

Review of the
National Standard for
Cycle Training

Stage One Engagement
Report
January 2018

Department for Transport

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1 Introduction

Background to the National Standard Review 2017

- 1.1 The National Standard for Cycle Training ('The National Standard') is the series of outcomes that describe effective cycling and instruction and contribute to getting more people cycling, more safely, more often.
- 1.2 Launched in 2005 the National Standard has proven to be a sustainable vehicle for articulating what good cycling and good instruction should look like. It is now well established as the national platform for training around 350,000 children and young people in more than half the schools of England each year. It is valued by local authorities, Bikeability schemes, schools, parents, instructors, and trainees.
- 1.3 The National Standard is looked after by the Department for Transport (DfT) and is reviewed periodically to help ensure the content remains current and relevant. Given that the previous review was now five years ago, it is now timely for the National Standard to be reviewed again.
- 1.4 The following are within the scope of the 2017 review:
 - The 'trainee outcomes' – the outcomes that trainees demonstrate in training at Levels 1, 2 and 3 of the National Standard;
 - The 'instructor outcomes' – the outcomes that instructors must demonstrate as National Standard Instructors (NSI) and National Standard Assistant Instructors (NSIA);
 - The 'instructor trainer outcomes' – the outcomes that instructor trainers must demonstrate as National Standard Instructor Trainers (NSIT);
 - The 'off the shelf' courses which are used to deliver the above outcomes (although please see the section below on 'Instructor Training Review');
 - The outcomes for the Bikeability Plus modules that have been introduced since the National Standard was last reviewed;
 - The associated Bikeability delivery guidance.

Instructor Training Review

- 1.5 Separately, a review of National Standard Instructor training is running in parallel with the National Standard Review. There are clearly important links between the two workstreams.
- 1.6 A paper setting out the proposed arrangements for a new instructor training system which incorporates external regulation and a separation of core functions, was circulated to the industry in September 2017. As part of these arrangements, an externally-regulated Awarding Organisation (AO) will be selected to develop and quality assure new instructor training

qualifications, and Approved Delivery Centres (ADCs) offering instructor training courses that have been approved by the AO for delivering its instructor qualifications.

- 1.7 The existing 'off the shelf' instructor courses currently used to train NSIs, NSIAs and NSITs, will in time be replaced by AO-approved instructor training courses created by ADCs for delivering the new instructor qualifications. Therefore, although they are within the scope of this review, there is no intention to update them at this point given the wider changes to come.

National Standard Review timescales

- 1.8 The planned timescales for the National Standard review are:

- Stage One engagement was undertaken in the autumn of 2017, with industry and wider stakeholders invited to contribute (this document reports on that engagement, further details in the next section);
- A revised draft National Standard will be circulated to the industry in early 2018, taking into account the comments and feedback received as part of Stage One engagement with the industry and other stakeholders;
- This revised National Standard will then be subject to Stage Two engagement with the industry, which will allow all interested parties to comment on the specific changes proposed;
- These comments will then be used to finalise the changes that are made to the National Standard;
- The Cycle Training Standards Board (CTSB) will be reconvened as part of the National Standard Review 2017 and will be used to ratify final changes to the National Standard;
- It is anticipated that the revised National Standard will be published in summer 2018 and will come into effect from the start of 2019. Autumn 2018 will be a transitional period which will be used to develop and finalise associated guidance etc.

Stage One Engagement

- 1.9 The engagement with the industry and stakeholders during this Stage One phase consisted of:

- Preparation of a website (www.NSReview2017.com) which provides a focus for information relating to the National Standard Review, including timescales, how to get involved etc. It is also where all relevant documentation (the National Standard and all the supporting guidance) has been made available;
- Four regional workshops that were available to participants to book on to, which were run at the start of October to give participants the opportunity to share their views about the changes to the National Standard required as part of this review;
- An online survey allowed the industry and other stakeholders to express their views about the changes to the National Standard they would like to see as part of this review. The survey was open to any interested party.

This report

- 1.10 This report has been prepared by the Bikeability Support Team (Steer Davies Gleave (SDG) and the Bikeability Trust).
- 1.11 The purpose of the report is to summarise the key findings from both the regional workshops and the online survey regarding the changes to the National Standard that the industry and other stakeholders would like to see, and outline the key principles for the changes to be made.

1.12 The remainder of this document consists of the following:

- Chapter 2 sets out the key findings from the regional workshops;
- Chapter 3 sets out the key findings from the online survey;
- Chapter 4 summarises the key findings from both engagement workstreams; and finally
- Chapter 5 sets out the key principles for changes to be made to the National Standard, based on the views expressed, and the next steps.

2 The Regional Workshops

Introduction

- 2.1 Four workshops were facilitated by the Bikeability Support Team in October 2017, with participants in Leeds, London and Manchester, including a second London workshop focused on inclusive delivery. In total 44 people participated in the workshops.
- 2.2 The workshops were an opportunity to share views and the insights of the participants, adding depth to the views expressed by respondents to the online survey, and enriching the Bikeability Support Team's understanding of changes that could strengthen the National Standard. The workshops did not attempt to reach consensus on any potential changes, but rather to gain soundings from the industry to inform the direction taken by the review.
- 2.3 All four workshops addressed the following questions:
1. Does the National Standard meet its stated purpose, to get more people cycling, more often, with less risk?
 2. What do you like/dislike about the National Standard?
 3. What changes to the National Standard would you like to see?
 4. How could the guidance documents be improved?
- 2.4 The key findings from the four sessions are summarised below. **Please be aware that what is reported below are the key points and views expressed by workshop participants during the workshop; these views will not all necessarily be taken forward in the review of the National Standard.**

Does the National Standard meet its stated purpose, to get more people cycling, more often, with less risk?

- 2.5 Responses ranged from a cautious 'yes' to a definite 'no'. More support was expressed for the National Standard delivering cycling 'with less risk' (or 'more safely') than for 'more people cycling, more often'. Given the wide range of other factors that influence participation in cycling, it was acknowledged by workshop participants that cycle training is unlikely to achieve its stated purpose alone without other interventions. In this context, there were some views from participants that the stated purpose is too broad.

- 2.6 The wider utility of the National Standard was recognised by participants, notably in the delivery of Safe Urban Driver training¹. Other potential uses mentioned include e-bike cycling, cycling on segregated infrastructure, and the Bikeability Plus modules. Participants stated the review should consider extending the scope of the National Standard to maintain its currency and relevance.
- 2.7 Participants felt that the purpose of the National Standard should be stated more strongly, and communicated to a wider audience. Few people who are not involved in Bikeability delivery know it exists and it does little to change the attitudes of schools and parents who have most influence over children’s cycling.
- 2.8 Participants felt that the current National Standard contains a large number of detailed outcomes, all apparently of equal value. This flat structure leaves it open to interpretation and encourages inconsistent delivery. Certain outcomes could be adjusted to help enable achievement by disabled trainees, thus increasing the number of people who are able to benefit from the National Standard. All outcomes must be demonstrated independently, yet some trainees with physical or cognitive impairments require assistance to achieve them.

