visuals to present data.

- 8.17 Visuals should be simple, clear and be easy to understand without additional explanation or the need for translation. Titles and labels should be used to explain what the visual is depicting, and legends included to denote what different colours or icons are being used to represent.
- 8.18 Take a proportionate approach to using visuals - use them to present complex information which may be difficult to explain via narrative alone, or to highlight key findings.
- 8.19 Where tables, graphs, charts, and other aids are used to present or visualise the data they should be labelled correctly and include details of how many people responded to a given question.
- 8.20 Where analysis of results is broken down by sub-group, details of how many people within that sub-group responded to a given question should be included. Footnotes can be used to avoid detracting from the findings or disrupting the narrative flow of the report.

Interpretation of findings

- 8.21 Research practitioners and commissioners have an ethical responsibility to report research findings fairly and honestly.
- 8.22 It is not necessary to present all the analysis undertaken within a narrative report. Full data tables can be provided as annex for this purpose or made available on request. Not only does this facilitate transparency, it enables the analysis to be replicated by someone else, thereby engendering trust in the outputs.
- 8.23 When selecting what data to include in analysis and which findings to highlight in reports it is important not to distort the results, for example by only including positive responses, using the data to tell a particular story or reporting findings out of context.
- 8.24 Other common mistakes to avoid include misattributing and exaggerating findings. For example, if the sample of respondents who completed the survey was not representative of the wider population or recruited in a way that allows survey results to be generalised to the wider population, it would be misleading to attribute those findings to the population as a whole. In such circumstances, it would be appropriate to state that '90% of people surveyed walked and cycled more'. It would not be appropriate to state that '90% of residents in the local area walked and cycled more'.
- 8.25 It is generally good practice to utilise the question wording when reporting the results to avoid misrepresenting the data and to ensure that the tone and language used remains neutral and unambiguous.

9. National Evaluation

- 9.1 The evaluation requirements set out in the previous section should provide useful evaluation data for individual authorities, as well for the Department. There may also be a requirement for local authorities to take part in a national evaluation. The scope of any national evaluation of the Capability Fund is still to be determined but is likely to consider similar activities being undertaken by different authorities, or across authorities looking to achieve similar outcomes from what they intend to deliver.
- 9.2 The aim of the national evaluation is to better understand and learn lessons about what works in relation to specific activities funded via the Capability Fund. It will comprise process, impact and value for money evaluation and seek to provide recommendations and guidance on good practice.
- 9.3 The scope of the national evaluation will be, at least in part, based on the collective proforma returns in terms of the most common activities planned and the most common achievements sought. It is also likely to focus on the process and impact evaluation components highlighted in the previous section of this guidance. As such, the requirements set out in this guidance for local authorities to complete aim to minimise the need to collect additional information for the national evaluation.
- 9.4 Any proposed national evaluation will draw a sample of local authority areas undertaking the activities of interest. These authorities will be required to provide data to and collaborate with the national evaluator.
- 9.5 The value and quality of any national evaluation will be dependent on receiving consistent data from local authorities. The questionnaire material, together with the guidance on data collection in the previous section should be used by all local authorities to ensure a consistent approach to data collection.
- 9.6 Further details of the content and timings of a National Evaluation will be shared later in the year once an evaluator has been appointed.

10. Next Steps

- 10.1 As part of their proforma returns, authorities have been asked to set out their planned monitoring and evaluation activities for their proposed Capability Fund allocation. These returns will be used to help identify areas where the Department could provide further support.
- 10.2 The returns will also be used to understand whether this guidance document requires additional content, such as additional questionnaire material, or guidance for specific surveys.
- 10.3 For any additional advice, guidance and/or feedback, please do not hesitate to contact the Department at Local.Evaluation@dft.gov.uk

Annex A: Behaviour Change Impact Evaluation - Questionnaires for one- off/single-day activities or events

- A.1 This Annex is designed to provide a template questionnaire for Local Authorities to use when collecting information from participants in behaviour change initiatives where the participation is on a single day or at a single event (e.g. attending a led walk or cycle, a community active travel event, or a one-off maintenance or security training session).
- A.2 The questionnaire contains the core questions that all authorities are expected to include, in the order in which they should be asked.
- A.3 Please note that questions about both walking and cycling are included here. In the instances where the activity/intended outcome is focused only on one of those modes, Local Authorities can choose to include only the questions related to that mode.
- A.4 Instructions are included throughout which should be used if participants are being asked to complete the survey themselves.
- A.5 For activities of this nature where participants are recruited some time before the event/activity, Authorities should consider how the questions contained in this Annex could be built into the recruitment process, in order to reduce the respondent burden and encourage response rate on the day of the activity.
- A.6 This questionnaire template includes questions about participants current situation and travel behaviour (Q1-11, and Q24 onwards), as well as post-activity questions about future travel intentions (Q12 – Q23). Authorities should consider the most appropriate point before, during and after the activity to ask these questions.
- A.7 Authorities are also reminded to ensure that a unique identifier, code, or variable is created for each respondent at this stage, to ensure that any further data that is collected can be tracked at an individual level.

Introduction

A.8 Thank you for choosing to participate in [insert name of the activity here]. Before you take part in the activity, we'd like to ask you some questions about your current travel and the journeys that you typically make. This information will be extremely useful in helping us to understand the impact of [insert activity name here] on those who have taken part. These questions should take you no more than 5-10 minutes to fill in.

Current travel

Q1. Firstly, we'd like to know a little more about how you **currently travel**. On average, how often would you say that you currently travel using each of the following:

	5 or more days a week	3 or 4 days a week	1 or 2 days a week	Once or twice a month	Less than once a month	Never
a) Car or van (as the driver)						
b) Car or van (as passenger)						
c) Bus, minibus, or coach						
d) Underground, metro, light rail or tram						
e) Train						
f) Taxi or minicab						
g) Motorcycle, scooter or moped						
h) Bicycle, e-cycle, adapted cycle						
i) Walk for at least 10 minutes as part of your journey						

Q2. (If Q1 h) = 'Never', skip to Q3) On average, how often would you say you **travel by bicycle, e-cycle or adapted cycle** for each of the following reasons:

