

Evaluation of a Young Driver Education Programme

**DERBY & DERBYSHIRE
ROAD SAFETY
PARTNERSHIP**

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The following report describes the results of an evaluation conducted by RoSPA on behalf of Derby and Derbyshire Road Safety Partnership. RoSPA acted as an independent evaluation consultancy to assess the effectiveness of the Young Driver Education Programme, as designed and delivered by Derby and Derbyshire Road Safety Partnership.

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Executive Summary

Young newly qualified drivers are disproportionately represented in road casualties (1) (2). Derby and Derbyshire Road Safety Partnership have developed a Young Driver Education programme to help to tackle this issue. The programme was delivered to first year sixth form students (typically aged 16 or 17) within Derbyshire. The programme aims to improve the safety of young drivers and passengers through a series of three, one hour workshop presentations. The workshops related to drink and drug driving, strategies on how to stay safe as a passenger, distraction and mobile phone use, speed and seatbelt wearing. The evaluation aimed to test the effectiveness of the programme and to identify areas of improvement.

Methods

Attendees and non-attendees of the education programme completed questionnaires to assess attitudes, behaviours, collisions and motoring convictions. Questionnaires were completed before the workshops, within three weeks afterwards and 12 months afterwards. Non-attendees of the workshop were asked to complete questionnaires to test whether any natural changes occurred in attitudes and behaviours, in the absence of input from the education programme.

Focus groups and interviews were also conducted with attendees to gain an in-depth insight into the effects of the workshop and to suggest improvements.

Additionally, a focus group was conducted with the presenters of the workshops, to understand their thoughts on its strengths and weaknesses and to establish if any amendments to the original structure of the workshop had been made whilst the evaluation was being conducted.

Results

Results from the evaluation indicated that the majority of students had relatively positive safety attitudes and behaviours, even before taking part in the education programme. For those who attended the workshop, however, attitudes showed a 5% improvement afterwards, which was sustained for 12 months. Additionally, students also described some changes in their behaviour. For example, before the workshop students would not use their mobile phone to call or text, but they would use it as a music player. Afterwards, however, they would not change songs whilst driving, when using a mobile device as a music player in their car.

Results from those who did not attend the workshops could not be used as a comparison measurement, as the number taking part in this group was too small.

Additionally, the numbers of those reporting collisions and motoring convictions, for both attendees and non-attendees, was too small to draw any conclusions from.

Students and presenters were largely content with the workshop delivery but both made suggestions on how it could be improved further.

Conclusions and Recommendations

Those who took part in the Young Driver Education programme had relatively positive safety attitudes and behaviours, even before the workshops took place. Afterwards, however, there were some further improvements.

As a result of the evaluation the following recommendations have been made to further refine the Young Driver Education programme:

- Continue areas of good practice: such as discussing the scenarios where students may find it difficult to act in a safe way and avoiding the use of shock tactics.
- Review learning outcomes and objectives: to aid in the prioritisation of content, especially when sessions are shorter than an hour.
- Incorporate interactive tasks into the workshops: where appropriate and in-line with the learning outcomes and objectives.
- Plan how to recruit more presenters: in talks lead by the emergency services. Ensure that lessons are learned from previous attempts to do this.
- Set up presenter observation procedures: where and when required to ensure consistency when different presenters lead on the same workshop.
- Encourage schools and colleges to organise workshops effectively: as this enables students to start the session focused and the session time to be used efficiently.

Introduction

Young newly qualified drivers are disproportionately represented in road casualties. For example, 17-24 year olds make up 19% of fatal road casualties nationally (1), despite only accounting for 7% of full licence holders (2). Part of the work delivered by Derby and Derbyshire Road Safety Partnership targets young drivers and aims to increase their safety as drivers and passengers.

One element of this work is the delivery of the Young Driver Education programme; a series of educational workshops delivered to sixth form students (~16-19 years). It is important that programmes such as this one are evaluated for a number of reasons. Firstly, to ensure that, at the very least, the programme is not causing harm. This may seem counter intuitive, however, some road safety education programmes have been shown to potentially increase risk (3) (4) (5). Secondly, it can help to demonstrate whether the funding used for the activity is being used effectively; and thirdly, an evaluation can suggest where further improvements can be made to an intervention.

The Young Driver Education programme aims to increase the safety of 16-20 year old drivers and passengers. The objectives of the programme are:

- 1) To observe measurable increases in safety positive attitudes of 16-20 year olds, within 12 months, towards speed, drink and drug driving, aggressive driving and distraction
- 2) To reduce the incidence of 16-20 year old drivers being convicted of an offence relating to speed; drink and drug driving; aggressive driving, and distraction, in a self-report survey, within 12 months
- 3) To reduce the risk of 'at fault' driver collisions amongst 16-20 year olds within 12 months, measured by self-report.

Methods

The Intervention

The intervention was conducted by Derby and Derbyshire Road Safety Partnership. Members of the partnership included Derbyshire County Council, Derbyshire Police service and Derbyshire Fire and Rescue service.

The intervention consisted of three one hour workshops, one from each member of the partnership. All workshops were usually conducted within a single day. The target audience was students in their first year of sixth form (typically 16-17 years but could be older). Information sought to improve safety attitudes and behaviours of both drivers and passengers. Topics covered in the intervention are described in Table 1.

Table 1 Topics covered in workshop talks

Derbyshire County Council	Police Service	Fire and Rescue Service
Discussion of good and bad drivers	Key focus: discussion of how students can reduce risk and plan how to deal with risks they are likely to face through avoidance, persuasion and challenge strategies.	Description of experiences when attending road collisions and discussion of local collision statistics
The myths of drink and drug driving	Gender differences in casualty risk and if risky driving is impressive to peers.	Discussion on the cause of collisions, highlighting the Fatal Four: drink/drug driving, no seatbelt, mobile phone use and speed
The morning after effect	Young driver's involvement in loss of control collisions: explanation of how vehicles lose control.	What happens in a collision
Alcohol unit sorting task	How to sit properly in a vehicle to minimise injury: seatbelts, seating positions, head restraints and airbag deployment.	Seatbelt wearing discussion – the consequences of not wearing one and legality
Beer goggles activity	The ripple effect following a collision, i.e. how the collision impacts the surrounding community	Distraction and mobile phone use

The topics covered in the workshop are likely to be similar to other young driver educational talks that are delivered by road safety professionals in the UK. One instance of how these talks may differ to others is that they do not use shock tactics, such as gory or horrific collision images. Research indicates that using this type of material can be equally as likely to create the opposite effect of what was intended i.e. increase risk taking on the roads (5) (4). Additionally, the talks explore situations where students are likely to face risk and how to develop plans to deal with this, through strategies such as avoidance, persuasion and the challenging of risky behaviour. For example, planning how to get home safely before going to a social event where people may be drinking, such as putting aside taxi fare or asking parents for a lift in advance.

Evaluation Methods

Two different data collection techniques were used in the evaluation of the Young Driver Education programme. The first was questionnaires with students to quantify the effectiveness of the programme. The second was focus groups and interviews. These were conducted with students to provide an in-depth insight into why the workshops had the effect they did and to suggest improvements. A focus group was also conducted with the presenters of the workshops, at the end of the academic year, to understand their thoughts on the strengths and weaknesses of the workshops and if any amendments to the original structure of the workshop had been made.

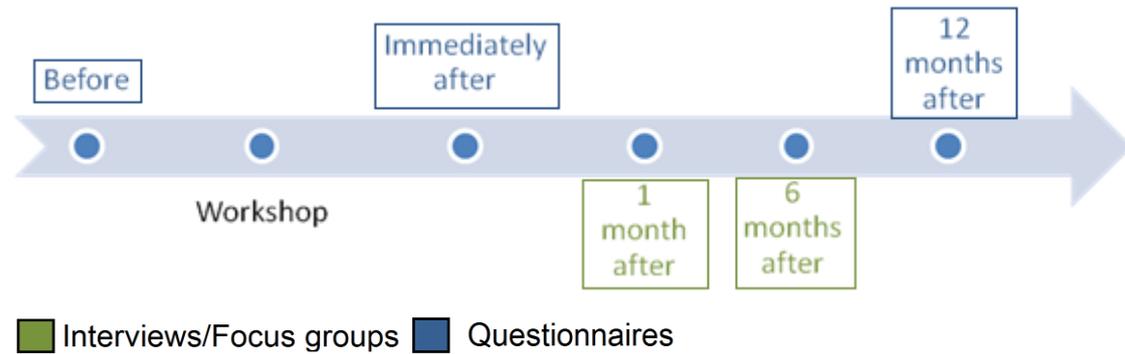
Questionnaires were collected for the workshops conducted over the academic year 2013-2014. Both those who attended the workshops and those who did not, i.e. a comparison group, were asked to complete questionnaires. The comparison group was used to test whether any changes seen in those who attended the workshop were due to workshop attendance, rather than any other external factors.

Data was collected from the same sample of students before the workshop, immediately after the workshop and 12 months after the workshop for both groups. The before questionnaires were completed up to three weeks before the workshop and the immediately after questionnaires were completed within three weeks after the workshop. Only those who agreed, at the before stage, to take part in follow up surveys were asked to take part in the immediately after and 12 month after questionnaires.

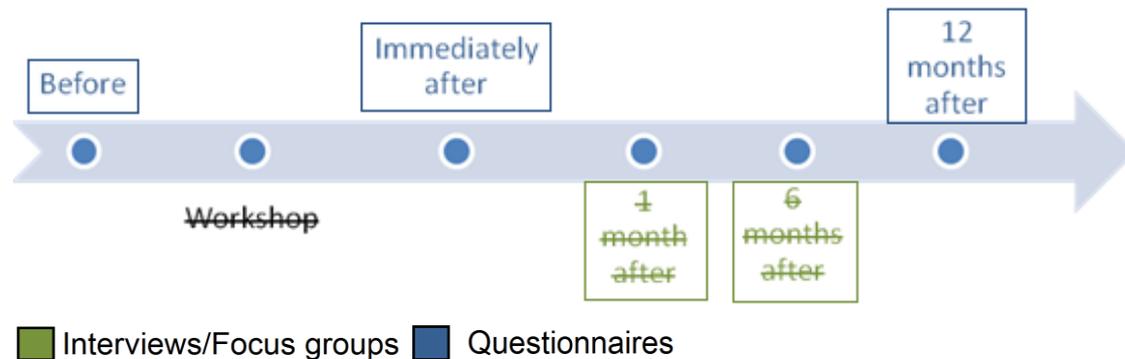
Telephone interviews and focus groups were conducted with students who attended the workshops but not with those who did not attend. Interviews and focus groups took place one month and six months after the workshop. Two different groups of students were interviewed at these two time points. Figure 1 depicts the stages of the evaluation which were undertaken by those who attended the workshop and those who did not.

Figure 1 Evaluation design

Workshop attendees



Non workshop attendees



Respondents

Attendees of the Young Driver Education event are referred to in this document as the workshop group. Those who did not attend are referred to as the comparison group. Respondents in the comparison group were recruited from sixth forms in the Derbyshire area who had no plans to take part in the workshop. They were also supplemented with students who were in a class that attended the workshop but who were absent for the event.

For the purposes of this evaluation, only students who had completed at least one of the after questionnaires, in addition to the before questionnaire, were used in the analysis. Once those who had not completed at least one after questionnaire were removed from the sample, this left 130 respondents in the workshop group and 19 in the comparison group.

A few weeks before the workshop took place, respondents had a mean age of 16.9 years in the workshop group and 17.0 years in the comparison group. Those that went on to complete the 12 month after survey had a mean age of 17.8 years in the workshop group and 17.6 years in the comparison group. These are roughly the ages

we would expect to see, as they were the same respondents questioned, only 12 months later.