What do you like/dislike about the National Standard?

Likes

- 2.9 Participants liked many aspects of the National Standard. They felt that it provides stability, structure and authority for cycle training. It offers certainty for training providers, implies consistency in training delivery, provides milestones for measuring trainee progression, and elevates Bikeability (which is based on the National Standard) above other local cycle training schemes. Outcomes provide structure and purpose to training and assessment while affording flexibility for innovative training delivery. It helpfully clarifies the contexts and manner in which trainees must demonstrate outcomes. The seven good practice principles for training delivery provide clear, concise and compelling statements affirming what good instruction should look like. The outcomes helpfully focus on risk mitigation, and show how this can contribute to developing more skilful and enjoyable cycling.

Dislikes

- 2.10 There are a number of aspects of the National Standard that participants did not like. They thought that it has too many learning outcomes of apparently equal value, and that it is unrealistic to expect children to remember them all.
- 2.11 Participants highlighted that the demonstration of National Standard outcomes requires a bicycle, the ability to ride it, and appropriate settings in which training can take place. The first and third are not always available, and the second is covered by Bikeability Plus module outcomes that are not defined within the current National Standard. People without access to a bicycle or who have not yet learned to ride one could be excluded from the National Standard. The National Standard can also be quite prescriptive about manoeuvres and outcomes and therefore appears to require quite specific road layouts for training to be

¹ The Safe Urban Driving (SUD) course focuses on driving in urban areas and specifically on vulnerable road users, such as cycle riders and pedestrians. It provides Heavy Goods Vehicle and Passenger Service Vehicle drivers with the knowledge, skills and defensive driving techniques they need to deal with the challenges of driving in busy urban environments.

delivered, which may not be present in rural locations and can be challenging to deliver in heavily trafficked urban areas with complex roads.

- 2.12 While beyond scope of this review of the National Standard, some workshop participants felt that the Bikeability award structure can be inflexible. Greater flexibility in the construction of Bikeability awards based on award pathways through different combinations of National Standard outcomes would recognise the progression and achievement of more trainees, particularly those with disabilities or additional needs. Inclusive delivery of the National Standard currently tends to happen outside mainstream Bikeability training - schools and parents may prefer a more integrated approach.

What changes to the National Standard would you like to see?

Simplicity

- 2.13 Participants felt that a simplified National Standard with fewer outcomes would be easier for trainees to understand and for stakeholders to communicate to a wider audience. They thought that it could also reduce the scope for variations in interpretation by instructors and instructor trainers.
- 2.14 They felt that the outcomes should promote the core principles/functions that matter most in everyday cycling. For workshop participants, these were: observation, road position, communication, understanding priorities, plus independent decision making.
- 2.15 Participants felt that clear statements of what trainees should be expected to be able to do at each award level would also be helpful (e.g. 'Level 1 is to prepare for cycling on the road') - this would give instructors confidence when assessing a trainee's ability at each level and would provide more clarity for schools and parents.

Flexibility

- 2.16 Although relating specifically to the Bikeability award scheme rather than the National Standard, workshop participants commented that some trainees struggle to demonstrate all the outcomes required to achieve a particular level, while others achieve all outcomes but may be prevented from progressing to a higher-level award. As a result, participants felt that the current Bikeability award structure can be inflexible, and prevents some trainees from achieving their full potential.
- 2.17 Participants felt that broadening the scope of the National Standard, and including more outcomes below/before Bikeability Level 1, would be more inclusive and recognise the progression and achievement of all trainees. They felt that all-ability outcomes should be included, possibly with different training ratios and timings, and based on a better understanding of trainees' capabilities and aspirations.
- 2.18 They suggested that Bikeability Level 1 could be expanded (or a Level 0 introduced) to include balance and learn to ride outcomes from Bikeability Plus modules. Bikeability Level 2 outcomes could be simplified or grouped to better promote core cycling principles/functions.

Language

- 2.19 Participants commented that the language of 'less risk' and 'more safely' has negative connotations. They felt that the National Standard should be a positive statement of what good cycling looks like, one that sells cycling as a great way to get around for everyone.

- 2.20 Participants believed that the language of 'primary' and 'secondary' road positions is not used consistently by instructors, and is too binary to reflect real cycling experience. For example, passing a parked or slow-moving vehicle may require moving out to the centre of the road beyond primary position. They felt that it is more important that trainees understand why different road positions are needed, and independently decide which ones will aid their journey most, rather than stick with rigid categories. One suggestion was that the word 'cycle' should replace 'bicycle' throughout the National Standard, to reflect all-ability cycling, which may not necessarily be undertaken on a bicycle.

Instructor training

- 2.21 It was suggested that the four-day instructor training course would benefit from simplification and separation of its component parts. The focus should instead be on practical training for instruction, including trainee behaviour management and learning styles. Online resources and tests could be used to deliver the theory-based outcomes beforehand, while the requirement to cycle at Level 3 (currently assessed during the instructor training course) could become a prerequisite for the course.
- 2.22 Participants felt that all ability instruction should be integral to the instructor training courses. Although beyond the scope of this review, there was a suggestion that each registered Bikeability scheme should have at least one instructor who has been trained to deliver all-ability training.

Established National Standard practice

- 2.23 There was a suggestion that the development of the National Standard should draw on established practice in other fields, notably the National Standard for driving and driving instruction. One workshop participant presented a specific illustration of how the National Standard could be developed using this approach.
- 2.24 The National Standard for driving covers functional roles with competence statements organised in a hierarchy of units and elements. It does not include guidance on training and assessment: instead this is covered in a distinct National Standard for driver training and an associated syllabus.
- 2.25 The suggestion was that this approach benefits from simplicity (hierarchical structure of functions), clarity (separation of cycling and instruction functions), and confidence (based on learning from established National Standards development practice). It also opens the possibility of alignment with other road-use National Standards, to improve understanding and reduce risk for all road users.

Detailed changes to the National Standard

- 2.26 The workshops were also used to capture suggestions for detailed changes to specific outcomes in the current National Standard that participants would like to see. The suggestions that were made by participants are summarised below. The majority of detailed suggestions related to the National Standard underpinning Bikeability training rather than instructor training; and most comments on the latter related to instructor training delivery rather than the National Standard.