	5 or more days a week	3 or 4 days a week	1 or 2 days a week	Once or twice a month	Less than once a month	Never

a) To go to/from your place of work						
b) To go to/from your place of education (e.g. school, college, or university)						
c) To go somewhere for personal business (e.g. travelling to an appointment)						
d) To visit friends or family						
e) To go food or grocery shopping						
f) To go shopping for things other than food						
g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)						
h) To do exercise or for recreation						
i) For other reasons (please specify)						

Q3. (If Q1 i) = 'Never' skip to Q4) On average, how often would you say you **walk for at least 10 minutes as part of your journey**, for each of the following reasons:

	5 or more days a week	3 or 4 days a week	1 or 2 days a week	Once or twice a month	Less than once a month	Never
a) To go to/from your place of work						
b) To go to/from your place of education (e.g. school, college or university)						
c) To go somewhere for personal business (e.g. travelling to an appointment)						
d) To visit friends or family						
e) To go food or grocery shopping						
f) To go shopping for things other than food						

g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)						
h) To do exercise or for recreation						
i) For other reasons (please specify)						

Q4. (If Q1 h) = ‘Never’ skip to Q5) On average, how much time do you spend **cycling** per week? Please include any casual cycling in your local area, any cycling in the countryside or on cycling routes, cycling to or from work or any competitive cycling. Please do not include any time spent cycling on a static or exercise bike.

- Two or more hours per week
- Between one and two hours per week
- Between 30 minutes and one hour per week
- Less than 30 minutes per week
- Don't know/unsure

Q5. (If Q1 i) = ‘Never’ skip to Q6) On average, how much time do you spend **walking** per week? Please include any country walks, walking to and from work or the shops and any other walks you may have done. Please exclude time spent walking around shops.

- Two or more hours per week
- Between one and two hours per week
- Between 30 minutes and one hour per week
- Less than 30 minutes per week
- Don't know/unsure

Vehicle ownership

Q6. How many vehicles does your household own or have continuous use of at present?

	None	One	Two	Three or more
Car or van				
Motorcycle or moped				

Q7. Do you own or have use of any of the following? (this could include vehicles that you own, loan, hire or use that belong to someone else [e.g. a family member or friend.]

- Bicycle
- E-cycle
- Adapted cycle
- Adapted e-cycle
- None of the above

Safety and Confidence

Q8. Before today's activity/event, how safe did you feel cycling on roads in your local area?

- Very safe
- Safe
- Not very safe
- Not at all safe
- Unsure/don't know

Q9. And how confident did you feel about cycling on roads in your local area?

- Very confident
- Fairly confident
- Not very confident
- Not at all confident
- Unsure/don't know

Q10. how safe did you feel walking in your local area?

- Very safe
- Safe
- Not very safe
- Not at all safe
- Unsure/don't know

Q11. And how confident did you feel about walking in your local area?

- Very confident
- Fairly confident
- Not very confident
- Not at all confident
- Unsure/don't know

The next section (Q12-23) is designed to be asked after completion/participation of the activity or event.

Your experience of [Insert activity name here]

Q12. Overall, how would you rate your experience of taking part in [Insert activity name here]?

- Very good
- Good
- Poor
- Very poor
- Unsure/don't know

Q13. How would you rate the following aspects of [Insert activity name here]?

	Very good	Good	Poor	Very poor	Unsure / do not know
Authorities should add in different aspects of their activities that they would like feedback on from participants. Below are some high-level examples.					
Delivery of the activity					
Organisation of the activity					
Ease of sign-up/registration					
Online resources related to the activity					
Any paper/physical materials/resources related to the activity					

Q14. What aspects of [Insert activity name here] do you think worked well?

Q15. In what ways do you think [Insert activity name here] could be improved?

Q16. How likely would you be to recommend [Insert activity name here] to someone else?

- Very likely
- Likely
- Unlikely
- Very unlikely
- Don't know/unsure

Future travel intentions

Q17. Having taken part in [Insert activity name here], how often do you expect to travel by each of the following modes:

	5 or more days a week	3 or 4 days a week	1 or 2 days a week	Once or twice a month	Less than once a month	Never
a) Car or van (as the driver)						
b) Car or van (as passenger)						
c) Bus, minibus or coach						
d) Underground, metro, light rail or tram						
e) Train						
f) Taxi or minicab						
g) Motorcycle, scooter or moped						
h) Bicycle, e-cycle or adapted cycle						
i) Walk for at least 10 minutes as part of your journey						

Q18. (If Q17 h) = 'Never' skip to Q19) In future, how frequently do you expect to **travel by bicycle, e-cycle or adapted cycle** for each of the following reasons:

	5 or more days a week	3 or 4 days a week	1 or 2 days a week	Once or twice a month	Less than once a month	Never
a) To go to/from your place of work						
b) To go to/from your place of education (e.g. school, college or university)						
c) To go somewhere for personal business (e.g. travelling to an appointment)						

d) To visit friends or family						
e) To go food or grocery shopping						
f) To go shopping for things other than food						
g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)						
h) To do exercise or for recreation						
i) For other reasons (please specify)						

Q19. (If Q17 i) = 'Never' skip to Q20) In future, how frequently do you expect to travel **walk for at least 10 minutes as part of your journey**, for each of the following reasons:

	5 or more days a week	3 or 4 days a week	1 or 2 days a week	Once or twice a month	Less than once a month	Never
a) To go to/from your place of work						
b) To go to/from your place of education (e.g. school, college or university)						
c) To go somewhere for personal business (e.g. travelling to an appointment)						
d) To visit friends or family						
e) To go food or grocery shopping						
f) To go shopping for things other than food						
g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)						
h) To do exercise or for recreation						
i) For other reasons (please specify)						

Q20. How safe do you now feel cycling on roads in your area?

- Very safe
- Safe
- Not very safe
- Not at all safe
- Unsure/don't know

Q21. How confident do you now feel about cycling on roads in your area?

- Very confident
- Fairly confident
- Not very confident
- Not at all confident
- Unsure/don't know

Q22. How safe do you now feel walking in your local area?

- Very safe
- Safe
- Not very safe
- Not at all safe
- Unsure/don't know

Q23. How confident do you feel now about walking in your local area?

- Very confident
- Fairly confident
- Not very confident
- Not at all confident
- Unsure/don't know

About you

We would now like to ask a few final questions about you and your household.