The gender split in both the workshop and comparison groups was more heavily weighted towards females. In the workshop group there was a split of 63% female and 37% male (N=699¹) in those who completed a before questionnaire. Not all those who completed a before questionnaire went on to complete an after questionnaire; a condition which needed to be met to be included in the final analysis. When those who had not completed at least one after survey were excluded, the gender split was 77% female and 23% male at the before stage (N=126), and 80% female and 20% male at the 12 month after stage (N=75). It seems, therefore, that females were more likely to submit follow up questionnaires.

Focus groups and interviews were conducted with a smaller group of students who had attended the workshop. In the interviews that were conducted one month after the workshop, 13 students took part. 12 students took part in the six month after interviews. Two different groups of students took part in the one month and six month interviews.

The focus group carried out with the workshop presenters comprised all but one of the presenters who had presented in the academic year that had been evaluated. The focus group included two members of staff from Derbyshire County Council, four Police officers and one Fire and Rescue officer. Also in attendance were two further members of staff from Derbyshire County Council, who helped to manage the Young Driver Education programme but did not present.

Materials

The focus groups and interviews were semi-structured – there were key topic areas to cover but the interviewer could explore areas in further detail where required. In those conducted with students, topic areas included what they remembered from the workshop, if their attitudes or behaviours changed as a result of the workshop, and opinions on how the workshop was delivered. The full topic guide can be found in Appendices

Appendix A. The focus group that was conducted with the workshop presenters discussed strengths and weaknesses of the workshops and any amendments that had been made to the workshops over the academic year when the evaluation took place. The full topic guide can be found in Appendix B.

¹ The N= symbol is used to identify the number of respondents that a graph or statistical trend is referring to. For example, N=30 means that the statistic was based on the questionnaire responses of 30 people.

The questionnaires consisted of questions from previously validated questionnaires and ones designed specifically for the purposes of this evaluation. Subsections of the questionnaire are described in the remainder of this section. A full version of the questionnaire can be found in Appendix C.

Driver Attitude Questionnaire (DAQ)

The Driver Attitude Questionnaire (DAQ) was completed by both drivers and non-drivers. A subset of 12 of the 40 questions in the original DAQ (6) were selected for use in the questionnaire. Three questions were also taken from the mobile phone DAQ (7) and were added to this subset. A smaller number of questions were used so that the questionnaire could be shorter.

The original DAQ measures attitudes to drink driving, close following, speeding and overtaking. Three questions on most of these subscales were chosen randomly to go into the questionnaire. Two questions were selected for drink-driving and a similar question was composed, for the purposes of this evaluation, to measure attitudes to drug driving. This allowed the questionnaire to reflect the content of the workshop.

Respondents were asked to rate statements on a scale of 1-5. Low scores were associated with unsafe attitudes and high scores with safe attitudes.

Seatbelt questions

The seatbelt questions were specifically designed for this questionnaire. Respondents were asked to choose how often they wear a seatbelt and to rate their agreement to statements on seatbelt wearing. Levels of agreement were rated on a scale of 1-5 where 1 indicates an unsafe score and 5 a safe score.

Manchester Driver Behaviour Questionnaire (DBQ)

Driver behaviour was assessed through a sample of the violation items of the Driver Behaviour Questionnaire (DBQ) (8) (7). Eight items were included. These questions were only asked of students who had a provisional or full drivers licence and had driven within the last 12 months.

Violation frequency was rated on a scale of 1-6, from never to nearly all the time. The lower end of the scale was safety positive and higher scores safety negative. Ratings were in reference to their behaviour in the last 12 months.

Self report collisions and driving offences

The section on collisions and driving offences was developed for the purposes of this evaluation. These questions were only asked of those who had driven within the last

12 months. Respondents were asked questions regarding any driving convictions and collisions that they had been in.

Qualitative questions

There were a small number of qualitative questions asked in the questionnaire to gain feedback on the workshop. These were only asked of the workshop group in the immediately after questionnaires.

Sections of the questionnaire completed at each time point

Students completed sections of the questionnaire dependent on the stage of the evaluation and whether they had attended the workshop. Table 2 summarises which subsections of the questionnaire each student group were required to complete.

Table 2 Sections of the questionnaire to be completed at each stage of the evaluation

Time of questionnaire	Workshop or comparison group	Sections to complete				
		Demo-grapics	DAQ +seatbelts	DBQ	Crash	Qual
Before	Workshop	✓	✓	✓	✓	✗
Immediately after	Workshop	✗	✓	✗	✗	✓
12 months after	Workshop	✓	✓	✓	✓	✗
Before	Comparison	✓	✓	✓	✓	✗
Immediately after	Comparison	✗	✓	✗	✗	✗
12 months after	Comparison	✓	✓	✓	✓	✗

Results

Questionnaire Results

As the responses from the comparison group were so small, we cannot use these to test whether the trends seen in the comparison group over time, were any different to those who attended the workshop. The comparison group results will, however, be displayed separately within this section.

Workshop Group

The final number of respondents who completed and returned questionnaires in the workshop group were as follows:

- 796 before questionnaires
- 94 immediately after questionnaires
- 75 12 month after questionnaires

Some of those who completed an immediately after questionnaire did not complete one 12 months after. Some of those who completed a 12 month after questionnaire had not completed one immediately after. 39 respondents completed all three stages.

Those who did not have any after data (immediately after or 12 months after) were removed from the dataset. This left 130 respondents in the dataset to be analysed. There was little change in the demographic profile of the respondents as a result of eliminating those who had not completed at least one after questionnaire (see Appendix D). The only instance where the demographics differed was gender. When all before questionnaires were included, the gender split was 63% female and 37% male, at the before stage. Whereas in those who did a before and at least one after questionnaire the gender split was 77% female and 23% male, at the before stage.

Demographics

The demographic section of the questionnaire asked respondents about themselves and their driving experience. These questions were only asked at the before and 12 month after stages, as at the immediately after stage this information would remain largely the same as the before responses.

The ages of the respondents who took part in the workshop are displayed in Figure 2 and Figure 3. As the same group of respondents were followed up, the proportion of respondents at each age are similar but at the 12 month after stage they are one year older.

Figure 2 Age at before questionnaire (N=129)

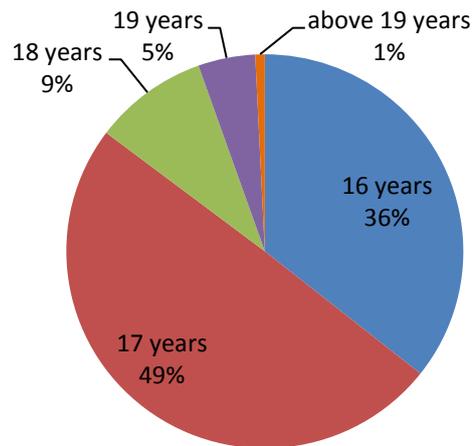
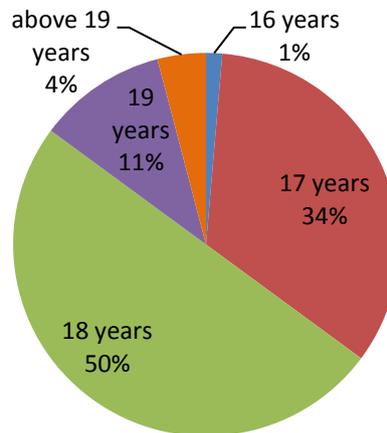


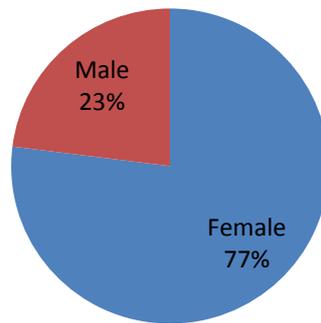
Figure 3 Age at 12 month after questionnaire (N=74)



At the time of the workshop, therefore, the majority of students were either 16 (36%) or 17 (49%) years old. The mean age at the before stage was 16.9 years and at the 12 month after stage it was 17.8 years. Although the number of people in the 12 month after group was smaller than the before group, the age profile at 12 months is largely how it would be expected to look if there was no drop off in sample numbers.

When examining the gender split of those who completed before questionnaire, 77% were female and 23% were male (N=126). These proportions remained similar at the 12 month after stage, with 80%/20% female/male split (N=75).

Figure 4 Gender at before questionnaire (N=126)



In regards to the students' driving experience, this changed over the 12 months of the evaluation. At the before stage just under half did not have a full or provisional licence. 12 months later the majority of students either had a full or provisional licence.

Figure 5 Type of licence held at before questionnaire (N=130)

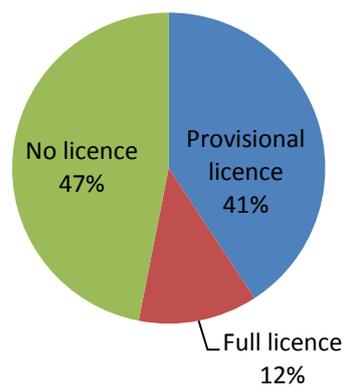
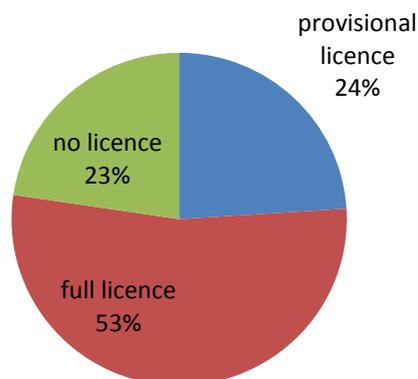


Figure 6 Type of licence held at the 12 month after questionnaire (N=75)



At the before stage, respondents who had a provisional licence had held it for a median of 6 months. Those with a full licence had held it for a median of 2 months. At

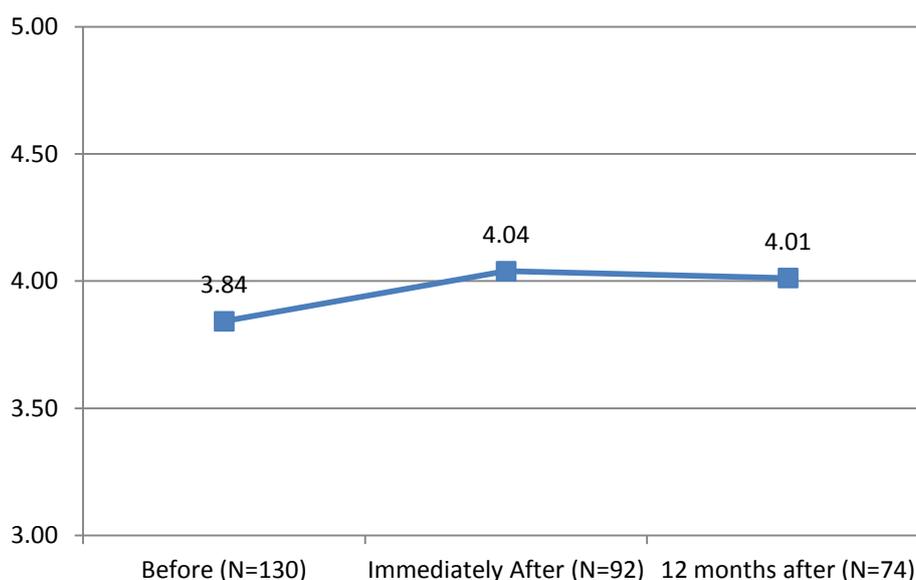
the 12 month after stage, those with a provisional licence had held it for a median of 11 months. Those with a full licence had held it for a median of 7.5 months.