Table 2.1: Detailed changes to specific outcomes suggested during the workshops

Part of the National Standard	Detailed revisions suggested
Bikeability Level 1	<ul style="list-style-type: none"> • Include locking a cycle and cycling in groups (currently Level 3); • Gears can be difficult to teach in (flat) school playgrounds; • Include more/differently worded outcomes for disabled trainees or those with additional needs (e.g. demonstrated ‘with assistance’ rather than ‘independently’); • Why do trainees need to get on/off independently, use brakes to slow down, or start off and pedal (would ‘make the bike go’ suffice?); • Controlling bike with one hand discriminates against some trainees; • New outcomes for electric bikes; • Sharing space with pedestrians should be compulsory (perhaps at Level 2)
Bikeability Level 2	<ul style="list-style-type: none"> • The first outcome needs clarifying (i.e. must have achieved all Level 1 outcomes, with clearer guidance for instructors); • Some NS outcomes are not age appropriate (language); • It’s difficult to teach U turns (too much for trainees to remember); • Introduce a new outcome on new technology (route planning app); • Provide learning resources (e.g. videos) for outcomes that are not deliverable in some settings; • New outcome needed on using segregated cycle infrastructure.
Bikeability Level 3	<ul style="list-style-type: none"> • The first outcome needs clarifying (i.e. must have achieved all Level 2 outcomes, with clearer guidance for instructors); • Include road signs (currently in Level 2); • Language needs to be appropriate for trainees of different ages.
National Standard for instructors	<ul style="list-style-type: none"> • CPD based on the new NS will be needed to update the workforce; • Include a wider range of settings for all-ability training (e.g. indoors to prevent distraction).
Bikeability training ratios and timings	<ul style="list-style-type: none"> • At Level 1: 1:15 is difficult, 1:12 would be better; • At Level 2: 1:5 would be better; • At Level 3: 1:2 is preferred; • More flexibility is needed in timings for delivering NS outcomes to different trainees and in different settings

How could the guidance documents be improved?

2.27 Workshop participants felt that the guidance is helpful, but it was generally felt that there is too much. The documents are long, and they duplicate information provided in the National Standard.

Bikeability Delivery Guide

2.28 Some workshop participants found the relationship between the National Standard and the Bikeability Delivery Guide confusing. Training and assessment advice is duplicated in both. The seven good practice principles for training delivery are well received, but they should be in the Bikeability Delivery Guide not the National Standard, because they concern delivery of the National Standard in training. There is inconsistency in the numbering of some outcomes in the National Standard and the Bikeability Delivery Guide.

- 2.29 Participants felt that more guidance on the following would be helpful:
- Delivering Bikeability Level 1 for school years 3 and 4;
 - Brakes (e.g. are two working brakes required?);
 - Planning an assessed ride covering all Level 2 outcomes;
 - Left-shoulder checks (and ensure that inconsistencies between documents are addressed);
 - Safeguarding trainees;
 - Moving groups (how this can be a positive learning experience?); and
 - Trainee signalling at Level 2 (some instructors continue to make children signal without anyone to signal to).

2.30 In addition, they suggested that the 'must/should/may' terminology within the guidance documents needs to be reviewed to address inconsistencies.

2.31 Outcome-specific training videos for schools, parents and trainees, and learning resources for schools, would help embed learning and encourage trainees to practise.

Inclusive delivery guide

2.32 It was clear from the discussions that this is valued by those who know it, however, it is long, and does not appear to have the same force as the Bikeability Delivery Guide. Participants felt that having a separate guide implies that inclusive cycle training is somehow separate, and so the information needs to be incorporated into one delivery guide.

2.33 Participants in the 'inclusive-focused' workshop particularly, said that some trainees need assistance to demonstrate the National Standard outcomes, but the National Standard currently requires trainees to demonstrate the outcomes independently. The inclusive delivery guide does not tackle this issue specifically.

2.34 Participants suggested the following: simplify the guide, put it online, keep it up to date, create e-learning CPD modules, and collect more case studies. They felt that doing all this would ensure the guide is more relevant and has greater impact.

Instructor training

2.35 Workshop participants noted that not all ITOs follow the national instructor training course, leading to inconsistencies in the delivery of instructor training and Bikeability. Participants thought the standard four-day instructor training course has too much content, and affords insufficient time for aspirant instructors to learn how to teach and assess to the National Standard.

2.36 Workshop participants felt that instructor CPD needs to be accredited, and instructors should be required to complete accredited CPD and provide evidence of training delivery to remain on the instructor register. Schemes should be able to access the instructor register so they can be sure they only employ/contract registered instructors.

3 The online survey

Introduction

- 3.1 An online survey was used to capture the views from the industry and other stakeholders regarding changes to the National Standard that they would like to see. The survey form was provided as a link from the publicly accessible National Standard Review website.
- 3.2 The survey aimed to understand:
- Whether the National Standard is fit for its intended purpose to 'get more people cycling, more often and with less risk' and if not, how it could be made fit for purpose;
 - What people like/dislike about the current National Standard;
 - Whether there are any National Standard outcomes that instructors currently find difficult to teach/deliver;
 - Which of the existing supporting guidance is actively used, and if not, why not;
 - What revisions (if any) need to be made to each of the supporting guidance documents;
 - In what other ways the National Standard and/or the supporting guidance needs to be changed.
- 3.3 Many of the questions were deliberately open ended to enable respondents to explain the scale and nature of the changes that they would like to see, rather than their answers being dictated by the nature of the questions being asked and the tick box answers provided.
- 3.4 A list of the questions asked is provided in Appendix A.
- 3.5 The remainder of this Chapter reports on the key findings from the survey. **Please be aware that these are the views expressed by respondents to the online survey; these views will not all necessarily be taken forward/actioned as part of the review of the National Standard.**

Analysis of closed and open question answers - process

- 3.6 Closed questions were analysed using Excel.
- 3.7 A thematic coding approach, to identify and summarise patterns and themes within qualitative data sets, was used to analyse the responses to the open questions.

3.8 A code frame was developed for each of the open questions, consisting of a series of themes which contained detailed comments (or “codes”) to capture the sentiment of each respondent who left an open text response. During the coding process, each open text response was analysed and either a new code was created or the response was added to one or more of the existing codes within the code frame as relevant. As an iterative process, some codes were merged as similar themes emerged. This process created a quantitative value for each code and theme which were used to rank themes and comment by frequency of occurrence. This information has been used to develop the commentary in the ‘findings’ section below.

Response rate and respondent profile

3.9 368 respondents commenced the survey and answered the first questions regarding their role in Bikeability and whether the National Standard was fit for purpose and if not, how could it be made so. 270 of those respondents then went on to complete some or all of the remainder of the survey, including providing answers to the series of open-ended questions.

3.10 The profile of the 270 respondents to the survey is set out below. The majority of respondents were either National Standard instructors (two thirds of respondents overall) or Bikeability scheme managers/administrators (one fifth of respondents). Smaller numbers of responses were from stakeholder organisations, such as local and regional authorities, and others, including parents, cycle riders and club members.