Q24. Are you:

- Male
- Female
- Prefer to self-describe as _____ (non-binary, gender-fluid, agender, please specify)
- Prefer not to say

Q25. Which age group do you fit into? Choose one only

- Under 14
- 14 – 15

- 16 – 17
- 18 – 24
- 25 – 34
- 35 – 44
- 45 – 54
- 55 – 64
- 65+
- Prefer not to say

Q26. How would you describe your ethnic group? Choose one option that best describes your ethnic group or background

- White
 - English / Welsh / Scottish / Northern Irish / British
 - Irish
 - Gypsy or Irish traveller
 - Any other White background, please describe.....
- Mixed / Multiple ethnic groups
 - White and Black Caribbean
 - White and Black African
 - White and Asian
 - Any other Mixed / Multiple ethnic background, please describe.....
- Asian / Asian British
 - Indian
 - Pakistani
 - Bangladeshi
 - Chinese
 - Any other Asian background, please describe.....
- Black / African / Caribbean / Black British
 - African
 - Caribbean
 - Any other Black / African / Caribbean background, please describe.....
- Other ethnic group
 - Arab
 - Any other ethnic group, please describe.....
- Prefer not to say

Q27. How is your health in general?

- Very good
- Good
- Fair
- Bad
- Very bad
- Don't know/unsure
- Prefer not to say

Q28. Do you have any physical or mental health conditions or illnesses lasting or expected to last 12 months or more?

- Yes
- No
- Prefer not to say

Q29. (If Q28 = No skip to Q31) Does your condition or illness / do any of your conditions or illnesses reduce your ability to carry out day-to-day activities?

- Yes, a lot
- Yes, a little
- Not at all

Q30. Does your condition or illness typically impact your ability to do any of the following activities?

	Yes, always	Yes, sometimes	No	Prefer not to say
a) Go out on foot unaided				
b) Ride a bicycle				
c) Travel on local buses				
d) Get in or out of a car				

Q31. Please indicate your current employment status:

- Full-time paid employment
- Part-time paid employment
- Full-time self-employment
- Part-time self-employment
- Unemployed
- Retired
- Looking after the home or family
- Full-time student
- Temporarily sick or disabled
- Long term sick or disabled
- Other (Please specify)

Q32. How many people currently live in your household?

- Adults aged 18 or over
- Children aged 16 or 17
- Children aged 12 to 15
- Children aged 5 to 11
- Children aged 4 or under

Q33. What is your estimated household annual income?

- Less than £10,000
- £10,000 – £19,999
- £20,000 – £29,999
- £30,000 – £39,999
- £40,000 – £49,999
- £50,000 – £59,999
- £60,000 – £74,999
- £75,000 – £99,999
- £100,000 or more
- Prefer not to say

Re-contact

Q34. We would like to be able to ask you about your experience of participating in [Insert activity name here] at a later date. If you agree, we will ask you for your contact details - name, email and phone number - so that we can get in touch. We will keep your contact details securely for a maximum of 18 months after the end of the activity and will not use them for any other purpose. Would you be willing to be contacted to take part?

- Yes, willing to be re-contacted
- No, not willing to be re-contacted

Authorities should collect names and contact details as required to follow up.

Annex B: Behaviour Change Impact Evaluation - Pre-activity questionnaire

- B.1 This Annex is designed to provide a template questionnaire for Local Authorities to use when collecting information from participants in behaviour change initiatives prior to participation. In particular, this questionnaire is geared towards activities where participation is over a longer period of time (e.g. travel planning, travel challenges, cycle training).
- B.2 Authorities should, where possible, try to factor this questionnaire into the recruitment and registration process to streamline the data collection process and to boost the response rate.
- B.3 The questionnaire contains the core questions that all authorities are expected to include, in the order in which they should be asked.
- B.4 Please note that questions about both walking and cycling are included here. In the instances where the activity/intended outcome is focused only on one of those modes, Local Authorities can choose to include only the questions related to that mode.
- B.5 Instructions are included throughout which should be used if participants are being asked to complete the survey themselves.
- B.6 Authorities are also reminded to ensure that a unique identifier, code or variable is created for each respondent at this stage, to ensure that any further data that is collected can be tracked at an individual level.

Introduction

Thank you for choosing to participate in [insert name of the activity here]. Before you take part in the activity, we'd like to ask you some questions about your current travel and the journeys that you typically make. This information will be extremely useful in helping us to understand the impact of [insert activity name here] on those who have taken part. These questions should take you no more than 5-10 minutes to fill in.

Current travel

Q1. On average, how often do you **currently travel** using each of the following modes:

	5 or more days a week	3 or 4 days a week	1 or 2 days a week	Once or twice a month	Less than once a month	Never
a) Car or van (as the driver)						
b) Car or van (as passenger)						
c) Bus, minibus or coach						
d) Underground, metro, light rail or tram						
e) Train						
f) Taxi or minicab						
g) Motorcycle, scooter or moped						
h) Bicycle, e-cycle or adapted cycle						
i) Walk for at least 10 minutes as part of your journey						

Q2. (If Q1 h) = 'Never', skip to Q3) On average, how often do you **travel by bicycle, e-cycle or adapted cycle** for each of the following reasons:

	5 or more days a week	3 or 4 days a week	1 or 2 days a week	Once or twice a month	Less than once a month	Never
a) To go to/from your place of work						
b) To go to/from your place of education (e.g. school, college or university)						
c) To go somewhere for personal business (e.g. travelling to an appointment)						

d) To visit friends or family						
e) To go food or grocery shopping						
f) To go shopping for things other than food						
g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)						
h) To do exercise or for recreation						
i) For other reasons (please specify)						

Q3. (If Q1 i) = 'Never', skip to Q4) On average, how often would you say you **walk for at least 10 minutes as part of your journey**, for each of the following reasons:

	5 or more days a week	3 or 4 days a week	1 or 2 days a week	Once or twice a month	Less than once a month	Never
a) To go to/from your place of work						
b) To go to/from your place of education (e.g. school, college or university)						
c) To go somewhere for personal business (e.g. travelling to an appointment)						
d) To visit friends or family						
e) To go food or grocery shopping						
f) To go shopping for things other than food						
g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)						
h) To do exercise or for recreation						
i) For other reasons (please specify)						

Q4. (If Q1 h) = 'Never' skip to Q5) On average, how much time do you spend **cycling** per week? Please include any casual cycling in your local area, any cycling in the countryside or on cycling routes, cycling to or from work or any competitive cycling. Please do not include any time spent cycling on a static or exercise bike.