It was also checked whether those who had a provisional or full driver's licence had driven a vehicle within the last 12 months. At the before stage 49 of the 69 respondents, who held either form of licence, had driven in the last 12 months (71%). At the 12 month after stage, 50 of 58 respondents who held some form of licence had driven in the last 12 months (86%). At both stages all respondents said that they did not have any penalty points on their licence.

Driver Attitude Questionnaire

The Driver Attitude Questionnaire measured the attitudes of drivers and non-drivers on a number of topics: overtaking, speeding, driving closely to the vehicle in front (close following), drink or drug driving and mobile phone use whilst driving. Scores were averaged over all of the questions, at each of the three time points. Answers were given on a scale of 1-5, where 1=safety negative and 5=safety positive.

Figure 7 Mean Driver Attitude Questionnaire Scores

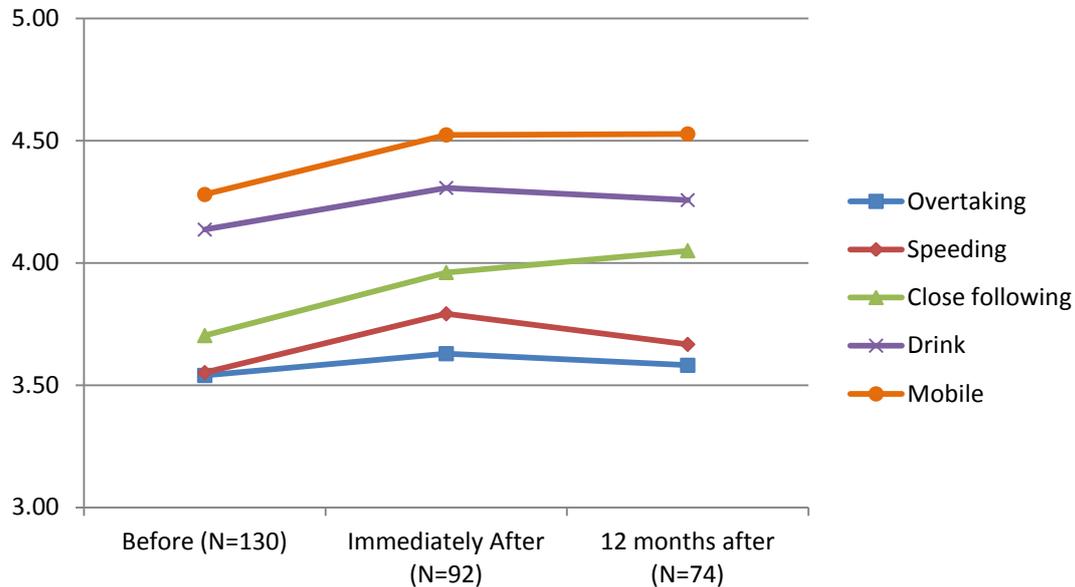


Statistical tests showed that, immediately after the workshop, attitude scores had increased (i.e. moved towards the safety positive end of the scale), more so than would be expected by chance. Mean scores were 5% higher at the immediately after stage than the before stage. The scores then remain constant between the immediately after and 12 month after stages; statistically there is no significant difference between the two scores².

² Linear mixed effects model: difference between before and immediately after time points: $p < .001$, immediately after and 12 months after $p = .64$. Details of model in Appendix E.

The Driver Attitude Questionnaire scores can be further broken down into its subtopics which reflect attitudes towards overtaking, speed, close following, drink driving and mobile phone use.

Figure 8 Mean Driver Attitude Questionnaire Subscale Scores



The subtopics with the highest safety positive scores, at all time points, were mobile phone use and drink and drug driving. Those with the lowest scores, although these were still near the safety positive end of the scale, were overtaking and speeding.

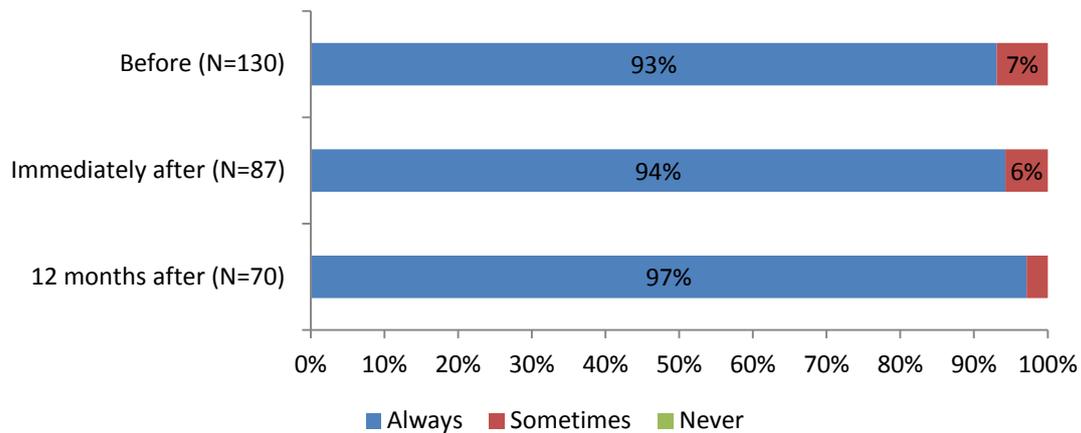
Scores on the subscales reflected the trend of the mean scores over the whole Driver Attitude Questionnaire. The subscales showed a statistically significant increase between the before and immediately after stages; then showed no change between the immediately after and 12 month after stage. The only exception to this was the overtaking questions, which showed no differences between any of the time points³.

Seatbelt Questions

On a self report measure of the frequency at which respondents wore seatbelts, there was little difference between answers at the before, immediately after and 12 month after stages.

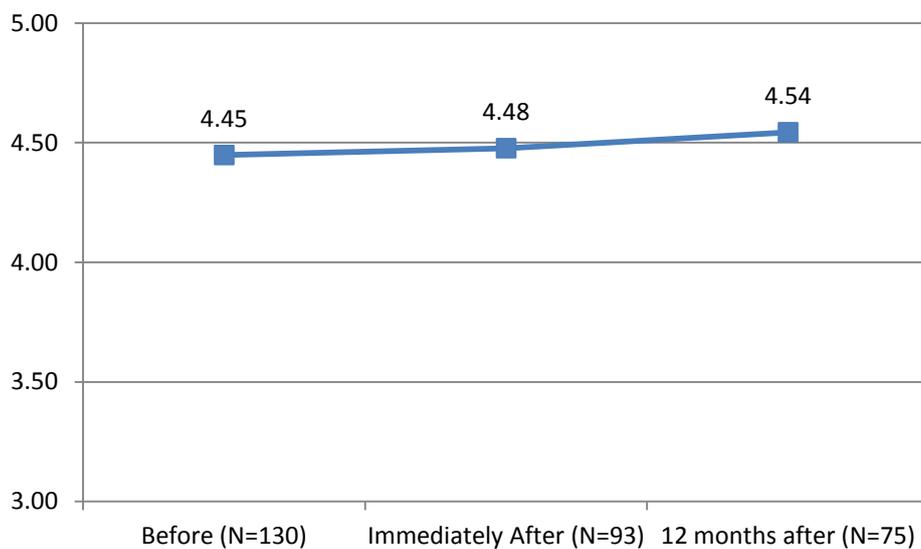
³ Linear mixed effects model: difference between before and immediately after time point for overtaking subscale $p = .37$, immediately after and 12 month $p = .64$. For all other subscales difference between before and immediately after time points: $p < .05$, immediately after and 12 months after $p > .05$. Details of model in Appendix E.

Figure 9 Self Reported Frequency of Seatbelt Wearing



A further set of seatbelt questions measured the respondents' attitudes to seatbelt wearing, in circumstances where respondents may be less likely to wear a seatbelt. The average score of the seatbelt questions started near 5 at the before stage, the safety positive end of the scale, and remained at the same level over the three time points. There were no statistically significant differences between any of the time points⁴.

Figure 10 Mean Scores of Seatbelt Questions



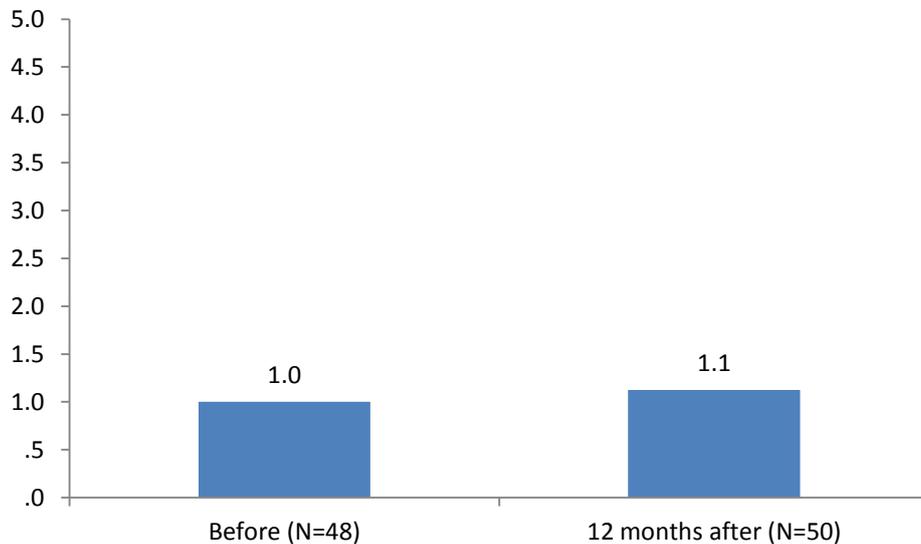
Driver Behaviour Questionnaire

Those respondents who were drivers answered a subgroup of questions from the Driver Behaviour Questionnaire. Questions were set on a scale of 1 to 6 where 1 was

⁴ Linear mixed effects model: difference between before and immediately after time point for seatbelts $p = .31$, immediately after and 12 month $p = .56$. Details of model in Appendix E.

safety positive and 6 was safety negative. Statistically there was no significant difference in the driver behaviour scores before the workshop and 12 months later⁵.

Figure 11 Median Scores of Driver Behaviour Questionnaire



Collisions and Driving Convictions

The total number of drivers at the before stage was 49. Of those, 48 said they had not had any driving convictions in the last 12 months. One person did not provide an answer. There were 50 drivers at the 12 month after stage, all 50 said they had not had any driving convictions.

The drivers were also asked if they had been involved in a collision within the last 12 months. At the before stage, one driver had been involved in a collision and one person did not answer the collision questions. The person who had been involved in the collision said that it was not, even partially, their fault.

At the 12 month after stage, four drivers had been involved in a collision. This equates to 8% of the total number of those who were driving at this stage.

The change from one driver to four drivers being involved in a collision between the before and 12 month after stages is likely due to the increased exposure to independent driving. Only 12% of drivers at the before stage had a full licence whereas 53% had a full licence at the 12 month after stage.

⁵ Difference between before and 12 month after time points: $z = 1.79, p = .07$.

Comparison Group

The final number of completed and returned questionnaires for the comparison group were:

- 77 before questionnaires
- 18 immediately after questionnaires
- 7 12 month after questionnaires

Some of those who completed an immediately after questionnaire did not complete a 12 month after questionnaire and vice versa. Six respondents completed all three stages. Those who had not completed at least the before stage and one of the after stages were removed from the analysis. Therefore, 19 respondents remained in this dataset to be examined.

The number of respondents who were drivers at the before and 12 month after stage was seven and four respectively. The Driver Behaviour Questionnaire was only completed by drivers. As the number of drivers in the comparison group was so small, the results of the Driver Behaviour Questionnaire will not be examined, as they are unlikely to be representative and could be misleading.