Table 3.1: Online survey respondent profile

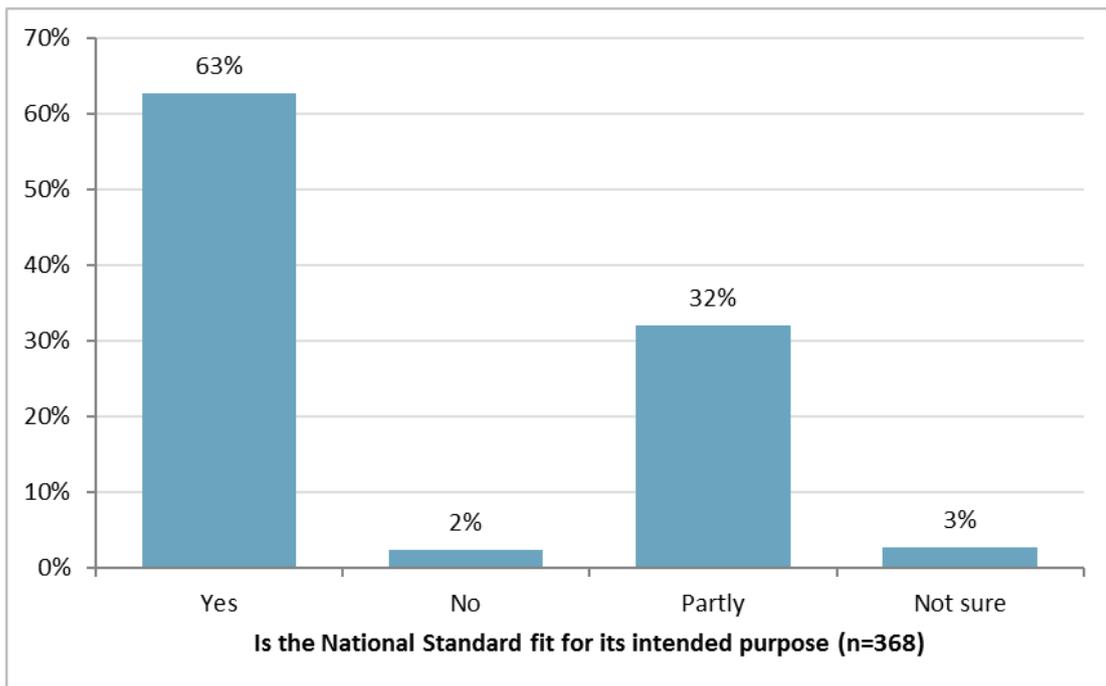
Respondent type	Number (%)
National Standard Instructor (NSI/NSIA/NSIT)	182 (67%)
Bikeability Scheme Manager or administrator	57 (21%)
Other (including parents, cycle riders, club members)	14 (5%)
Stakeholder representatives (including local and regional authorities, and reps of private organisations)	12 (4%)
Bikeability Trainee	5 (2%)
TOTAL	270 (100%)

Findings from the online survey

Is the National Standard fit for its intended purpose to 'get more people cycling, more often and with less risk'?

3.11 Almost two thirds of respondents to this question (63%) considered that the National Standard *is* fit for purpose. 32% of respondents considered it *partly* fit for purpose, and 2% did not consider it for purpose. The remaining 3% of respondents were not sure.

Figure 3.1: Is the National Standard fit for its intended purpose?



If not, how can it be made fit for purpose?

3.12 If respondents had answered ‘no’ or ‘partly’ to this question, they were asked to explain how they felt it *could* be made fit for purpose. The responses provided were focused around the following key themes (the key ones are discussed individually below the table).

Table 3.2: Making the National Standard fit for purpose: key themes highlighted by respondents

Theme: Comments relating to...	Number of respondents mentioning
The National Standard outcomes	54
The promotion / awareness of the National Standard	42
The stated aim of the National Standard	37
Pre- and post-training provision	31
Scope and reach of the National Standard	19
Availability of Infrastructure to support the National Standard	14
Availability of funding	12
Enforcing road safety	6
Bikeability Plus	5
Schemes and instructors	4
Quality Assurance	1

Number of respondents: 114

The National Standard outcomes

- 3.13 The theme with the largest number of comments related to the outcomes themselves. There was a concern expressed by 12 respondents that trainees need more time than provided currently within training to embed the outcomes, and by three respondents that current Level 2 outcomes are too complex for children younger than nine years old. One comment expressed by nine respondents was that training needs to be 'more fun' for children, and a related comment from one respondent that assessment should be undertaken through games. There was a concern expressed by a further three respondents that children who don't progress to Level 2 are unlikely to do so in the future and, as a result, removal of the 'pass/fail' element of the course is needed; and a concern that children are not confident riding on roads, even after Level 1 training (two respondents). There were also comments relating to the management of risk: that there is insufficient emphasis on risk management (three respondents); and that outcomes are too rigidly focused on manoeuvres and not enough on understanding risk (two respondents). There were several suggestions by respondents for new outcomes such as a 'general riding' outcome (four respondents); ones focusing on the personal and societal benefits of cycling; and guidance for e-bike use. Additionally, there was also one suggestion that mirrors on bikes should be compulsory.

Promotion / awareness of the National Standard

- 3.14 The biggest single comment within this theme (and indeed the biggest single comment for this question with 20 responses overall), was a concern that most people are completely unaware of the National Standard, that cycling behaviour is not understood, and, consequently, a suggestion that it needs to be better promoted. There were more specific suggestions around promotion, e.g. that the National Standard needs to be better communicated to parents and teachers as the usual gatekeepers to children's cycling (with 12 respondents); and suggestions that the National Standard should be promoted through workplaces and local cycling clubs (eight respondents). There was one comment concerning terminology which expressed that 'National Standard' commands more gravitas and respect than 'Bikeability'; and that training should be promoted more to secondary age children who will be permitted to ride independently (one respondent).

Stated aims of the National Standard

- 3.15 The single biggest comment within this theme (10 respondents) was a concern that the aims of the National Standard have not been met because there has been no increase in cycling since the National Standard was introduced; and to a lesser extent that cycle safety specifically has not been improved since its introduction (three respondents). Other comments suggested that providing training alone is not sufficient to promote a culture of cycling (nine respondents), that the stated goal should be improving the *quality* of cycling instead rather than the amount of cycling (seven respondents), and the suggestion that road risks need to be promoted to all road users, not just cyclists (three respondents).

Pre- and post-training provision

- 3.16 The comments within this theme primarily focused around two key issues: a concern that adult engagement levels were too low and that training options need to be increased for adults (14 respondents); and that post-training provision needs to be boosted for children (14 respondents). Three further respondents suggested that cycling should be more consistently promoted throughout people's lives.

Scope and reach of the National Standard

- 3.17 There was a suggestion (made by seven respondents) that increasing the number of Level 3 courses would improve cycling standards and increase cycling, a further four respondents suggested that the National Standard should be incorporated into driving standards, and a further three that it should be incorporated into the national curriculum. Four respondents suggested a need to improve the consistency of NSI training nationally specifically in relation to making the National Standard fit for purpose (other respondents raised this issue in relation to the other questions asked in the survey). One respondent suggested that it should be made easier for teachers to train as National Standard instructors.

Availability of infrastructure to support the National Standard

- 3.18 The comments within this theme were primarily around a concern that the ability of the National Standard to reduce risk is being undermined by a lack of infrastructure (12 respondents). Two further respondents suggested that the Highway Code needs to be updated and one further respondent commented that the Highway Code misunderstands the National Standard outcomes.

Availability of funding

- 3.19 Overall, 12 respondents mentioned funding in relation to making the National Standard fit for purpose. Seven respondents were concerned that a lack of funding limits trainee numbers; and a further four respondents suggested that funding for adult training should be increased.

What do respondents like about the current National Standard?

- 3.20 The aspects of the National Standard that respondents liked, fell into a number of key themes which are listed below.