- Two or more hours per week
- Between one and two hours per week
- Between 30 minutes and one hour per week
- Less than 30 minutes per week
- Don't know/unsure

Q5. (If Q1 i) = 'Never' skip to Q6) On average, how much time do you spend **walking** per week? Please include any country walks, walking to and from work or the shops and any other walks you may have done. Please exclude time spent walking around shops.

- Two or more hours per week
- Between one and two hours per week
- Between 30 minutes and one hour per week
- Less than 30 minutes per week
- Don't know/unsure

Vehicle ownership

Q6. How many vehicles does your household own or have continuous use of at present?

	None	One	Two	Three or more
Car or van				
Motorcycle or moped				

Q7. Do you own or have use of any of the following? (this could include vehicles that you own, loan, hire or use that belong to someone else [e.g. a family member or friend.]

- Bicycle
- E-cycle
- Adapted cycle
- Adapted e-cycle
- None of the above

Safety and Confidence

Q8. How safe do you feel cycling on roads in your local area?

- Very safe
- Safe

- Not very safe
- Not at all safe
- Unsure/don't know

Q9. How confident do you feel about cycling on roads in your local area?

- Very confident
- Fairly confident
- Not very confident
- Not at all confident
- Unsure/don't know

Q10. How safe do you feel walking in your local area?

- Very safe
- Safe
- Not very safe
- Not at all safe
- Unsure/don't know

Q11. How confident do you feel about walking in your local area?

- Very confident
- Fairly confident
- Not very confident
- Not at all confident
- Unsure/don't know

About you

We would now like to ask a few final questions about you and your household.

Q12. Are you:

- Male
- Female
- Prefer to self-describe as _____ (non-binary, gender-fluid, agender, please specify)
- Prefer not to say

Q13. Which age group do you fit into? Choose one only

- 14 – 15
- 16 – 17
- 18 – 24
- 25 – 34
- 35 – 44
- 45 – 54

- 55 – 64
- 65+
- Prefer not to say

Q14. How would you describe your ethnic group? Choose one option that best describes your ethnic group or background

- White
 - English / Welsh / Scottish / Northern Irish / British
 - Irish
 - Gypsy or Irish traveller
 - Any other White background, please describe.....
- Mixed / Multiple ethnic groups
 - White and Black Caribbean
 - White and Black African
 - White and Asian
 - Any other Mixed / Multiple ethnic background, please describe.....
- Asian / Asian British
 - Indian
 - Pakistani
 - Bangladeshi
 - Chinese
 - Any other Asian background, please describe.....
- Black / African / Caribbean / Black British
 - African
 - Caribbean
 - Any other Black / African / Caribbean background, please describe.....
- Other ethnic group
 - Arab
 - Any other ethnic group, please describe.....
- Prefer not to say

Q15. How is your health in general?

- Very good
- Good
- Fair
- Bad
- Very bad
- Don't know/unsure
- Prefer not to say

Q16. Do you have any physical or mental health conditions or illnesses lasting or expected to last 12 months or more?

- Yes
- No
- Prefer not to say

Q17. Does your condition or illness / do any of your conditions or illnesses reduce your ability to carry out day-to-day activities?

- Yes, a lot
- Yes, a little
- Not at all

Q18 (If Q16 = “Yes”) Does your condition or illness typically impact your ability to do any of the following activities?

	Yes, always	Yes, sometimes	No	Prefer not to say
a) Go out on foot unaided				
b) Ride a bicycle				
c) Travel on local buses				
d) Get in or out of a car				

Q19. Please indicate your current employment status:

- Full-time paid employment
- Part-time paid employment
- Full-time self-employment
- Part-time self-employment
- Unemployed
- Retired
- Looking after the home or family
- Full-time student
- Temporarily sick or disabled
- Long term sick or disabled
- Other (Please specify)

Q20. How many people currently live in your household?

- Adults aged 18 or over
- Children aged 16 or 17
- Children aged 12 to 15
- Children aged 5 to 11
- Children aged 4 or under

Q21. What is your estimated household annual income?

- Less than £10,000
- £10,000 – £19,999
- £20,000 – £29,999
- £30,000 – £39,999
- £40,000 – £49,999

- £50,000 – £59,999
- £60,000 – £74,999
- £75,000 – £99,999
- £100,000 or more
- Prefer not to say

Re-contact

Q22. We would like to be able to ask you about your experience of participating in [Insert activity name here] at a later date. If you agree, we will ask you for your contact details – name, email and phone number – so that we can get in touch. We will keep your contact details securely for a maximum of 18 months after the end of the activity and will not use them for any other purpose. Would you be willing to be contacted to take part?

- Yes, willing to be re-contacted
- No, not willing to be re-contacted

Authorities should collect names and contact details as required to follow up.

Annex C: Behaviour change impact evaluation – Post-activity questionnaire

- C.1 This Annex is designed to provide a template questionnaire for Authorities to use when collecting information from participants in behaviour change initiatives after they have participated in the activity. Specifically, this questionnaire should be asked at the end of an activity that takes place over a number of sessions or runs for a period of time, such as at the end of a travel challenge or training course. Instructors/event leaders and staff should seek to try and actively incorporate this within the exercise (e.g. at the end of a session) to maximise response.
- C.2 The questionnaire contains the core questions that all Authorities are expected to include, in the order in which they should be asked.
- C.3 Authorities are reminded to ensure that the unique identifier or code assigned to each respondent in the pre-activity questionnaire is used within this questionnaire also to ensure that data collected here can be linked to that baseline data.
- C.4 Please note that questions about both walking and cycling are included here. In the instances where the activity/intended outcome is focused only on one of those modes, Authorities can choose to include only the questions related to that mode.
- C.5 Instructions are included throughout which should be used if participants are being asked to complete the survey themselves.

Introduction

Thank you for taking part in [Insert activity name here]. We would now like to ask you a few questions about your participation, and to hear your thoughts on what worked well, and what could be improved upon. We would also like to understand what impact your participation in [Insert activity name here] has had on your travel, and the impact you anticipate it having in the future. The survey should take about 10 minutes to complete.