Demographics

At the corresponding “before” time point, students who did not attend the workshop, were most likely to be 16 or 17 years old. The mean age of this group was 17.0 years. Twelve months later, respondents were most likely to be 17 or 18 years old and had a mean age of 17.6 years.

Figure 12 Age at before questionnaire stage (N=19)

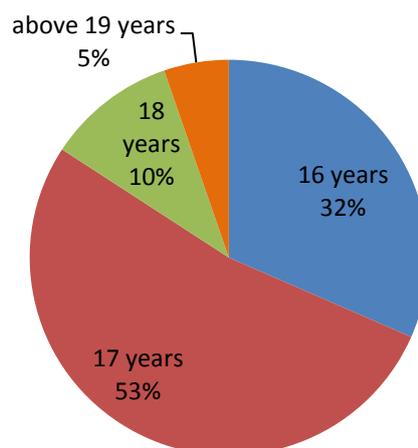
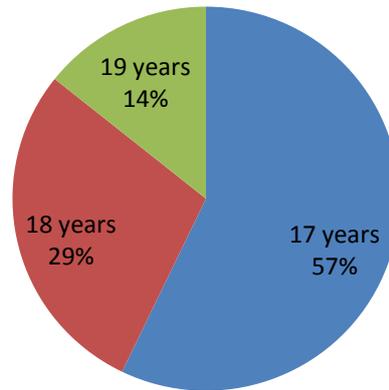


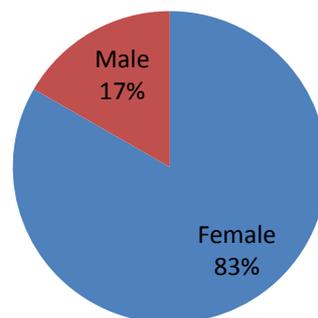
Figure 13 Age at 12 months after questionnaire stage (N=7)



These graphs indicate that the age make-up of the sample who completed the before survey was different to those who completed it 12 months later. If the groups were similar, the 17 year olds who made up over half of the before group should now be 18, and occupying over half of the group. It is likely that the groups look different because the number of respondents completing the 12 month after questionnaire was so small (seven respondents).

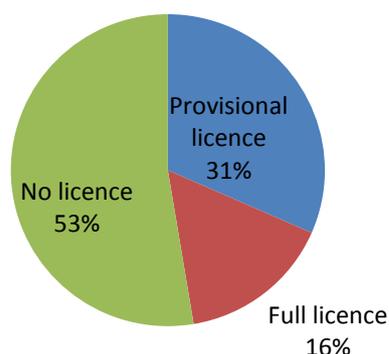
The gender split at the before stage of the comparison group was 83% female and 17% male. This split was similar 12 months later where 86% were female and 14% were male.

Figure 14 Gender at before questionnaire (N=19)



At the before stage, just over half respondents did not have a driving licence (10 out of 19). Of the nine who did have a licence, six had a provisional licence and three had a full driving licence. Those who held a provisional licence had held it for a median of 6 months. The three respondents who held a full licence, had held it for one week, three months and 8 months respectively. None of those who held either a provisional or full licence had any penalty points.

Figure 15 Type of licence held at before questionnaire (N=19)



One year later, the majority of the seven respondents who took part at this stage either had a provisional or full driving licence. Three had a provisional licence, three had a full driving licence and one respondent did not hold any form of licence. The three respondents who had a provisional licence had held it for 3 months, 11 months or 1 year respectively. Those with a full licence had held it for 2 years, 5 months or 4 months respectively. None of the licence holders, at either time point, had any penalty points on their licence.

Of the nine respondents who held a provisional or full driving licence at the before stage, seven had driven within the last 12 months. Of the six respondents who held some form of licence at the 12 month after stage, four had driven within the last year.

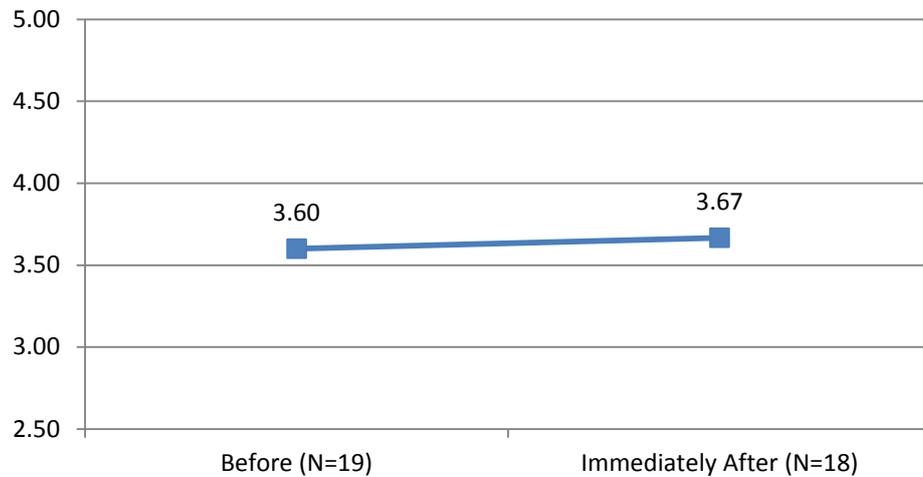
The 12 month after group was small (seven respondents) and the demographic characteristics of the group differ to those who completed the earlier questionnaire stages. Due to these reasons, the 12 month after results will not be described for the comparison group. Instead these results will focus on the before and immediately after time points.

Driver Attitude Questionnaire

The Driver Attitude Questionnaire was completed by drivers and non-drivers. The average scores over the whole of the Driver Attitude Questionnaire were towards the safety positive end of the scale, at both time points. Statistically there was no significant difference between the before and immediately after time points⁶.

⁶ Difference between before and immediately after time points: $z = 1.53, p = .13$.

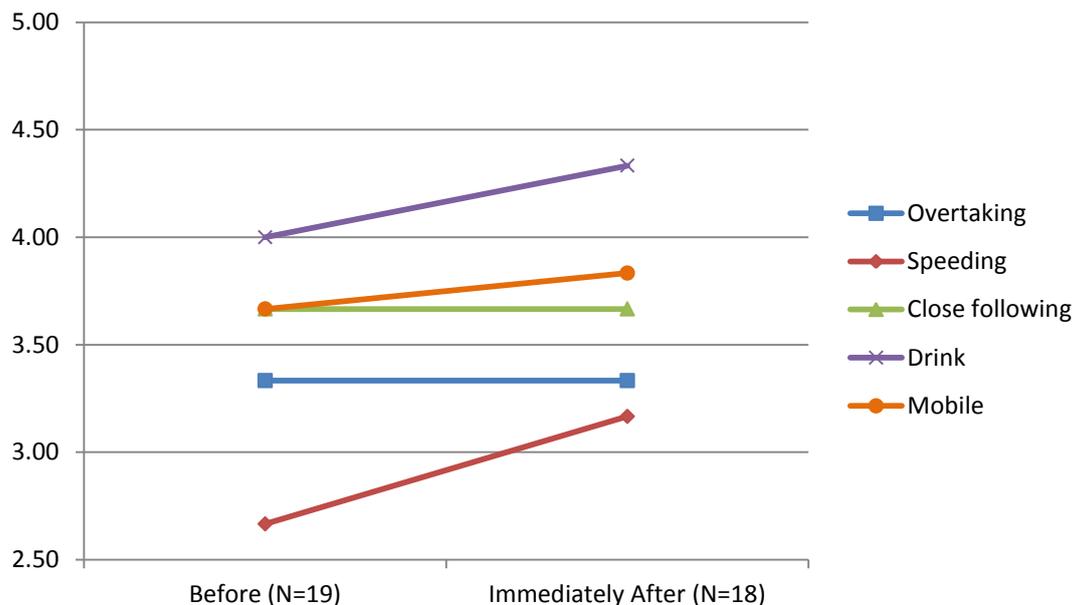
Figure 16 Mean Driver Attitude Questionnaire Scores



When investigating the subtopics of the Driver Attitude Questionnaire, scores were similarly flat between the two time points, according to statistical tests. The only exception to this was the speed questions, which increased towards the safety positive end of the scale over time⁷.

The subtopics with the highest safety positive scores, at both time points, were drink and drug driving and mobile phone use. Those with the lowest scores, but still at the safety positive end of the scale, were speeding and overtaking.

Figure 17 Mean Driver Attitude Questionnaire Subscale Scores

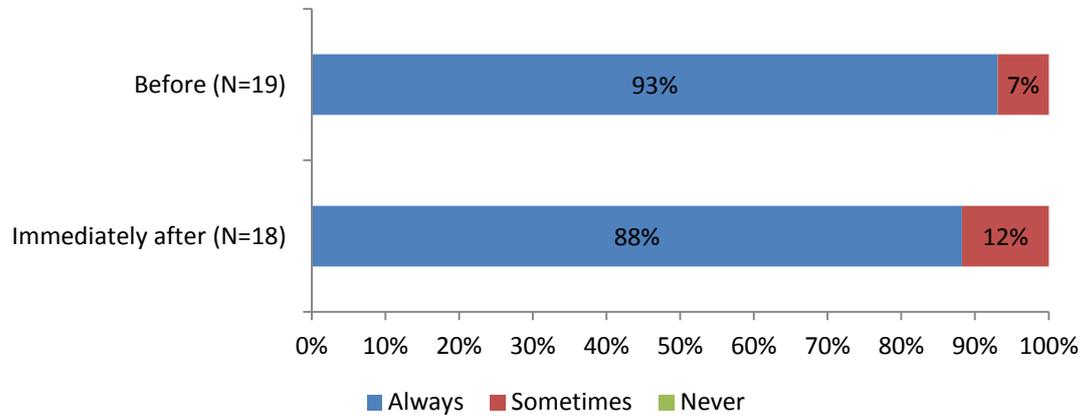


⁷ Difference between before and immediately after time points, Wilcoxon Test: Overtaking $z = 1.25$, $p = .21$; Speed $z = 1.98$, $p = .048$; Close Following $z = .23$, $p = .82$; Drink Driving $z = .99$, $p = .32$; Mobile phone use $z = .32$, $p = .75$.

Seatbelt Questions

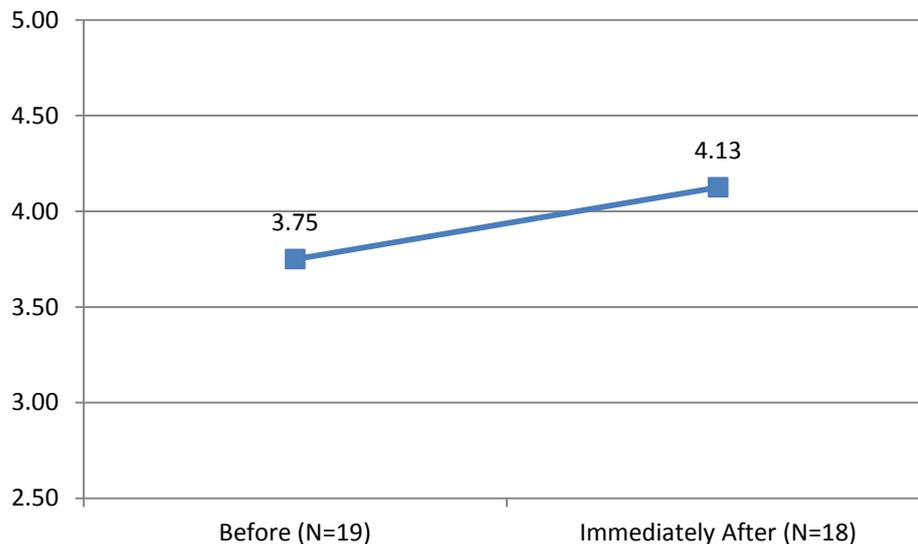
Students were asked to rate the how often they wore seatbelts. Similar levels of seatbelt wearing were reported at the before and immediately after stage.