Table 3.3: What do you like about the National Standard? Key themes highlighted by respondents

Theme: Comments relating to...	Number of respondents mentioning
Progressive structure	137
Realism and practicality	122
Consistency, coherence and credibility	78
Enables safer, more confident riding	75
Approach to delivery of training	56
Inclusivity	20
Ethos of the National Standard	16
Management of the National Standard	4
Negatives/suggested improvements	3

Number of respondents: 250

Progressive structure

- 3.21 This was the largest theme highlighted, with 137 respondents in total. The key aspects that respondents value are: that the different levels within the National Standard offer a logical progression/opportunity for continuous assessment (71 respondents); a more general comment that the National Standard is well structured (34 respondents); it can be flexible to suit the needs of trainees (16 respondents); and is easy to follow (14 respondents). Two further respondents felt that it was presented in a way that was easily understood by parents.

Realism and practicality

- 3.22 Several comments relate to the realism and practicality of the training. For example, the largest single comment was that the outcomes have a practical use/are realistic and relevant (28 respondents); 15 respondents felt that the outcomes are realistically achievable within course times; and that they give a good grounding in the basics needed to ride on the road (six respondents). Other comments related to the clarity of the National Standard: Outcomes are clear and make sense (24 respondents); and the outcome-led approach itself provides structure and clarity (six respondents). There was a view that the National Standard is comprehensive and thorough (12 respondents); and that it is technically sound (11 respondents). Five respondents felt that it provided an incentive to trainees to progress to the next level.

Consistency, coherence and credibility

- 3.23 The comments around this theme focused on two comments: firstly, that the key value is that National Standard provides a single standard to follow, therefore ensuring consistency of delivery (43 respondents); and secondly that the coherent outcomes means that the instructor role is clear (23 respondents). Other comments made relate to the fact that respondents value that the National Standard is delivered by qualified instructors with regular CPD/that NSIs are well trained and up to date (three respondents); that the National Standard gives credibility to schemes (two respondents); and the National Standard provides a useful point of reference for the principles of primary position (two respondents).

Enables safer, more confident cycling

- 3.24 A large number of respondents overall (75 respondents) value the flexibility of National Standard outcomes in enabling children to cycle. For example, the National Standard helps children to ride bikes safely (18 respondents) and teaches road safety awareness more generally (15 respondents). Other respondents highlighted the wider, confidence/achievement building aspects of the National Standard: that it gives confidence to riders (11 respondents); is empowering (three respondents); encourages riders to think independently (seven respondents); and gives a sense of achievement to participants (one respondent).

Approach to delivery of training

- 3.25 The comments within this theme relate primarily to the fact that the on-road training provides a realistic environment for enabling cycling (27 respondents); is enjoyable for trainees (eight respondents); and that time is provided within the course for trainees to practise (five respondents). The instructor style proposed – discuss-demonstrate-do – is effective (five respondents); is enjoyable to deliver (four respondents); and instructors are able to see the progress made by trainees (one respondent).

Inclusivity

- 3.26 These comments primarily centred around the inclusivity of the National Standard: that it is available for anyone to participate in (eight respondents); and the three levels provide access to training for all abilities (seven respondents).

What do respondents dislike about the current National Standard?

- 3.27 The aspects of the National Standard that respondents disliked, fell into a number of key themes which are listed below.

Table 3.4: What do you dislike about the National Standard? Key themes highlighted by respondents

Theme: Comments relating to...	Number of respondents mentioning
Delivery approaches	94
Instructor training issues	48
Lack of awareness of the National Standard	42
Issues with specific Level 2 outcomes	42
Outcomes in general	35
Issues with specific Level 1 outcomes	11
Issues with specific Level 3 outcomes	11
Awards materials	10
Quality assurance	6
Trainee progression	6
Standards	5
Learning materials	3
Adult training	2
Funding issues	1

Number of respondents: 191

Delivery approaches

- 3.28 Several issues were raised within this theme, but the majority of the responses centred around three key issues: the first is inflexibility around delivery - that the Bikeability course structure is too prescriptive (24 respondents). Related comments regarding Bikeability delivery include the following: it is not flexible enough for disabled children/children with special needs to take part (seven respondents); some instructors do not take a common-sense approach to flexible delivery (nine responses); and there is not enough information on flexible delivery for different locations (three respondents). The second delivery issue was around timings: that the course doesn't involve enough riding time for trainees (16 respondents) and course timings are too short (11 respondents), although two further respondents said that courses were currently too long. The third main issue was around instructor to trainee ratios, with four respondents saying that ratios need to be reviewed, and three respondents saying that the number of instructors per trainee needs to be increased.

Instructor training issues

- 3.29 By far, the single largest issue within this theme was structural and related to the view that multiple ITOs result in inconsistent delivery methods among instructors (24 respondents). The views of the remaining 24 respondents within this theme were spread between 12 other comments, including the following: instructor CPD is not compulsory (7 respondents); instructors do not have to demonstrate working with real trainees before becoming a provisional instructor (NSIP) and potentially delivering alone (two respondents); the high level of detail in the National Standard making delivery difficult for casual instructors to become involved (two respondents); and the level of instructor training required (considered to be significant) potentially putting off new instructors (two respondents).

Lack of awareness of the National Standard

- 3.30 The answers to this question again revisited the issue around the promotion of the National Standard, primarily that the National Standard is not promoted anywhere (18 respondents), and that awareness of the National Standard by other road users is low (14 respondents). Other respondents thought Bikeability training should be mandatory for all children (four respondents), who should be offered post training options/follow up courses (three respondents).

Issues with specific Level 2 outcomes

- 3.31 A couple of general points were raised here and some Level 2 outcomes were specifically disliked by respondents. The main single view was that some Level 2 outcomes (one example given was passing parked cars) are irrelevant in a rural environment (20 respondents); and seven respondents expressed the general view that Level 2 outcomes are too complex for primary-age trainees. Specific Level 2 outcomes that were disliked included the following: continuous U turns (six respondents), with a further two respondents saying that U turns make delivery more efficient, but distract trainees from more important outcomes (two respondents); the naming of Primary and Secondary road positions (one respondent); and the left shoulder check before pulling out in left turn out to major road (one respondent). The responses also highlighted where Level 2 is considered to be lacking currently e.g. with the lack of a 'your journey to school' outcome (two respondents), and lack of route planning (one respondent).

Outcomes in general

- 3.32 Other issues regarding outcomes more generally were raised, including the following: outcomes are not detailed enough and open to interpretation (five respondents); the National Standard does not link to the wider benefits of cycling (four responses); jargon is used for outcomes and positioning (three respondents); and eye contact with other road users is not emphasised and encouraged as being two-way (three respondents). The other issues raised were varied, including too much emphasis on safety equipment so cycling is not normalised (two respondents), training is too outcome orientated so that there is a lack of focus on enjoyment (two respondents), trainees are not always taught to signal/stop at give way lines (two respondents), and outcomes are not assessed at the end of a course (one respondent).

Are there any National Standard outcomes that instructors currently find difficult to teach/deliver?