Travel during [Insert activity name here]

Q1. Over the course of your participation in [Insert activity name here], on average how often did you travel by each of the following modes:

	5 or more days a week	3 or 4 days a week	1 or 2 days a week	Once or twice a month	Less than once a month	Never
a) Car or van (as the driver)						
b) Car or van (as passenger)						
c) Bus, minibus or coach						
d) Underground, metro, light rail or tram						
e) Train						
f) Taxi or minicab						
g) Motorcycle, scooter or moped						
h) Bicycle, e-cycle or adapted cycle						
i) Walk for at least 10 minutes as part of your journey						

Q2. (If Q1 h) = 'Never' skip to Q3) While you were taking part in [Insert activity name here], how often did you **travel by bicycle, e-cycles or adapted cycle** for each of the following reasons:

	5 or more days a week	3 or 4 days a week	1 or 2 days a week	Once or twice a month	Less than once a month	Never
a) To go to/from your place of work						
b) To go to/from your place of education (e.g. school, college or university)						

c) To go somewhere for personal business (e.g. travelling to an appointment)						
d) To visit friends or family						
e) To go food or grocery shopping						
f) To go shopping for things other than food						
g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)						
h) To do exercise or for recreation						
i) For other reasons (please specify)						

Q3. (If Q1 i) = 'Never' skip to Q4) While you were taking part in [Insert activity name here], on average how often did you **walk for at least 10 minutes as part of your journey**, for each of the following reasons:

	5 or more days a week	3 or 4 days a week	1 or 2 days a week	Once or twice a month	Less than once a month	Never
a) To go to/from your place of work						
b) To go to/from your place of education (e.g. school, college or university)						
c) To go somewhere for personal business (e.g. travelling to an appointment)						
d) To visit friends or family						
e) To go food or grocery shopping						
f) To go shopping for things other than food						
g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)						

h) To do exercise or for recreation						
i) For other reasons (please specify)						

Q4. (If Q1 h) = 'Never' skip to Q5) On average, how much time did you spend **cycling** per week during [Insert activity name here]? Please include any casual cycling in your local area, any cycling in the countryside or on cycling routes, cycling to or from work or any competitive cycling. Please do not include any time spent cycling on a static or exercise bike.

- Two or more hours per week
- Between one and two hours per week
- Between 30 minutes and one hour per week
- Less than 30 minutes per week
- Don't know/unsure

Q5. (If Q1 i) = 'Never' skip to Q6) On average, how much time did you spend **walking** per week during [Insert activity name here]? Please include any country walks, walking to and from work or the shops and any other walks you may have done. Please exclude time spent walking around shops.

- Two or more hours per week
- Between one and two hours per week
- Between 30 minutes and one hour per week
- Less than 30 minutes per week
- Don't know/unsure

Future travel intentions

Q6. Having taken part in [Insert activity name here], how often do you expect to travel by each of the following modes in future:

	5 or more days a week	3 or 4 days a week	1 or 2 days a week	Once or twice a month	Less than once a month	Never
a) Car or van (as the driver)						
b) Car or van (as passenger)						
c) Bus, minibus or coach						
d) Underground, metro, light rail or tram						
e) Train						

f) Taxi or minicab						
g) Motorcycle, scooter or moped						
h) Bicycle, e-cycle or adapted cycle						
i) Walk for at least 10 minutes as part of your journey						

Q7. (If Q6 h) = 'Never' skip to Q8) In future, how frequently do you expect to **travel by bicycle, e-cycle or adapted cycle** for each of the following reasons:

	5 or more days a week	3 or 4 days a week	1 or 2 days a week	Once or twice a month	Less than once a month	Never
a) To go to/from your place of work						
b) To go to/from your place of education (e.g. school, college or university)						
c) To go somewhere for personal business (e.g. travelling to an appointment)						
d) To visit friends or family						
e) To go food or grocery shopping						
f) To go shopping for things other than food						
g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)						
h) To do exercise or for recreation						
i) For other reasons (please specify)						

Q8. (If Q6 i) = 'Never' skip to Q9) In future, how frequently do you expect to **walk for at least 10 minutes as part of your journey**, for each of the following reasons:

	5 or more days a week	3 or 4 days a week	1 or 2 days a week	Once or twice a month	Less than once a month	Never
a) To go to/from your place of work						
b) To go to/from your place of education (e.g. school, college or university)						
c) To go somewhere for personal business (e.g. travelling to an appointment)						
d) To visit friends or family						
e) To go food or grocery shopping						
f) To go shopping for things other than food						
g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)						
h) To do exercise or for recreation						
i) For other reasons (please specify)						

Safety and Confidence

Q9. How safe do you feel cycling on roads in your area?

- Very safe
- Safe
- Not very safe
- Not at all safe
- Unsure/don't know

Q10. How confident do you feel about cycling on roads in your area?

- Very confident
- Fairly confident
- Not very confident

- Not at all confident
- Unsure/don't know

Q11. How safe do you feel walking in your local area?

- Very safe
- Safe
- Not very safe
- Not at all safe
- Unsure/don't know

Q12. How confident do you feel about walking in your local area?

- Very confident
- Fairly confident
- Not very confident
- Not at all confident
- Unsure/don't know

Your experience of [Insert activity name here]

Q13. Overall, how would you rate your experience of taking part in [Insert activity name here]?

- Very good
- Good
- Poor
- Very poor
- Unsure/don't know

Q14. How would you rate the following aspects of [Insert activity name here]?

	Very good	Good	Poor	Very poor	Unsure / do not know
Authorities should add in different aspects of their activities that they would like feedback on from participants. Below are some high-level examples.					
Delivery of the activity					
Organisation of the activity					
Ease of sign-up/registration					
Online resources related to the activity					
Any paper/physical materials/resources related to the activity					

Q15. What aspects of [Insert activity name here] do you think worked well?

Q16. In what ways do you think [Insert activity name here] could be improved?

Q17. How likely would you be to recommend [Insert activity name here] to someone else?

- Very likely
- Likely
- Unlikely
- Very unlikely
- Don't know/unsure

Demographics

When you signed up to take part in [Insert activity name here], you may recall that we asked you a number of questions about you and your household. We would now like to check whether any of that information has changed since you signed up.

Q18. Has there been any change to any of the following information about you and your household in the time since you signed up to participate in [Insert activity name here]? (Tick all that apply)

- Your gender
- Your age
- How you would describe your ethnic group
- Your physical or mental health
- Your employment status
- The people living in your household
- Your household income
- Your household ownership or use of cars/vans/motorcycles/mopeds
- Your ownership or use of bicycles, e-cycles or adapted cycles

If any of the options above are selected, you should include the relevant question provided in the pre-activity questionnaire included in Annex A.