Figure 18 Self Reported Frequency of Seatbelt Wearing



A further set of seatbelt questions measured the respondents' attitudes to seatbelt wearing, in circumstances where they may be less likely to wear a seatbelt. The mean score of the seatbelt questions showed no statistically significant change over time⁸.

Figure 19 Mean Scores of Seatbelt Questions



Collisions and Driving Convictions

At the before stage, five of the seven drivers said that they did not have any driving convictions. The remaining two respondents did not answer the questions regarding

⁸ Seatbelt questions difference between before and immediately after time points, Wilcoxon Test: $z = .25, p = .81$

convictions. One of the seven drivers had been involved in one collision in the previous 12 months, and said it was at least partially their own fault. Four drivers said they had not been involved in any collisions and two did not respond to the questions about collisions.

At the 12 month after stage, all four who were drivers at the time said they had not received any driving convictions or been involved in any collisions within the last year.

Focus Group and Interview Results

Focus groups and one to one interviews were only conducted with those who attended the workshop, to discuss their experiences of the workshop in more depth than could be captured in the questionnaire. These discussions took place one month after, and six months after the workshop. Similar themes emerged at both of these time points so, unless otherwise stated, the findings applied to both groups.

The main difference between the interviews was that, at the six month stage, students sometimes found it more difficult to remember the specific details of the workshop. At six months, students were more likely to comment in general terms about how the day was *“an eye opener”* or how it changed their views on responsibility; for example, *“other people’s lives are literally in your hands”*. Nevertheless, some students still remembered considerable detail at the six month after stage.

Were students truly safety positive before the workshop?

Early results from the questionnaires indicated that students had safe attitude and behaviour scores, even before attending the workshop. These results were sustained into the final results. Interviews with the students, therefore, sought to establish whether this was a true reflection of their answers.

In the main students said they and their fellow classmates had answered honestly. They gave reasons such as they knew the results were for research purposes and there would be no personal repercussions if they admitted poor driving, so they had no reason to give false answers; that it was only a small minority who were risky and because most were learning to drive or had just passed, they were not at the stage of trying to multitask and act in a risky way.

A few students said that some others may be tempted to answer in a way that indicated they were safer than they really were. Reasons for this included that students may answer based on what they would do in an ideal situation but that

things may not go that way in real life or that they were concerned that an adult was going to check their answers.

“I think to a certain extent there’s going to be a difference between what people answer on the questionnaire and what they actually do in real life. Because, obviously the theory makes sense, like driving carefully and stuff, but you can be influenced by your peers quite a lot, which will sort of make you forget, not really think rationally.” Respondent 6, 1 month after workshop

What do the students remember from the workshop?

At the six month after stage students were less specific about the content they remembered from the workshop than at the one month after stage.

At both time points, Derbyshire County Council’s talk on drink and drug driving was the most memorable. Key areas remembered included:

- Pretending to go to a party and discussing the morning after effect
- Using the beer goggles
- A task where students needed to sort alcohol bottles based on their alcohol unit content

These three elements were remembered consistently by many of the students. Conversely, there was less consistency in the topics that the students remembered from the Police or Fire and Rescue Service talks. Some would remember one aspect, others would remember another. The exception was the Gwent video about a young girl texting behind the wheel, which was a key point that many students remembered.

Messages remembered from the Fire and Rescue service talk included:

- The Gwent video
- Presentation of statistics – not the detail but the message that they were trying to portray
- The officer’s description of experiences of collisions they have attended
- Collision photos
- Discussion about distractions
- Discussion on seatbelts

Messages remembered from the Police service talk included:

- To say something if you are uncomfortable with the way someone is driving
- The officer’s description of experiences of collisions they have attended
- Methods of getting out of the car if they felt they were at risk, such as saying they needed the toilet or they were going to be sick
- Collision photos

- Driver positioning – thumb positioning on the steering wheel, bend in knees and elbows
- The seat behind the driver is the safest place to sit as a passenger

Attitude and behaviour change

Most students considered themselves cautious and safe drivers, and/or passengers, before they went to the workshop. As a result many commented that there was little they had done differently as a result of going to the workshop.

"I don't think I've changed the way I drive because I'd say I'm quite cautious anyway" Respondent 3, 1 month after workshop

However, they still considered the workshop as an “*eye opener*” and there were some things they had changed as a result of the workshop.

The main change that occurred was that students were more likely to monitor the behaviour of other drivers and know when they were behaving incorrectly. Some felt they had more confidence to challenge drivers if they did not think they were acting in a safe way. Although, it was still seen as a social faux pas to challenge the behaviour in some instances, especially if they did not know the driver that well. To overcome this some students said they would make observations of the driver's behaviour in a “jokey” way or make hints about their behaviour. For example:

"I hint at them like 'what miles per hour is this road? I'm learning for my test'"
Respondent 7, 1 month after workshop

Another example of behaviour change was around mobile phone use. Students said that before the workshop they did not use their mobile phone to text or call but they did use it to play music. Some students said that as a result of the workshop they no longer played music through their phone or would not change a song selection whilst driving.

"Probably using my phone because I use it to play music through so I don't change my song on my phone or don't even listen to it" Respondent 1, 1 month after workshop

Other driver behaviour changes included those around drink driving. Students were now more likely to plan how they were going to get home safely, before they went out. For example, respondents said they would now either stay overnight at the place they were drinking or that they would not drive to a party if they were drinking, to avoid the morning-after effect.

Seatbelt wearing was another area that students commented on. Again, students were largely already wearing their seatbelts most of the time before the workshop. There were a small number of occasions when they may not do this such as on very short or long journeys and sometimes when in a taxi. After the workshop they said that they had changed their behaviour in these circumstances.

“We used to go on holiday in Europe and whenever we went there, [me and my sister], we used to lie down on the back seat but now we know that’s very dangerous and we’ll put our seatbelts on” Respondent 6, 6 month after workshop

Additionally, respondents spoke about their behaviour as passengers. Students commented that they were less likely to distract the driver, that they would sit behind the driver as it was the safest position in the car and that if the driver was distracted by a mobile phone they would offer to make/take the call for them.

Students also commented on attitude changes that had occurred as a result of the workshop. One example of attitude change was that students started to appreciate the reality that a collision could happen to them. Similarly, they also realised that when a collision did happen the effects would be worse than they had thought previously.

“Like if you didn’t wear your seatbelt something bad would happen, I just kind of thought it would like a little accident and a headache but then you see what could really happen and it kind of hits you hard” Respondent 6, 6 month after workshop

The morning-after effect was another area of attitude change. Students seemed to be unaware of this effect before attending the workshop. Now that they were aware, they no longer thought it was acceptable to drive the morning after drinking alcohol.

Comments on the workshop delivery

Students also discussed what the strengths and weaknesses were of how the workshops were delivered.

What went well:

- Interactivity of the workshops: this was especially the case in the drink and drug driving talk. Students enjoyed the interactive tasks and the session was well remembered.
- Presenting style: students found the presenters to be easy to relate to and not too formal. This meant they found it easier to be engaged in the talks.

- Shared experiences of the emergency services: Students valued hearing about the experiences of when the Police and Fire and Rescue services had attended collisions.
- The use of local collision statistics: Often students could not remember the detail of the statistics that were described on the day but that the use of local collision statistics made them realise that a collision could happen to them.

What could be improved:

- More information on what students could do to be safe: Students recognised that there was information on how they could act in a safe way but they wanted this to go even further. Suggestions included more information on how they could be good passengers and a description of what bad driving looked like, as some had not started to learn to drive yet.
- School organisation of the event: In one school the students had to sign up if they wanted to attend the event, rather than the system in other schools where students were expected to attend. A student at this school said it led to more conscientious students taking part and not those who may be in most need of it. Students also liked it when they had precise information about when and where they would be throughout the day.

Presenter focus group

A focus group was also conducted with the workshop presenters to understand what they felt about the workshop delivery over the academic year covered by the evaluation. There were no major changes to the delivery of the workshops over that time.

What went well:

- There was a good team ethos between the presenters
- Workshop leader meetings ensured material was not unnecessarily replicated between workshops
- The workshops were popular with sixth forms, especially once one had been delivered at that school
- The drink and drug driving presentation had a good balance between presenter led and interactive parts of the workshop
- The Police and Fire and Rescue Service felt that sharing their experiences of local collisions led the students to believe they were a credible source of information on road safety.

What could be improved:

- Ensuring consistency when more than one presenter covers each topic talk
- At times, presenters found it difficult to identify whether the students had taken any of the information on board.

- Some schools could only allow 40 minutes per presentation whereas usually sessions are planned to be a full hour. This made it difficult to know what to include in a shorter session. The option to prioritise learning outcomes was discussed to determine what outcomes were essential and which could be supplementary.
- The Police and Fire and Rescue service would like a larger pool of presenters to select from. The nature of their roles may lead to difficulties in having a representative from these services at all workshop days.

Some solutions to this issue have already been trialled. Volunteers for the Fire and Rescue service have been used, although the talks then seemed to lose their sense of credibility with students as the presenters could not talk about their personal collision experiences. Retired personnel have also been used with Derbyshire County Council, however, this made it difficult to keep a consistent set of presenters.

The suggestion from students to include more interactivity in some workshops was also discussed. Barriers to this included that it could be difficult to find the time to include interactivity, the emergency services often have to deal with sensitive information which can make it difficult to present interactively and some groups of students are not responsive to interactive sessions.

Conclusions

Young newly qualified drivers are disproportionately represented in road casualty figures (1) (2). This group are at the greatest risk within first six months of driving, after passing the driving test (9). At the time of the workshop, most students did not have a full driving licence (88%). One year later, however, just over half had obtained a full driving licence (53%). The workshops are, therefore, taking place at a relevant time - just before most of the participants become full licence holders and enter their most at-risk driving period.

The all-encompassing trend, from both the questionnaire and interview results, was that students were likely to have relatively safe attitudes and behaviours, even before the workshop was delivered. Instances where students acted in a risky way were likely to be in specific circumstances. For example, students would wear a seatbelt most of the time but may not do so if going on an especially long or short journey.

In the weeks after the workshop, however, there were further improvements to attitudes and some behaviours. Attitudes remained at the improved level when they were measured again 12 months after the workshop.

Data was collected from a comparison group but there were not enough responses to evaluate these in relation to the workshop group.

Knowledge

The workshops were relatively well remembered at both one month after and six months after the workshop. On the whole, at the six month after point, students tended to remember the essence rather than the specific detail of the talks. At both the one month after and six month after stages the most memorable parts of the workshop were:

- The interactive tasks in the drink and drug drive talk
- Gwent video of a teenage girl who is involved in a collision when texting whilst driving
- That students should say if they feel uncomfortable with the driver's or other passenger behaviour

Attitudes

Responses to both questionnaires and interviews demonstrated that the students had relatively safe attitudes before the workshop had taken place. Even with this good starting point attitudes did improve; scores were 5% higher in the first few weeks after the workshop took place compared to before. This improvement was also seen when attitude scores were broken down into speed, drink and drug driving, aggressive driving and distraction. Scores then remained at the level seen immediately after the workshop for 12 months. These results demonstrate that the objective to improve attitudes was met.

The students' attitudes towards drink driving are a useful illustration of the type of impact the workshop made. For example, students had relatively safe attitudes towards drink driving before the workshop; they did not think it was acceptable to drive when over the legal limit. After the workshop, however, some students commented that they thought drivers should not drink anything *at all* before driving or did not think it was acceptable to drive home the morning after drinking.