- 3.33 Some general comments around difficult outcomes were raised, alongside comments relating to specific outcomes at each Bikeability level.
- 3.34 The general issues raised include the following: the difficulty of delivering outcomes realistically in rural or very quiet environments (23 respondents) or in very busy locations (two respondents); the view that outcomes need to be simplified to be more flexible (four respondents); it is difficult to teach the required outcomes within the allotted course time (three respondents); there are too many outcomes overall (three respondents); it is difficult to move trainees between sites (one respondent); and it is difficult to deliver new outcomes as communications regarding changes can be limited (one respondent).
- 3.35 Specific outcomes at Bikeability Levels 1-3 that respondents find difficult to deliver are listed below (with the number of respondents mentioning each).

Table 3.5: Specific National Standard outcomes that instructors find difficult to deliver

Level	Outcome/difficulty
Level 1	<p>The following outcomes were highlighted as being difficult to deliver:</p> <ul style="list-style-type: none"> • Using gears (six respondents); • Controlling bike with one hand (three respondents); • Demonstrate understanding of safety equipment (three respondents); • Basic bike control outcomes difficult to deliver to very inexperienced trainees (two respondents); • Ride along without help (two respondents); • Share space with pedestrians and other cyclists – this should be at Level 2 instead (one respondent); • Stop quickly with control (one respondent). <p>And the following general Level 1 suggestions were made by single respondents:</p> <ul style="list-style-type: none"> • Left footers should be allowed to do pedal ready with left foot; • Level 1 group sizes are too large; • Trainees would benefit from preparing for the course in advance; • Suggest removing course times for Level 1.
Level 2	<p>The following Level 2 outcomes were highlighted as being difficult to deliver:</p> <ul style="list-style-type: none"> • Make a U turn (17 respondents); • Passing side roads (in Primary position) (11 respondents); • Understanding where to ride on the road (Primary and Secondary position) (10 respondents); • Left and right shoulder checks are too difficult/unnecessary (10 respondents); • Passing parked cars (seven respondents); • Turn right from major to minor road (seven respondents); • Turn left into a minor road (four respondents); • Turn left into a major road (two respondents); • Turn right into a major road (two respondents); • Signalling to other road users (three respondents); • Inconsistency in teaching signalling when there is no traffic (two respondents). <p>The following difficulties were raised by single respondents:</p> <ul style="list-style-type: none"> • Demonstrating decision-making and understanding of safe riding strategy; • Road positioning at give way lines; • Minor to major turnings; • Be aware of potential hazards. <p>The following general comments were also made about Level 2 outcomes by single respondents:</p> <ul style="list-style-type: none"> • Any turn can be difficult to teach in busy areas; • It is difficult to teach outcomes without standing in the road; • Major/minor roads are difficult concept to grasp and need simplification; • Negotiation with other road users should be two ways (i.e. wait for a positive response from a driver); • There is a need to put a signal in place for finishing a journey; • Right turns - outcome should allow dismounting and assessing.

Level	Outcome/difficulty
Level 3	<p>The following Level 3 outcomes were highlighted as being difficult to deliver:</p> <ul style="list-style-type: none"> • Filtering (four respondents); • Dealing with vehicles that stop in front of you (two respondents); • Hazard perception and strategy (one respondent); • Understanding blind spots (one respondent); • Reacting to hazardous surfaces (one respondent). <p>In addition, the following general comments were made:</p> <ul style="list-style-type: none"> • Delivering realistic training at Level 3 can be difficult because of inappropriate roads/environments available locally (nine respondents); • Too many optional outcomes make delivery requirements uncertain (five respondents); • Delivering Level 3 is difficult because instructors don't do it regularly (two respondents) and because coverage of Level 3 delivery is limited during the 4 day NSI course (one respondent); • Much of Level 3 is difficult to deliver as it is too much of a step up from Level 2 (two respondents); • Level 3 course length is too short (one respondent).

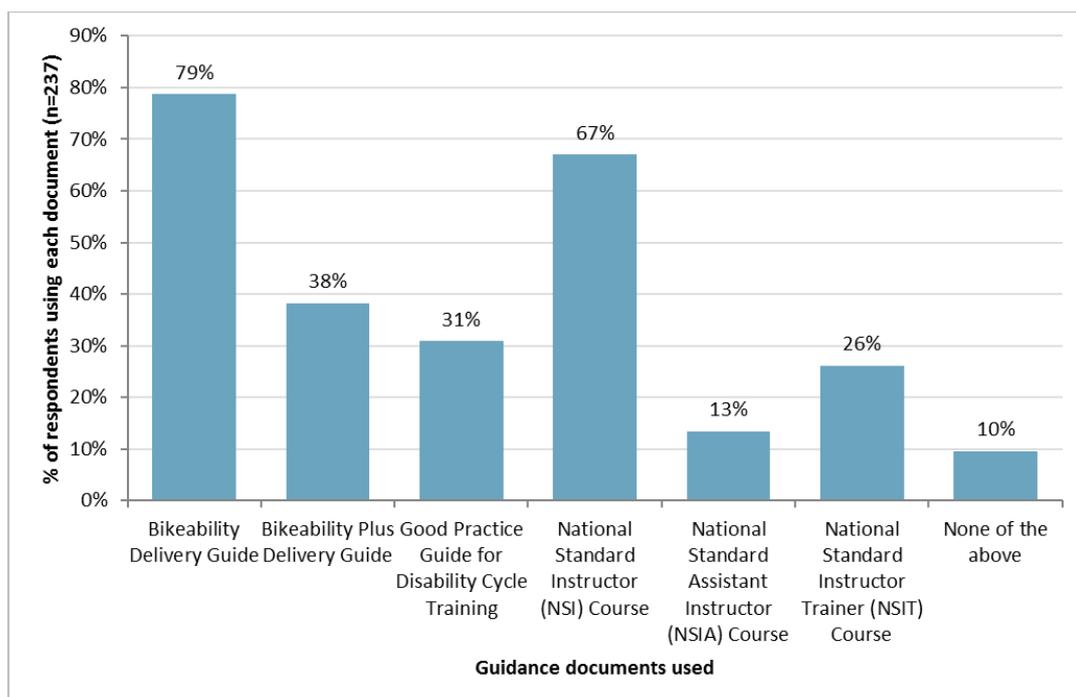
Number of respondents: 134

Which of the existing supporting guidance is actively used, and if not, why not?

3.36 Respondents were asked to specify which guidance documents they use to deliver courses.

3.37 The most popular guidance document in use was the Bikeability Delivery Guide, used by 79% of respondents. Next, 67% used the NSI Course document, followed by the Bikeability Plus Delivery Guide (38%). There was relatively low usage overall of the Good Practice Guide for Disability Cycle Training ('inclusive guide') despite it being available for a number of years. 10% of respondents said that they did not use any of the guidance documents listed (a third of whom who were instructors). These answers need to be viewed in the light of the profile of respondents, as not all respondent groups would be expected to be familiar with all of the guidance documents available.