Re-contact

Q19. We may wish to contact you in a few months' time to ask you about your walking and cycling journeys. If you agree, we will ask you for your contact details – name, email and phone number – so that we can get in touch. We will keep your contact details securely for a maximum of 18 months and will not use them for any other purpose. Would you be willing to be contacted to take part?

- Yes, willing to be re-contacted
- No, not willing to be re-contacted

Authorities should collect names and contact details as required to follow up.

Annex D: Behaviour change impact evaluation – Follow-up questionnaire

- D.1 This Annex is designed to provide a template questionnaire for Authorities to use when collecting information from participants in behaviour change initiatives six or 12 months after having participated in an activity.
- D.2 The questionnaire contains the core questions that all Authorities are expected to include, in the order in which they should be asked.
- D.3 Authorities are reminded to ensure that the unique identifier or code assigned to each respondent in the pre-activity questionnaire is used within this questionnaire also to ensure that data collected here can be linked to that baseline data.
- D.4 Please note that questions about both walking and cycling are included here. In the instances where the activity/intended outcome is focused only on one of those modes, Local Authorities can choose to include only the questions related to that mode.
- D.5 Instructions are included throughout which should be used if participants are being asked to complete the survey themselves.

Introduction

Thank you for your continued participation in our survey, following your previous participation in [Insert activity name here]. Your responses at the time of participation have helped us to understand the immediate impact of your participation in [Insert activity name here]. By completing this survey now, we will be able to understand what longer term impacts your participation has had on the ways in which you choose to travel. The survey should take about 10 minutes to complete.

Current travel

Q1. On average, how often do you **currently travel** using each of the following modes:

	5 or more days a week	3 or 4 days a week	1 or 2 days a week	Once or twice a month	Less than once a month	Never
a) Car or van (as the driver)						
b) Car or van (as passenger)						
c) Bus, minibus or coach						
d) Underground, metro, light rail or tram						
e) Train						
f) Taxi or minicab						
g) Motorcycle, scooter or moped						
h) Bicycle, e-cycle or adapted cycle						
i) Walk for at least 10 minutes as part of your journey						

Q2. (If Q1 h) = 'Never' skip to Q3) On average, how often do you **travel by bicycle, e-cycle or adapted cycle** for each of the following reasons:

	5 or more days a week	3 or 4 days a week	1 or 2 days a week	Once or twice a month	Less than once a month	Never
a) To go to/from your place of work						
b) To go to/from your place of education (e.g. school, college or university)						
c) To go somewhere for personal business (e.g. travelling to an appointment)						

d) To visit friends or family						
e) To go food or grocery shopping						
f) To go shopping for things other than food						
g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)						
h) To do exercise or for recreation						
i) For other reasons (please specify)						

Q3. (If Q1 i) = 'Never' skip to Q4) On average, how often do you **walk for at least 10 minutes as part of your journey**, for each of the following reasons:

	5 or more days a week	3 or 4 days a week	1 or 2 days a week	Once or twice a month	Less than once a month	Never
a) To go to/from your place of work						
b) To go to/from your place of education (e.g. school, college or university)						
c) To go somewhere for personal business (e.g. travelling to an appointment)						
d) To visit friends or family						
e) To go food or grocery shopping						
f) To go shopping for things other than food						
g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)						
h) To do exercise or for recreation						
i) For other reasons (please specify)						

Q4. (If Q1 h) = 'Never' skip to Q5) On average, how much time do you spend **cycling** per week? Please include any casual cycling in your local area, any cycling in the countryside or on cycling routes, cycling to or from work or any competitive cycling. Please do not include any time spent cycling on a static or exercise bike.

- Two or more hours per week
- Between one and two hours per week
- Between 30 minutes and one hour per week
- Less than 30 minutes per week
- Don't know/unsure

Q5. (If Q1 i) = 'Never' skip to Q6) On average, how much time do you spend **walking** per week? Please include any country walks, walking to and from work or the shops and any other walks you may have done. Please exclude time spent walking around shops.

- Two or more hours per week
- Between one and two hours per week
- Between 30 minutes and one hour per week
- Less than 30 minutes per week
- Don't know/unsure

Changing travel patterns

Q6. Thinking back to when you participated in [Insert activity name here], are you now **cycling** more or less often each week than before you took part in [Insert activity name here]?

- More often
- Less often
- No change/about the same
- Don't know/unsure

Q7. (For those cycling more often) Approximately, how many **additional trips per week** are you now making **by bicycle, e-cycle or adapted cycle** for the following reasons?

- To go to/from your place of work
- To go to/from your place of education (e.g. school, college or university)
- To go somewhere for personal business (e.g. travelling to an appointment)
- To visit friends or family
- To go food or grocery shopping
- To go shopping for things other than food
- To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)
- To do exercise or for recreation
- For other reasons (please specify)

Q8. (For those cycling more often) Of these **additional cycling journeys**, how many are:

	New journeys you had not previously made	Journeys you had previously made by another mode
a) To go to/from your place of work		
b) To go to/from your place of education (e.g. school, college or university)		
c) To go somewhere for personal business (e.g. travelling to an appointment)		
d) To visit friends or family		
e) To go food or grocery shopping		
f) To go shopping for things other than food		
g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)		
h) To do exercise or for recreation		
i) For other reasons (please specify)		

Q9. (For those cycling more often) Of those **cycling journeys you previously made**, how many were made by each of the following modes of transport:

	Car/van (as the driver)	Car/van (as the passenger)	Bus	Train	Walk	Other (please specify)
a) To go to/from your place of work						
b) To go to/from your place of education (e.g. school, college or university)						

c) To go somewhere for personal business (e.g. travelling to an appointment)						
d) To visit friends or family						
e) To go food or grocery shopping						
f) To go shopping for things other than food						
g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)						
h) To do exercise or for recreation						
i) For other reasons (please specify)						

Q10. (For those cycling less often) Approximately how many **cycling trips per week** are you now **no longer making** for each of the following reasons?