Behaviour

Scores on the driver behaviour questions were highly safety positive before the workshop and remained that way at the 12 month after stage. In the interviews most commented that their behaviour was good before the workshop, often describing their behaviour as "quite cautious".

Having said that some students did comment in the interviews about things they were doing differently as a result of the workshop. The main change that was seen was that, as passengers, they were more likely to monitor the driver's behaviour for anything that was unsafe. Some also said the workshop gave them the confidence to say something if they were uncomfortable with the way someone was driving;

although this still remained difficult when the driver was not someone they knew very well.

It seems there are slightly different findings from the questionnaires and interviews, the first showing no change and the latter showing some change. These findings are not necessarily mutually exclusive. Both methods, for example, suggested that students had safe attitudes and behaviours, even before the workshop took place. Additionally, the type of behaviour change that was discussed in interviews, such as monitoring other's behaviour, was not likely to have presented in the questionnaires as it was not a direct change in their personal driving behaviour.

Furthermore, most drivers at the before stage were provisional licence holders. It could be, therefore, that their behaviours were safety positive at the before stage, as they had not yet experienced the pressures of independent driving, that can influence their driving behaviours.

Collisions and convictions

Very few collisions or convictions were reported at any of the questionnaire stages. The numbers were likely to have been small as the workshop took place at a time when the majority of students were either learning to drive and had not passed their test yet. As there were so few, no conclusions about the effect of the workshop on collisions and convictions can be made.

Workshop Delivery

Many students commented that they enjoyed the interactivity of the drink and drug driving workshop. These interactive tasks were also well remembered in the interviews. Students said that they would like to see more interactivity in the Police and Fire and Rescue talks but students and presenters recognised that it could be difficult to do so.

The workshop leaders in the partnership had a good working relationship. There were meetings between leaders to ensure that workshops do not replicate content where it was unnecessary to do so. Presenters also recognised, however, that there were further areas that could be improved such as what to deliver when schools require shorter workshop slots, ensuring consistency when more than one presenter delivers the same talk and being able to identify if students understood the key messages delivered to them in the workshop.

Additionally, the Police and Fire and Rescue presenters would like to increase the number of presenters at their disposal. This is to ensure that there are presenters

available to meet the future demand for workshops, especially considering the atypical working hours of these personnel.

In relation to the school's organisation of the workshops, this seemed to work best when workshops were incorporated into the school day, in a way where students are expected to attend. Alternatively, one school used an opt-in system where students had to sign up to attend the workshop. Students described those who did sign up as conscientious and possibly not the group who are in most need of the workshop experience. Students also preferred it when the time and exact location of the workshop was conveyed to them in advance.

Recommendations

Continue Areas of Good Practice

The results from the evaluation suggest that driving attitudes and behaviours are at a relatively safe starting point, even before the workshop. After the workshop, attitudes improved further and this improvement was sustained for up to 12 months. Interviews also highlighted progress in some instances of behaviour change. It is advised, therefore, that the workshops continue with their current strategy, which focuses on the scenarios where students may not act in a safe way and does not use shock tactics.

By discussing situations where students may not act in a safe way it recognises that many are acting safely most of the time. It also makes the audience aware of situations when they may not act safely. For example, students may wear seatbelts on most occasions but this may differ when on especially long or short journeys, when there are a number of people in the car or if they have been drinking.

Discussions about what they can do to be safer in at-risk situations, especially when it may be difficult or socially awkward for them to do so, should also continue as this is advised as a part of behaviour change guidance (10). For example, planning how to get home safely *before* attending a night out, was something the students took on board and had started to implement.

The decision not to use shock tactics is also supported by research evidence. The use of such information has been linked to potential increases in risk taking (5) (4) and could undo any progress made.

Furthermore, the workshops were delivered at a time before most students had passed their driving test, whereas 12 months later, just over half (53%) had obtained a full driving licence. Arguably this is a good time to intervene, as drivers are at the

greatest risk of a collision within the first 6 months of driving after passing their test (9).

The workshops are delivered by a partnership between the local authority and the emergency services. As such, the presenters came to road safety from differing perspectives. The team who deliver the workshops, however, work well together. There are meetings throughout the academic year to ensure that the talks complement one another; ensuring messages are consistent and that there is not unnecessary repetition between talks. These meetings should be maintained where necessary and could be used to help in the introduction of any new presenters.

Review Learning Outcomes and Objectives

Learning outcomes and objectives are the building blocks of any good, education based, road safety intervention. As such it is advised that the Young Driver Education programme should review the learning outcomes and objectives for each talk.

Objectives are statements of what is intended to be achieved by the session. The intention may be to improve knowledge, change attitudes or students' intended behaviour. For example: To improve knowledge of the morning after effect.

Outcomes are what the students *actually* know, what attitudes have changed or how the students intend to change their future behaviour, following the session. The outcomes show whether the objective has been achieved. An example might be: Students have improved their knowledge of the morning after effect by the end of the session.

If the outcome is knowledge based, then the depth of knowledge is important. The ability to recite the information back is unlikely to be enough to change students' attitudes or behaviour. If there is a deeper level of understanding on the issue – for example, an understanding of why the morning after effect is a problem, if students can think about situations where that information needs to be applied, if students can make judgements using that information (11), then they will be more likely to apply that information to their lives.

The material that is delivered in each talk should then be built around the outcomes and objectives. This process will highlight what should be high and low priority content. High priority content should be covered in lessons that are 40 minutes long. For sessions that are an hour long, the same outcomes could be covered in more depth or an additional, lower priority outcome could be explored.

Incorporate Interactivity into the Workshops

Interactive tasks were well utilised in the talk on drink and drug driving. The tasks used in the talk were well received by the students and the messages were well remembered. Including more interactive elements could be used to improve levels of knowledge (12) on topics which were not as memorable as others.

Interactive tasks should always seek to achieve a learning objective. As such they can enhance progress towards the learning outcomes. Talks do not have to be wholly interactive but incorporating elements of it can improve learning. It is also worth noting that some schools or classes are not receptive to interactivity and, in such cases, a presenter lead session may be more favourable to them.

Below are some suggestions of interactive tasks for presenters who do not use this tool as often. The examples suggested aim to be short set up and deliver, as the limited time available in each session has been raised as a concern.

Sorting tasks

A sorting task is where students order or categorise a number of items. An example of this, in the current workshop, is where students order alcohol bottles according to their unit strength. Alternative examples include having items written on a set of laminated cards, such as ordering the risk level of distractions to a car driver. Cards could include statements such as passengers talking to one another, listening to music, using a satellite navigation system, passenger talking to the driver, using a hands-free kit, and so forth. This would serve an objective to improve knowledge and understanding of distractions to drivers.

Give groups or pairs time to complete the sorting activity and discuss their answers as a class afterwards. Give students 20 seconds to pack away the cards at the end of the task so they are ready for the next session.

The sorting task may or may not have definitive correct and incorrect answers. Whether they do is not important; what is important is that there is discussion which can lead to a deeper level of learning (12).

Re-cap Activities

Some presenters spoke of how at times they found it difficult to assess whether the class had taken anything away from the talk. There are some activities that presenters can incorporate into their session to help evaluate what the students have learned in the workshop.

These activities should again link back to the original learning objectives. A re-cap activity may simply involve the presenter asking questions of the audience. Alternatively, it could be a set task, such as the 10 year old test, which is described in more detail below. Other examples include quizzes or asking students to write down two things they have learned at the end of the session. Get them to write it in large letters on a piece of paper or small white boards, and hold it up so the presenter can see. These activities can be used throughout the session, potentially after teaching high priority learning objective content.

The 10 year old test

The presenter should start this activity by demonstrating the task with a willing member of the audience. The presenter should pretend to be the 10 year old sibling of the audience member. As such they should try to put on a child-like voice, although not essential.

The “10 year old” should ask their sibling what they learned about... (e.g. drink driving/distractions/seatbelts) today? The question should be linked to a learning objective. The student explains what they have learned. The “10 year old” then probes for more information at every opportunity: “What are distractions? Why did you learn that?” and so on. The “child” should never be satisfied with the answer and should continue to probe for more information. The students then do this task in pairs after the demonstration. Set a few minutes for one person to be the 10 year old and then swap them over.

By walking around the room the presenter will get an overview of what the students have taken on board. It will also help the students preserve what they have learned (12).

Plan How to Recruit More Presenters

The Police and Fire services would ideally like a larger number of potential presenters to use, given other commitments within their roles. Previous attempts using non-employees of the partnership have been unsuccessful. For example, it has been difficult to keep a consistent set of presenters when using retired personnel, or parents of young people who have been involved in a collision. Additionally volunteers, or those who have been retired from the emergency services for a number of years, may not be able to share recent experiences of attending a collision, which was valued by students. These issues, as well as resources, will need to be considered if new presenters are recruited.

Set Up Presenter Observation Procedures

The Police service identified themselves as having the greatest need to set up some observation procedures to monitor the presenter's delivery of workshops. This was because of a need to check consistency between presenters as they use the greatest number of presenters. Additionally, Derbyshire County Council already have some observation procedures in place. Observation will become especially important if new presenters are recruited within the Police or Fire Service.

The content of observation criteria could be discussed with Derbyshire County Council as they already observe new presenters. Observations should, however, at a minimum, assess whether the learning objectives have been covered. They might also include other elements such as the level of engagement in the class. The aim of observations is to provide constructive feedback to improve practice; not to criticise or judge.

The schedule of when observations should take place will depend on when key changes in workshop delivery take place and what is practical. Derbyshire County Council, for example, conducts an observation when a new presenter enters the team. Another suggested time might be when there are key changes in the workshop content.

Encourage Schools and Colleges to Organise Workshops Effectively

Schools organise the event according to their own procedures, which workshop organisers have little or no control over. Schools should, however, be made aware of the lessons learned from conducting previous workshops, so they can ensure their students get the most out of the event.

Ideally schools should incorporate the workshops into a pre-timetabled slot that students are expected to attend. One school had conducted an opt-in system, where students needed to sign up to attend the workshops. This is not ideal as it can result in a biased turn out of students and creates an extra barrier to taking part.

Additionally, schools should inform students in advance of which room they need to go to, at what time and which groups they will be in. The students can, therefore, focus all of their attention on the workshops will be more likely to start the day ready to engage.

One way to manage this could be to set up a school agreement document. The document could detail what the school can expect from the workshop presenters and what presenters expect from the school. For example, the school can expect that

presenters will deliver talks on set topic areas, that they will be on time, and so forth. In return presenters may expect that each talk will have a classroom set-up appropriately with a laptop and a projector, that students are required to attend and that there will be technical assistance, such as for IT equipment, where required.

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Appendices

Appendix A

Student Topic Guide

1. General Purpose Statement

To gain a deeper understanding of how and why the workshops change (or not) young drivers attitudes and behaviour.

To be completed at 1 month and 6 months after the workshop.

2. Refined Purpose Statement

The interviews will:

1. Establish if the workshops have impacted upon attitudes and behaviour
2. Investigate why there has or has not been any attitude and behaviour change
3. Understand how the workshops have changed attitudes and behaviour. If these have not changed, how could the workshops have changed attitudes and behaviour.

The interviews will not:

- Discuss *personal* comments of other people/individuals
- Discuss general road safety issues

3. Moderators Guide - Introduction

(Explain the purpose of the interview)

The organisers of the workshop want to get a deeper understanding of how the workshops are going. I [moderator(s)] am separate from those who do the workshops so you can be open and honest in your responses.