Figure 3.2: National Standard supporting guidance documents used by respondents



3.38 Respondents were then asked, for each of the guidance documents that they do not use, the reason why. The key reasons are listed below.

Table 3.6: Key reasons cited for not using National Standard guidance documents

Guide	Key reasons for not using
Bikeability Delivery Guide	<ul style="list-style-type: none"> • Use an in-house delivery guide instead; • Well versed in the course, no need for a delivery guide; • Not aware of it.
Bikeability Plus Delivery Guide	<ul style="list-style-type: none"> • Do not deliver Bikeability Plus; • Not aware of it.
Good Practice Guide for Disability Cycle Training	<ul style="list-style-type: none"> • Able to manage disability training using own initiative; • No demand for training from disabled trainees or trainees with special needs; • Not aware of it.
National Standard Instructor (NSI) Course	<ul style="list-style-type: none"> • Assumed to be similar to the Bikeability Delivery Guide; • Use an in-house delivery guide instead; • Not aware of it.
National Standard Assistant Instructor (NSIA) Course	<ul style="list-style-type: none"> • Not relevant as the majority of instructors are full NSI.
National Standard Instructor Trainer (NSIT) Course	<ul style="list-style-type: none"> • Very few NSITs overall; • Do not run NSIT courses.

3.45 Respondents were also asked to name any other materials that they use to deliver training. The following were the ones most commonly mentioned:

- Bikeability scheme/ITO-specific documents e.g.:
 - Hertfordshire County Council Cycle Training Guide;
 - East Region ITO manual;
 - CTUK instructor;
 - Wiltshire NSI support website;
 - BikeRight! delivery guide;
 - British Cycling Bikeability Handbooks Level 1-3;
- Third party documents e.g.:
 - Cyclecraft;
 - The Bikeability Scotland resources;
 - Individual respondents' own guide to managing large groups of riders with other road users;
 - Tales of the Road.

In what other ways do you think we should be looking to revise the National Standard and/or the supporting guidance?

3.46 Finally, respondents were asked if there were any other ways, not already mentioned in their responses, that they feel the National Standard and/or the supporting guidance, should be revised. Their answers fell into a number of key themes which are listed below, and those drawing the largest number of responses are discussed.

Table 3.7: In what other ways should the National Standard and/or supporting guidance be revised?

Theme: Comments relating to...	Number of respondents mentioning
New learning resources	101
National Standard outcomes	66
Changes to instructor training	27
Changes to delivery methods	19
Better/more effective promotion	14
Changes to Quality Assurance	13
Funding for Bikeability	7
Level 2 outcomes	7
Level 1 outcomes	6
Level 3 outcomes	5
Administration	1
Enforcement	1
Safety equipment	1

Number of respondents: 154

New learning resources

- 3.47 The key suggestions made in relation to learning resources were primarily around the use of new media to assist with delivery of the National Standard, including use of videos to demonstrate outcomes (41 respondents); a more interactive website or development of an app (39 respondents); and a standardised pocket training guide for trainees/parents (10 respondents), although it should be noted that these are already available. Also suggested was the introduction of pre-course learning to National Standard training (eight respondents).

National Standard outcomes

- 3.48 Respondents made a range of suggestions in relation to National Standard outcomes, but the comments were primarily focused around the number of ‘goes’ that trainees should have to demonstrate achievement of an outcome during training. 31 respondents suggested that the number of goes a trainee has should not be specified as part of the National Standard, but that the current flexibility should be retained. 12 respondents felt that more explicit guidance on the number of goes a trainee has ought to be provided. The other comments in this theme were to remove the pass/fail elements of the course (five respondents), a suggestion to introduce more optional outcomes that can be applied to rural or urban environments (four respondents); a suggestion that outcomes feature more ‘real life’ events such as the journey to school and bike repairs (four respondents), introduction of more objective trainee assessment methods (two respondents) and link outcomes more closely with the Highway Code (two respondents).

Changes to instructor training

- 3.49 The comments within this theme included a suggestion to standardise NSI training to ensure consistency (six respondents), ensure that only one National Standard Instructor training delivery guide is used (schemes and ITOs do not create their own) again to ensure consistency (four respondents), provision of an online information/refresher guide for instructors (three respondents), and a review of NSI training times (two respondents). There were several other

suggestions made by one respondent each, such as abolishing NSIA, requiring instructors to attend annual CPD, and providing instructors with more guidance on risk management.

Changes to delivery methods

- 3.50 Again, there were a range of views expressed within this theme, notably the following: course timings are too long and need to be reduced (three respondents); more guidance on shepherding/snaking is needed (three respondents); the National Standard should be based on developing a riding strategy rather than training for individual manoeuvres (two respondents); and training should be simplified (two respondents). There were a number of other suggestions, made by one respondent each, including the following: building more riding time into training; making high-viz vests and helmets compulsory for all cyclists; and introducing a 'free ride' element to training at the end of a course.

Better/more effective promotion

- 3.51 The comments within this theme again suggested that the National Standard should be promoted to the general public (seven respondents), and link with other programmes such as the driving standards (five respondents).

Changes to quality assurance

- 3.52 The comments within this theme suggested the introduction of a more robust and pervasive external quality assurance programme (five respondents), a review of EA procedures (four respondents), as well as limiting EA visits to one per scheme per year (one respondent) and re-staffing the EA team (one respondent).

Responses received outside of the online survey

- 3.53 Two responses were received outside of the online survey – from TABS and from Transport for London – and they are summarised below.

TABS²

- 3.54 The submission from TABS focused around the following issues:
- In general, the current set of outcomes *is* considered to be fit for purpose, although there is room for improvement and clarity;
 - The suggested creation of a National Standard for Cycling, setting out what constitutes good cycling as well as good cycling instruction;
 - The suggestion that the National Standard is presented in a similar way to the National Standard for Driving – i.e. using clear language, no jargon, simple and concise;
 - To ensure that the existing 'principles' of good cycle training (i.e. that it is realistic, empowering, positive, progressive, trainee-led, outcome-orientated, and continuously assessed) is embedded more effectively into NSI outcomes.

² TABS (The Association of Bikeability Schemes) is the Bikeability industry body which represents the interests of its member Bikeability schemes.

Transport for London (TfL)

3.55 The submission from TfL focused around the following issues:

- That the current stated aim of the National Standard ('to get more people cycling, more often and with less risk') should not be the aim of the National Standard, but should be the aim of particular training products/schemes or literature derived from the National Standard, such as Bikeability;
- Making the National Standard fit for purpose by re-positioning the standard and redefining the stated purpose;
- The National Standard should be less prescriptive – retaining the progressive learning structure but not being defined by three separate Levels;
- The National Standard should continue to promote best practice and reflect what good and safe cycling looks like;
- The National Standard should be brought in line with the National Standard for Driving;
- Ensure that the National Standard is inclusive of all abilities;
- Additional guidance for instructors on how to ensure Bikeability complements and links with other cycling and active travel, and advice on introducing new infrastructure into training delivery.