	Number of trips per week no longer made
a) To go to/from your place of work	
b) To go to/from your place of education (e.g. school, college or university)	
c) To go somewhere for personal business (e.g. travelling to an appointment)	
d) To visit friends or family	
e) To go food or grocery shopping	
f) To go shopping for things other than food	
g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)	
h) To do exercise or for recreation	
i) For other reasons (please specify)	

Q11. (For those cycling less often) Of those **cycling journeys you are no longer making**, how many are:

	Being made by another mode (e.g. car, bus, train, walk)	No longer being made at all
a) To go to/from your place of work		
b) To go to/from your place of education (e.g. school, college or university)		
c) To go somewhere for personal business (e.g. travelling to an appointment)		
d) To visit friends or family		
e) To go food or grocery shopping		
f) To go shopping for things other than food		
g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)		
h) To do exercise or for recreation		
i) For other reasons (please specify)		

Q12. (For those cycling less often) Of those **cycling journeys you are now making by another mode**, how many are by each of the following modes of transport:

	Car/van (as the driver)	Car/van (as the passenger)	Bus	Train	Walk	Other (please specify)
a) To go to/from your place of work						
b) To go to/from your place of education (e.g. school, college or university)						
c) To go somewhere for personal business (e.g. travelling to an appointment)						

d) To visit friends or family						
e) To go food or grocery shopping						
f) To go shopping for things other than food						
g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)						
h) To do exercise or for recreation						
i) For other reasons (please specify)						

Q13. Which, if any, of the following would encourage you to **cycle more often** than you currently do? (Tick all that apply)

- Safer roads
- Off-road and segregated cycle paths
- More direct cycle routes
- Raise awareness of local cycle routes
- Secure storage or parking at work or home
- Access to showers/changing facilities at destination
- Well-maintained road surfaces for cycling
- Visible signposting of low-traffic cycle routes
- Training to help me ride a bike or increase my confidence
- Cycle maintenance or repair courses
- Better cycle hire facilities
- Cheaper cycles to hire
- Cheaper cycles available to buy
- Other (Please specify)
- Nothing would encourage me to cycle more

Q14. Thinking back to when you participated in [Insert activity name here], are you now **walking** more or less often each week than before you took part in [Insert activity name here]?

- More often
- Less often
- No change/about the same
- Don't know/unsure

Q15. (For those walking more often) Approximately how many additional **walking trips of at least 10 minutes as part of your journey** are you making per week for each of the following reasons?

	Number of additional trips per week
a) To go to/from your place of work	
b) To go to/from your place of education (e.g. school, college or university)	
c) To go somewhere for personal business (e.g. travelling to an appointment)	
d) To visit friends or family	
e) To go food or grocery shopping	
f) To go shopping for things other than food	
g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)	
h) To do exercise or for recreation	
i) For other reasons (please specify)	

Q16. (For those walking more often) Of these **walking journeys**, how many are:

	New journeys you had not previously made	Journeys you had previously made by another mode
a) To go to/from your place of work		
b) To go to/from your place of education (e.g. school, college or university)		
c) To go somewhere for personal business (e.g. travelling to an appointment)		
d) To visit friends or family		
e) To go food or grocery shopping		
f) To go shopping for things other than food		
g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)		

h) To do exercise or for recreation		
i) For other reasons (please specify)		

Q17. (For those walking more often) Of those **walking journeys** you previously made, how many were made by each of the following modes of transport:

	Car/van (as the driver)	Car/van (as the passenger)	Bus	Train	Cycle	Other (please specify)
a) To go to/from your place of work						
b) To go to/from your place of education (e.g. school, college or university)						
c) To go somewhere for personal business (e.g. travelling to an appointment)						
d) To visit friends or family						
e) To go food or grocery shopping						
f) To go shopping for things other than food						
g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)						
h) To do exercise or for recreation						
i) For other reasons (please specify)						

Q18. (For those walking less often) Approximately, how many **walking trips** per week are you now **no longer making** on foot, for each of the following reasons?

	Number of trips per week no longer made
a) To go to/from your place of work	

b) To go to/from your place of education (e.g. school, college or university)	
c) To go somewhere for personal business (e.g. travelling to an appointment)	
d) To visit friends or family	
e) To go food or grocery shopping	
f) To go shopping for things other than food	
g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)	
h) To do exercise or for recreation	
i) For other reasons (please specify)	

Q19. (For those walking less often) Of these **walking journeys**, how many are:

	New journeys you had not previously made	Journeys you had previously made by another mode
a) To go to/from your place of work		
b) To go to/from your place of education (e.g. school, college or university)		
c) To go somewhere for personal business (e.g. travelling to an appointment)		
d) To visit friends or family		
e) To go food or grocery shopping		
f) To go shopping for things other than food		
g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)		
h) To do exercise or for recreation		
i) For other reasons (please specify)		

Q20. (For those walking less often) Of those **walking journeys** you are **now making by another mode**, how many are by each of the following modes of transport:

	Car/van (as the driver)	Car/van (as the passenger)	Bus	Train	Cycle	Other (please specify)
a) To go to/from your place of work						
b) To go to/from your place of education (e.g. school, college or university)						
c) To go somewhere for personal business (e.g. travelling to an appointment)						
d) To visit friends or family						
e) To go food or grocery shopping						
f) To go shopping for things other than food						
g) To go somewhere for leisure/social reasons (e.g. to entertainment, to play sport or to visit a pub or restaurant)						
h) To do exercise or for recreation						
i) For other reasons (please specify)						

Q21. Which, if any, of the following would encourage you to **walk more often** than you currently do? (Tick all that apply)

- Safer roads
- Well-maintained pavements (even, clean, uncluttered, well-lit)
- Better provision for health needs (e.g. benches, public toilets, access ramps)
- More safer crossing points
- More direct walking routes
- Access to showers or changing facilities at destination
- Provision of information on walking routes
- Better maps and signage
- Less road noise

- More shops and services (e.g. school, library, GP surgery) within walking distance of my home
- Other (Please specify)
- Nothing would encourage me to walk more

Feelings of safety and confidence

Q22. How safe do you feel cycling on roads in your local area?

- Very safe
- Safe
- Not very safe
- Not at all safe
- Unsure/don't know

Q23. What, if any, difference has [insert activity name here] made to how safe you feel as a cyclist? I feel...

- Much safer
- A little safer
- Neither more nor less safe
- A little less safe
- Much less safe
- Unsure/don't know

Q26. How confident do you feel about cycling on roads in your local area?

- Very confident
- Fairly confident
- Not very confident
- Not at all confident
- Unsure/don't know

Q27. What, if any, difference has [insert activity name here] made to how confident you feel as a cyclist? I feel...

- Much more confident
- A little more confident
- Neither more nor less confident
- A little less confident
- Much less confident
- Unsure/don't know

Q24. How safe do you feel walking in your local area?