We're going to be talking about the workshop that you had on [date]. That would have been around three workshop sessions with the fire service, police, Derbyshire County Council.

(Confidentiality)

- Your name and school will not directly be attached to your answers, however, the names of the schools that were a part of the evaluation may be available in the final report.
- Your answers will be combined with those of other students and be presented in a report as themes. We may want to use a quote from you as an illustration of that theme.

- Check if any students that would not like their quotes to be used or would like to see their quotes before they go into the report.

(Establish consent)

- Participation in this interview is voluntary
- Want to hear your views, even if you do not have strong opinions
- Explain right to withdraw

(Check agreement for tape recording)

- **Recording** the interview if you are ok with this?

(Check they are comfortable)

- The interview should last around an hour
- Refreshments

4. Questions

Starter: Each person to introduce themselves and say whether they **drive** or not, and if they do a little bit about their driving experience (e.g. provisional/full licence holder, moped/car).

A. **Questionnaire findings and context:** We have had a look at the questionnaires from the schools that have taken part this year and early findings indicate that students say they are generally safe **before they take part in the workshop** and continue to be safe afterwards.

- How do you think that compares to you and your fellow students? (how safe do they think they are compared to before the workshop?)
- Young people are generally involved in more collisions and yet it seems from the questionnaires that students think they are quite safe even **before** the workshop. **Why** do you think that is? How would you explain it?
- Further exploration of reasons:
 - How did you feel about handing your questionnaire back into your teacher?
 - Are there any situations where you find it difficult to follow the advice given in the workshop? For example if you had planned to get a lift with someone and they have had a drink. You're not sure if they are over the limit or not.

Knowledge change *Anything that you knew or didn't know before*

Attitude change *Attitudes: the way that you think or feel about something.*

Behaviour change *Behaviour: What you do in practice.*

B. **Do you think that you have changed as a driver or passenger as a result of going to the workshop? Or do you think you have stayed the same?**

Prompts

- What things did you learn that you didn't know before?

- Which attitudes have changed? What kind of thoughts and feelings have changed?
- What do you do differently? Are there any instances when have thought back to the workshop?
- What did you know before the workshop?
- What attitudes do you think have stayed the same?
- What behaviours have stayed the same?

C. Why do you think the workshop was able (or unable) to change your thoughts and behaviour?

Prompts

- What was it about the workshop that got you thinking the most?
- (if no change) Is there anything that would be able to change your attitudes and behaviour? Ideas as to what could do that?

D. Where changes in behaviour and attitudes have been voiced: How do you think the workshop was able to change your thoughts and behaviour?

Prompts

- Which parts do you think were the most effective in getting you to change your thoughts or behaviour?
- Which methods were most effective – presentations, statistics, videos, tasks?
- Any parts which were not as effective? How would you change these?

E. Where change no change has been expressed or to ask about general improvements they would like to see: How would you change the workshop so it would have more of an impact on your thoughts and behaviour?

Prompts

- Any parts that didn't work in making you think or behave differently?
- Any parts where you thought "that doesn't apply to me"?
- Anything you would change?
-

F. Any other thoughts/comments?

5) Moderators Guide – Closing Statement
--

(Thank you)

(Confidentiality) Repeat from section 3

Reiterate contact details for withdrawal.

Appendix B

Presenter Topic Guide

1. General Purpose Statement

To understand the presenters views on the workshop delivery of the previous academic year.

2. Refined Purpose Statement

The interviews will:

4. Investigate why strengths and weaknesses of the workshops
5. Discuss potential improvements to the workshops
6. Establish if there were any substantial changes to workshop delivery in the previous academic year

The interviews will not:

- Discuss *personal* comments of other people/individuals
- Discuss general road safety issues

3. Moderators Guide - Introduction

Explain the purpose of the discussion as described above.

(Confidentiality)

- Your name will not be assigned to any particular comments that you make, however, it is likely that anyone reading the report may be able to identify who you are as you are such a small group.

(Establish consent)

- Participation in this focus group is voluntary
- Want to hear your views, even if you do not have strong opinions
- Explain right to withdraw

(Check agreement for tape recording)

- **Recording** the interview if you are ok with this?

(Check they are comfortable)

- The interview should last around an hour
- Refreshments

4. Questions

Introductions:

- Who they are
 - What service they are from
 - Brief overview of what they cover in the talks
1. [Where there are **multiple presenters for one service**] How much variation is there between your talks?
 2. Thinking about your own individual talks, did you change your own talk over the course of the last academic year (Sept 2013-July 2014)?
 3. What about your talk do you think works **particularly well**?

Suggested prompts:

- Anything about the structure, content, what the students responded to?
 - Parts do you think will have the **most** impact in making them safer as drivers and passengers?
4. **Why** do you think those aspects went well?
 5. What about the workshop do you think could be **improved**?

Suggested prompts:

- Anything about the structure, content, what students didn't respond as well to?
6. Why do you think those aspects **did not** go as well?
 7. Discuss initial suggestions for improvement from students – initial thoughts on these?
 - More information on how they can do the right things (e.g. how to get out of a risky situation, how not to get themselves into one, advice on how to be a good passenger)
 - Interactivity – they recognise the need for balance here. They like having some interactivity but see that sometimes they can get off task. But they also talk about how they can sometimes switch off if it is entirely lecture styled.
 - More young person centred – understanding it from their point of view, this is already happening with some of the presentations.
 8. Any other questions or comments?

Appendix C

Student Questionnaire

Participant Information Sheet

Title of Project: Evaluation of the Derby and Derbyshire Road Safety Partnership - Young Driver Education Package.

Principal Aims: To assess the effectiveness of the Young Driver Education Package and learn how to improve the course.

Invitation

You are being invited to take part in the research project: *Evaluation of the Young Driver Education Package*. This project is being undertaken by *Christina Brown at The Royal Society for the Prevention of Accidents (RoSPA)*. RoSPA is an independent body who have been asked by Derbyshire County Council to look at the effectiveness of the Young Driver Education Package.

Before you decide whether you wish to take part, it is important for you to understand why this research is being done and what it will involve. Please read this information carefully and discuss it with friends and relatives if you would like to. Ask us if anything is unclear or if you would like more information.

[Workshop Group] Why have I been chosen?

You have been chosen to take part in the project as we understand that your sixth form will soon take part in the Young Driver Education Package. To understand how the workshop is going we would like to ask you some questions before and after the workshop happens. Even if you are not going to take part in the workshop, we would still like you to fill out the questions, as we would like to compare your answers with those that do take part.

[Comparison Group] Why have I been chosen if I'm not doing the workshop?

It may seem strange to get your input when you are not doing the workshop. Your answers, however, are really important for us to see what the starting point is for students like yourselves. We can then compare your answers with those that have had the workshop, to see how much difference it makes

Do I have to take part?

No, it is up to you if you decide to take part. If you do decide to take part you will be required to sign the consent form within this questionnaire. You are free to withdraw from this project without prejudice, and without giving reasons. To do so please use the contact details on this sheet or the withdrawal slip enclosed. A report will be drawn up from September 2015 so we advise that, if you would like to withdraw, you do so before this date.

What will happen if I take part?

The first part of the project will be to complete a questionnaire on paper before the workshop commences. This should take about 10 minutes to complete.

If you agree to be contacted about further research relating to this project you will then be asked to complete an online questionnaire in the next few days. We will then ask you to complete another online questionnaire in 12 months time. You may also be asked if you would be willing to participate in a focus group. Here you will be in a small group with the researcher and will chat

about how the workshop went. You won't be asked to go to a focus group if you did not take part in the workshop. You are free to decide however at each point if you would like to take part in that bit of the project.

Are there any benefits of taking part?

Whilst there are no immediate benefits for those taking part, it is hoped that the findings from this work will help to improve the workshops for future students such as you.

If you take part in the follow up research there are voucher honorariums available. For each follow up online questionnaire you complete you will be entered into a prize draw to win £XX of Love to Shop vouchers. Also all those who take part in the focus group will be given £XX Love to Shop vouchers.

Are there any risks associated with taking part?

Most of the questions will be around your opinions and attitudes. There are some questions around driving convictions which you may find sensitive or may not wish to disclose. You are free not to answer these questions or withdraw any or all of your responses until the final report date of September 2015 (anything completed before February 2014 will be included in a shorter interim report unless you withdraw before this date). We would like to assure you that your responses will only be used to see how well the workshops work. In addition your responses will be kept confidential so we will remove your name and remove any other information we feel may identify you before it goes into the report.

Will it cost me anything to take part?

You will need access to an internet connection for the online questionnaires. These should each take around 10 minutes to complete, please check with the bill payer before using the internet. If you take part in a focus group there could be costs involved in travelling to the site where the group is being held.

There are voucher honorariums available for taking part in the follow up research. For each follow up online questionnaire you complete you will be entered into a prize draw to win £XX of Love to Shop vouchers. Also all those who take part in the focus group will be given £XX Love to Shop vouchers.

Who do I talk to if I have a problem?

If you have a concern about any aspect of this project, you should speak to the researcher: [Name], [Job Title]; [Address]. Direct line: [Telephone Number] Email: [Email address]

If you remain unhappy about the research and/or wish to raise a complaint about any aspect of the way that you have been approached or treated during the course of the project please contact: [Name], [Job Title]; [Address]. Direct line: [Telephone Number] Email: [Email address]

How will information about me be used?

The information collected from these questionnaires will be summarised and reported back to Derbyshire County Council and published online. This will assess how well each part of the program worked and if there are any parts which need to be improved upon for next year's workshops.

Your responses to the paper and online questionnaires will be reported in terms of averages and percentages. Any quotes from the paper and online questionnaires will be de-identified and will only be used with your permission. If you take part in the focus groups we will provide you with additional information as to how your responses and/or quotes will be used.

How will my confidentiality and privacy be safeguarded?

Paper and online questionnaires will use an ID number as your key identifier. Your name and contact details for future research will not be attached to your answers and will not appear in the final report. There will also be steps taken to remove any identifiable information you may include in your open ended responses in paper and online questionnaires. Only members of staff working at RoSPA will have access to your contact details. Your contact details will only be used for the purposes of this project. All information will be stored in accordance with the Data Protection Act (1995).

Who is funding and organising the research?

Derbyshire County Council

CONSENT FORM

Office to remove

Title of Project: Evaluation of the Derby and Derbyshire Road Safety Partnership - Young Driver Education Package.

Name of Principal Investigator: [insert name]

Please tick box

		Yes	No
1	I confirm that I have read and understand the information sheet for the above project and have had the opportunity to ask questions.	<input type="checkbox"/>	<input type="checkbox"/>
2	I understand that my participation is voluntary and that I am free to withdraw.	<input type="checkbox"/>	<input type="checkbox"/>
3	I understand that data collected about me during this project will be anonymised before it is submitted to Derbyshire County Council or published online.	<input type="checkbox"/>	<input type="checkbox"/>
6	I agree to be contacted by RoSPA about the online follow up questionnaire in the next few days . Home email address: _____	<input type="checkbox"/>	<input type="checkbox"/>
7	I agree to be contacted by RoSPA about the online follow up questionnaire in 12 months time. Home email address: _____	<input type="checkbox"/>	<input type="checkbox"/>
8	I agree to be contacted by RoSPA about participation in a focus group (group chat) as a follow up to the workshop. This will occur in the coming months. Email or telephone number: _____	<input type="checkbox"/>	<input type="checkbox"/>
9	I am happy for any anonymised quotations to be used	<input type="checkbox"/>	<input type="checkbox"/>
10	I want to see any proposed quotations before making a decision	<input type="checkbox"/>	<input type="checkbox"/>
11	I agree to take part in this project.	<input type="checkbox"/>	<input type="checkbox"/>

Name of participant

Date

Signature

Researcher

Date

Signature

If you have agreed take part in a focus group and are happy for us to have your telephone number please leave it below. This is so we can provide you with more details of the group chat nearer the time.