4 Key findings from Stage One engagement

- 4.1 The Stage One engagement has been invaluable for setting the direction for the revision of the National Standard.
- 4.2 A common theme was that the National Standard gives Bikeability authority and purpose while affording flexibility for innovative delivery. It is underpinned by seven valued good practice principles that provide clear, concise and compelling statements of what good instruction should look like. It sets a progressive structure for realistic, positive and practical training delivery and learner achievement that enables safer, more confident cycling. In these respects, more participants than not felt the National Standard was fit for purpose.
- 4.3 Participants also identified areas for development, which can be summarised as follows:
- **The National Standard is not well known or understood**, particularly among the gatekeepers of children's cycling (schools and parents/carers) and the motorists who shape the environment in which trained children cycle.
 - **It looks and feels very different to related road-use National Standards for driving, motorcycle riding and driver/rider training**, potentially limiting its impact on better shared road use.
 - **The National Standard is not accessible to everyone who could cycle**: some of the language inadvertently excludes (e.g. with the use of the word 'bicycle' instead of 'cycle'), and the wording of some outcomes does not allow participation from trainees who require support to progress or achieve.
 - **The outcomes may not enable cycling to occur everywhere it is permitted equally well, e.g. in sparsely populated rural areas and congested urban streetscapes**, potentially limiting the impact of the National Standard in enabling more people to cycle, more safely, more often.
 - Unlike related road-use National Standards, **the National Standard has a large number of outcomes all apparently of equal value**, opening the scope for interpretation in delivery and making it difficult for young trainees to remember and apply what they have learned.
 - **Much of the content of the National Standard is duplicated elsewhere** in delivery guidance documents that are not sufficiently known or used. It includes detailed training delivery and assessment advice usually found in separate training delivery guides and assessment strategies. These weaknesses create confusion among instructors and trainees alike and result in inconsistent delivery of the National Standard through training. The various documents can be **difficult to navigate and present a challenge for keeping up to date**.

5 Key principles and next steps

Key principles for the 2017 review of the National Standard

5.1 From the findings of Stage One engagement, the following key principles have been identified for the revisions to the National Standard:

Key Principle #1: Simplify the National Standard

- Reduce the number of outcomes overall, and highlight the core principles/functions that matter most in everyday cycling such as: observation, road position, communication, understanding priorities, and independent decision making;
- Simplify the language and reduce jargon - think about who the audience is and write accordingly;
- Consolidate current multiple documentation and present in a more accessible way that aids usage e.g. online.

Key Principle #2: Make the National Standard Inclusive:

- Make the National Standard fully inclusive of different types of ability (e.g. with the use of 'cycle' not 'bicycle'; and ability for trainees to achieve outcomes 'with support' where necessary);
- Enable new award pathways to ensure that National Standard training is available to as many people as possible (this may require additional outcomes to be introduced i.e. prior to Level 1).

Key Principle #3: Create greater flexibility within the consistent framework provided by the National Standard:

- Ensure the National Standard reflects cycling wherever it is permitted, including in rural and urban settings, on different types of cycle, and with/without cycling infrastructure;
- Don't specify the number of 'goes' (maintain the flexibility) but provide stronger delivery guidance for instructors on trainee assessment.

Key Principle #4: Ensure that the National Standard is presented as clearly as possible

- Restructure the National Standard in line with other National Standards/good practice (i.e. separate training delivery and assessment guidance from the National Standard);
- Align the National Standard with other established road use National Standards (such as the National Standard for driving and driving instruction) to help raise awareness of it among all road users.

Key Principle #5: Address specific outcomes that present delivery difficulties:

- The engagement has resulted in a number of suggestions being made regarding the appropriate 'home' of specific outcomes within the different Levels, and these will be addressed in the revised National Standard.

Key Principle #6: Make full/better use of new media:

- Devise new video resources to demonstrate outcomes;
- Develop interactive website/an interactive app;
- Design new pocket guides for parents and trainees³.

5.2 Also picked up through this process, is the lack of awareness of the National Standard and a need for it to be promoted more widely/more effectively – to specific audiences such as parents and schools (training and cycling 'gatekeepers') but also to other road users.

Next steps

5.3 As stated in section 1.8 above, the next steps in the National Standard Review 2017 are as follows:

- The National Standard is currently being revised by the Bikeability Support Team taking account of the key findings emerging from the Stage One engagement;
- The draft revised National Standard will be circulated to the industry in early 2018;
- This revised National Standard will then be subject to Stage Two engagement with the industry, which will allow all interested parties to comment on the specific changes proposed;
- These comments will then be used to finalise the changes that are made to the National Standard;
- The Cycle Training Standards Board (CTSB) will be reconvened as part of the National Standard Review 2017 and will be used to ratify final changes to the National Standard;
- It is anticipated that the revised National Standard will be published in summer 2018 and will come into effect from the start of 2019. Autumn 2018 will be a transitional period which will be used to develop and finalise associated guidance etc.

³ Note that a pocket-sized trainee handbook for Bikeability already exists

A Online survey questions

This document reproduces the questions included in the online survey to give you the opportunity to read the questions and think about your answers, before you access the online survey. The majority of the questions allow free text answers.

THE CURRENT NATIONAL STANDARD FOR CYCLE TRAINING

The stated purpose of the National Standard is to 'get more people cycling, more often and with less risk'. Is the National Standard fit for this intended purpose in your view? Yes/No/Partly/Not sure

Why do you say this and how do you think it could be made fit for purpose?

What do you **like** about the current National Standard? Why do you say this?

What do you **dislike** about the current National Standard? Why do you say this?

Are there any National Standard outcomes that instructors currently find difficult to teach/deliver? If so, which ones are they and how could a revised National Standard address this issue?

NATIONAL STANDARD SUPPORTING GUIDANCE

Which of these guidance documents do you use?

- Bikeability Delivery Guide
- Bikeability Plus Delivery Guide
- Good Practice Guide for Disability Cycle Training
- National Standard Instructor (NSI) Course
- National Standard Assistant Instructor (NSIA) Course
- National Standard Instructor Trainer (NSIT) Course
- None of the above

For each of the guidance documents that you DO NOT use, please say **why** you do not use it.

Are there any other materials, guides or manuals you use to deliver Bikeability? Please list which ones.

What revisions (if any) do you think need to be made to each of the supporting guidance documents?

OTHER POTENTIAL CHANGES TO THE NATIONAL STANDARD AND THE SUPPORTING GUIDANCE

In what other ways do you think we should be looking to revise the National Standard and / or the supporting guidance? In considering your answer, you may want to think about the following kinds of opportunities:

- Streamlining / changing the content of / restructuring the National Standard
- Streamlining / changing the content of / restructuring the supporting guidance
- Including more detailed inputs / definitions in the National Standard (such as specifying the number of 'goes' a trainee must have undertaken to demonstrate they have achieved an outcome consistently). If so, which inputs / definitions are required?
- Linking the National Standard more effectively with External Assurance (how can this be done in practice?)
- Making changes to the NSI, NSIA or NSIT courses
- Presenting the guidance differently e.g. through interactive website / videos etc.

Finally, do you have any other comments or suggestions about the revisions that you feel need to be made to the National Standard and/or the supporting guidance?