- Very safe
- Safe
- Not very safe
- Not at all safe

- Unsure/don't know

Q25. What, if any, difference has [insert activity name here] made to how safe you feel as a pedestrian? I feel...

- Much safer
- A little safer
- Neither more nor less safe
- A little less safe
- Much less safe
- Unsure/don't know

Q28. How confident do you feel about walking in your local area?

- Very confident
- Fairly confident
- Not very confident
- Not at all confident
- Unsure/don't know

Q29. What, if any, difference has [insert activity name here] made to how confident you feel as a pedestrian? I feel...

- Much more confident
- A little more confident
- Neither more nor less confident
- A little less confident
- Much less confident
- Unsure/don't know

Demographics

When you participated in [Insert activity name here], you may recall that we asked you a number of questions about you and your household. We would now like to check whether any of that information has changed since that time.

Q30. Has there been any change to any of the following information about you and your household in the time since you participated in [Insert activity name here]? (Select all that apply)

- Your gender
- Your age
- Your physical or mental health
- Your employment status
- The people living in your household
- Your household income
- Your household ownership or use of cars/vans/motorcycles/mopeds
- Your ownership or use of bicycles, e-cycles or adapted cycles

If any of the options above are selected, you should include the relevant question provided in the pre-activity questionnaire included in Annex A.

Q31. We may wish to contact you again in a few months' time to ask you some similar questions to the ones you have been asked today. If you agree, we will ask you for your contact details – name, email and phone number – so that we can get in touch. We will keep your contact details securely for a maximum of twelve months and will not use them for any other purpose. Would you be willing to be contacted to take part?

- Yes, willing to be re-contacted
- No, not willing to be re-contacted

Authorities should collect names and contact details as required to follow up.

Annex E: Counts

- E.1 For those authorities who may be intending to use their Capability Fund allocation to support delivery of new infrastructure, it is recommended that counts are undertaken to evaluate the impact of that new infrastructure. Guidance for undertaking count surveys is provided in this Annex.
- E.2 Note that any count data should be reported alongside any survey data within the evaluation reporting.

Automatic cycle counters (ACCs)

- E.3 Counters should be regularly checked to ensure they are working (it is recommended that this is done every 3 months) to limit any gaps in the data series due to malfunctioning equipment. Missing values in the data series of individual counters should be investigated and interpolated.
- E.4 Counters should remain in the same location and not be moved to a different area along the scheme.
- E.5 Anomalous values or sudden shifts in counts should be investigated and explanations reported (e.g. road works, changes to layout of the cycle path, opening of new buildings, opening of offices post Covid-19). If interpolation or other adjustments are applied to the raw data these should be noted and recorded.
- E.6 Care should be taken to minimise the influence of external factors when reporting and interpreting the results (e.g. weather, temporary road works).
- E.7 There are a number of ACC techniques available, including:
- Inductive loops: which consist of a coiled wire buried within the carriageway or cycle track (which can be bound or unbound surfaces) to create an electromagnetic field. When a bicycle crosses the field its presence is recorded by the counter unit. This type of ACC has the advantage of being relatively inexpensive, requires little maintenance and can be up to 95% accurate;
 - Pneumatic Tube Counters: which are surface mounted and laid in pairs and can detect the presence of bicycles, as well as the speed and direction of travel. The capital costs of installation are relatively low but the associated maintenance costs can be high as

they are subject to damage by vehicles. Pneumatic tubes tend to be used as a temporary count solution;

- Piezoelectric counters: Piezoelectric counters work by detecting the pressure made by a passing bicycle exerted on an embedded strip. These counters are generally more expensive than inductive loops, and are usually as accurate, but can be vulnerable to wear on the strip;
- Radar detectors: Radar detectors can provide good accuracy (over 90%) and can detect cyclists within mixed traffic flows. However, the need to site them out of the reach of vandals can make data retrieval more difficult and hence more costly.
- Video observation: which tends to be a temporary, short term approach to counting. Video cameras are installed on existing street infrastructure by survey companies. The observation data is converted to a count by the commissioned company.

E.8 There remain a number of issues that affect the different designs/techniques to a greater or lesser extent. In particular, the following should be taken into account when installing ACCs:

- When sited within the carriageway ACCs can be triggered by passing vehicles unless they are sited where only cyclists may be expected to pass/trigger counter i.e. on the very near kerbside;
- ACCs may be triggered by other road or pavement users such as a wheelchair or mobility scooter;
- ACCs can only record bicycles that pass within range or over them (in the case of loops);

E.9 ACCs are unable to distinguish between single and groups of cyclists; and All ACCs require calibration and control sites to be monitored to establish the accuracy/robustness of counts.

- ACCs tend to work better on segregated facilities. But as technologies improve, ACCs are becoming much more reliable in all settings. Consideration should be given to the alternative routes for cyclists within the wider route corridor (e.g. footway or carriageway, desire lines, etc) during the analysis.

E.10 If ACCs are installed on a temporary basis it is recommended to collect data for a minimum of two weeks per month. If monitoring is to be undertaken on a periodic repetitive basis, perhaps through the rotation of available counters around defined sites, it is essential that the data collection periods are the same in consecutive periods.

E.11 ACC data may be used to calculate total annual flows, and also the average (median) daily counts of cycles recorded at each counter location in each month of the time series (the Monthly Median Daily Total, MMDT). Some methods for analysis of cycle flow data for individual schemes are set out in the Cycle City Ambition Interim Report.

Implications of Covid-19

E.12 ACCs should be installed adhering to any relevant social distancing measures that are in place at the time of installation.

Manual counts

E.13 Manual cycle and pedestrian count data may be collected for the following reasons:

- To provide an indication of the number of cyclists or pedestrians at a given point on a defined route;
- To validate ACC data. In this case, manual count data only needs to be collected for 1 day during a 12-hour period (7am - 7pm) and recorded hourly. This should be done on a neutral day (i.e. not a bank holiday);
- To provide an indication of the changes in cycling for the same time period before and after scheme installation.

E.14 Pre- and post-intervention manual cycle counts should take place in exactly the same location along the scheme, and at the same time of year approximately 1 year after scheme completion. Where possible, please ensure that neutral months are used (i.e. not during school holidays), especially for commuting routes. If possible, both manual counts should be taken on the same day of the week, or as close as possible.