Telephone number: _____

Demographics

Section 1

This section is to get some background information to put your answers into context.

Q1.1 Today's Date (DD/MM/YYYY)

Q1.2 Age

Q1.3 Which form of drivers licence to you currently own? Please note how long you have held it for.

- Provisional licence _____ (months/years - delete as appropriate).....
- Full drivers licence _____(months/years - delete as appropriate).....
- I have never held any form of drivers licence

Q1.4 How many points do you currently have on your licence? If you do not have any please write zero.

Q1.5 Have you driven a vehicle anytime the last 12 months? [please note: it could be someone else's vehicle and includes mopeds too]

- Yes Please answer **ALL** sections
- No..... Please answer **section 2 only**

Don't have time to complete this in class?

That's fine you can hand it in later. The only thing we ask is that this is **filled out BEFORE** the day that the workshop takes place. This is so we can compare answers before and after the workshop happens. If you hand it into one of the workshop leaders on the day then they will be able to get it back to us.

Section 2 - Driver Attitude Questionnaire (DAQ)

This section of the questionnaire will look at your attitudes towards driving. Even if you are not a driver yourself we would like you to rate these responses to understand if these kinds of attitudes change.

**Q2.1 To what extent do you agree or disagree with each of the following statements?
For each item please put a tick in the appropriate column.**

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly Agree
Some people can drive perfectly safely after drinking three or four pints of beer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People stopped by the police for driving close to the vehicle in front are unlucky because lots of people do it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Speed limits are often set too low, with the result that many drivers ignore them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People stopped by the police for using a mobile phone whilst driving are unlucky because lots of people do it	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I think the police should start breathalysing a lot more drivers around pub closing times	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
It is quite acceptable to take a slight risk when overtaking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Driving close to the vehicle in front isn't really a serious problem at the moment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using a mobile phone whilst driving isn't really a serious problem at the moment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some drivers can be perfectly safe overtaking in situations which would be risky for others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would welcome the further use of police powers to stop drug driving	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would favour stricter enforcement of the speed limit on 30mph roads	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some people can drive perfectly safely even when they only leave a small gap behind the vehicle in front	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The aim of the police should be to stop as many people as possible overtaking in risky circumstances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Even driving slightly faster than the speed limit makes you less safe as a driver	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some people can drive safely even when they are using a mobile phone at the same time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

We'd now like you to answer a few questions on seat belts.

Q2.2 How often do you wear a seat belt when there is one available?

- Always
- Sometimes.....
- Never.....

To what extent do you agree or disagree with each of the following statements, where 1 is strongly disagree and 5 is strongly agree? For each item please put a tick in the appropriate column.

2.3

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I don't always wear a seat belt on a short journey	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I sometimes forget to wear a seat belt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I always wear a seat belt when sat in the back of a vehicle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I sometimes don't wear a seat belt in a taxi or black cab	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Section 3 - The Driver Behaviour Questionnaire (DBQ)

For each driving behaviour described in the table below, please indicate how often you have done this whilst travelling in the last 12 months. Please indicate this by ticking the boxes below.

Q3.1

	Never	Hardly ever	Occasionally	Quite often	Frequently	Nearly all the time
Become impatient with a slow driver in the outer lane and overtake on the inside	<input type="checkbox"/>					
Drive especially close to the car in front as a signal to the driver to go faster or get out of the way	<input type="checkbox"/>					
Attempt to overtake someone that you hadn't noticed to be taking a right turn	<input type="checkbox"/>					
Cross a junction knowing that the traffic lights have already turned against you	<input type="checkbox"/>					
Angered by another driver's behaviour, you chase him/her up with the intention of giving him/her a piece of your mind	<input type="checkbox"/>					
Disregard the speed limits late at night or early in the morning	<input type="checkbox"/>					
Drive even though you realise you might be over the legal blood alcohol level	<input type="checkbox"/>					
Get involved in unofficial 'races' with other drivers	<input type="checkbox"/>					

Section 4 - Self-report Crash and Driving Offences

The following questions will ask about any accidents or offences you may have been involved in the last 12 months. Please be assured that your responses to these questions will only be used for the purposes of this questionnaire. Your answers will not be presented at an individual level but will instead form as a part of percentages and averages of the wider group.

Q4.1 Have you been caught for speeding in the last 12 months? (please tick all that apply)

- Yes I have had points on my licence
- If yes above:** how many points have you had for **speeding** in the last 12 months?
- Yes and as a result I went on a speed awareness course
- No I have not had any driving convictions.....
- Other (please specify)
-
- Do not wish to respond

Q4.2 Have you been caught for drink or drug driving in the last 12 months? (please tick all that apply)

- Yes I have had points on my licence
- If yes above:** how many points have you had for **drink or drug driving** in the last 12 months?
-
- Yes and as a result I went on a rehabilitation course.....
- No I have not had any driving convictions.....
- Other (please specify)
-
- Do not wish to respond

Q4.3 Have you been caught for careless or dangerous driving in the last 12 months? (please tick all that apply)

Yes I have had points on my licence

If yes above: how many points have you had for **careless or dangerous driving** in the last 12 months? _____

Yes and as a result I went on a training course for careless driving.....

No I have not had any driving convictions.....

Other (please specify)

Do not wish to respond

Q4.4 Have you been caught for distraction or using a mobile while driving in the last 12 months? (please tick all that apply)

Yes I have had points on my licence

If yes above: how many points have you had for **distraction or using a mobile while driving** in the last 12 months? _____

Yes and as a result I went on a course for distraction whilst driving.....

No I have not had any driving convictions.....

Other (please specify)

Do not wish to respond

Q4.5 In the last 12 months have you been involved in any driver collisions?

Yes Answer Q4.6 and Q4.7

No..... End of questionnaire

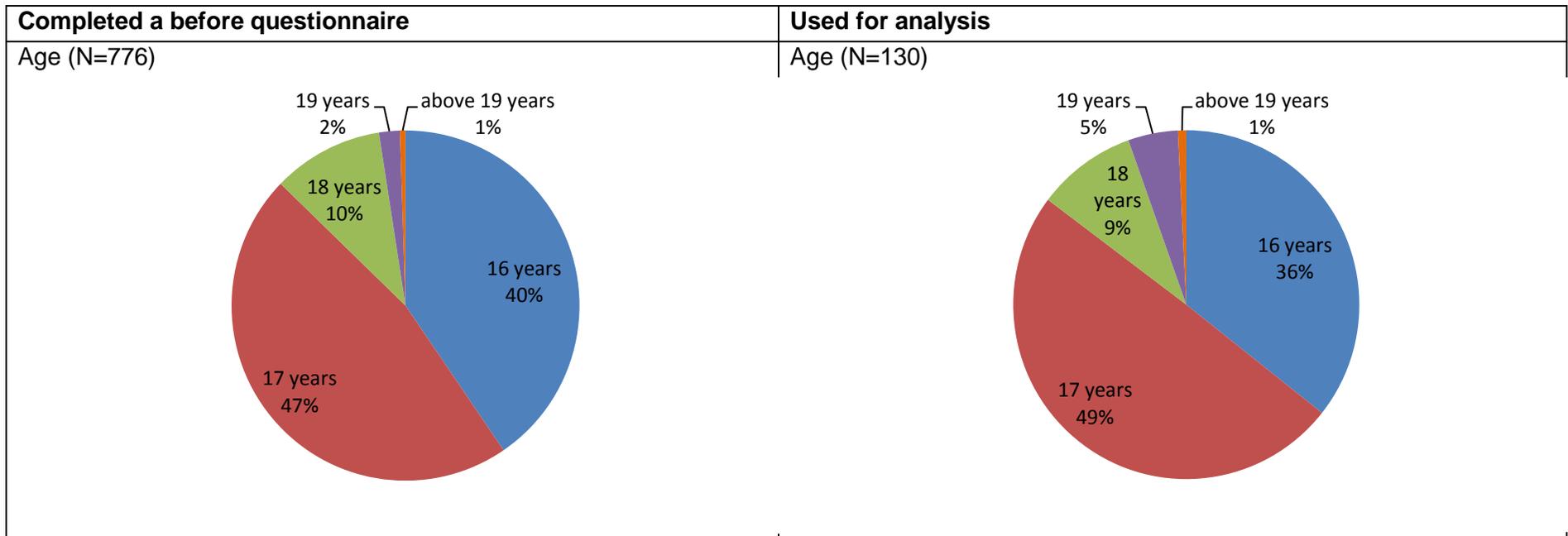
Q4.6 How many collisions have you been involved in?

Q4.7 How many of those collisions would you say were at least partially at fault?

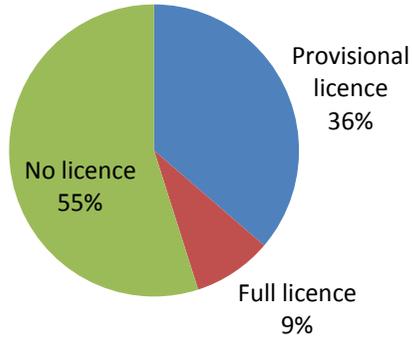
Appendix D

Demographics

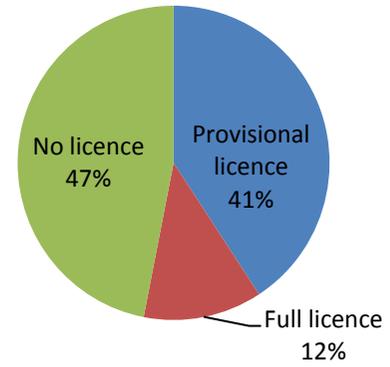
This section of the appendix compares the demographic profile of all who completed a before questionnaire (N=796) and those who were included in the final analysis (i.e. had completed a before questionnaire and at least one of the after stages, N=130). The comparison is made based on the data collected at the before stage.



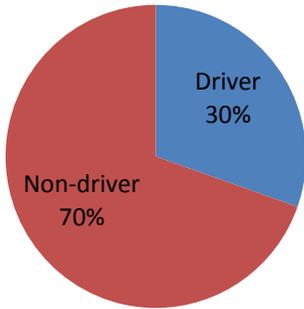
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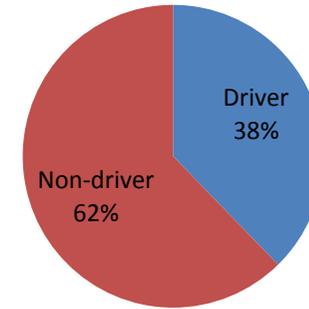
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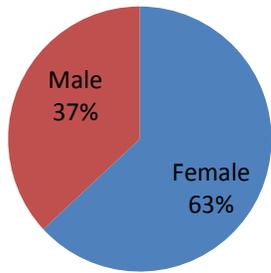
Driven in the last 12 months (N=796)



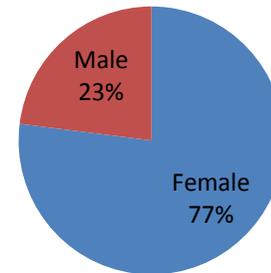
Driven in the last 12 months (N=130)



Gender (N=699)



Gender (N=126)



Appendix E

Linear Mixed Effects Results

Linear mixed effects models have been used for some of the statistical analysis in this report. In all instances, the dependent variable was a safety score (for example, Driver Attitude Questionnaire scores), the fixed effect was time (how individual student's scores varied before, immediately after, 12 month after the workshop), covariance structure was unstructured and model used was the -2 restricted log likelihood.

Acknowledgements

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