

The logo for ROSPA (The Royal Society for the Prevention of Accidents) features the word "ROSPA" in a bold, blue, sans-serif font. The letter "O" is replaced by a stylized graphic of three overlapping circles in green, red, and blue, with a white center. The entire logo is contained within a white rounded rectangular box with a thin grey border.

**ROSPA**

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# Road Safety ETP Evaluation Training



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The Royal Society for the Prevention of Accidents



## Aim of the day

- To develop participants' ability to carry out ETP Evaluation



# Intended Learning Outcomes

- Be familiar with the meaning of specific terms used in evaluation
- Be able to distinguish between goals, aims and objectives
- Be able to set appropriate objectives
- Be able to construct and use a logic model
- Understand the pros and cons of different evaluation designs
- Be able to write closed and open questions



# Glossary Treasure Hunt

- Remember that pre-seminar task?
- Check your answers with the definitions displayed around the room
- Make sure you introduce yourself to anyone you don't already know!



# The Evaluation Process

- Planning and Evaluating an intervention – key steps
- What comes to mind?



## 7 Key Steps in Planning and Evaluating and Intervention

- 1) Needs Analysis – 1st data collection stage: What exactly is the problem and What is the best way to solve it?
- 2) Intervention Planning – What are we going to do and how? (aims and objectives)
- 3) Monitoring and Evaluation Framework – What, When and How to measure? 2<sup>nd</sup> data collection stage: base-line data

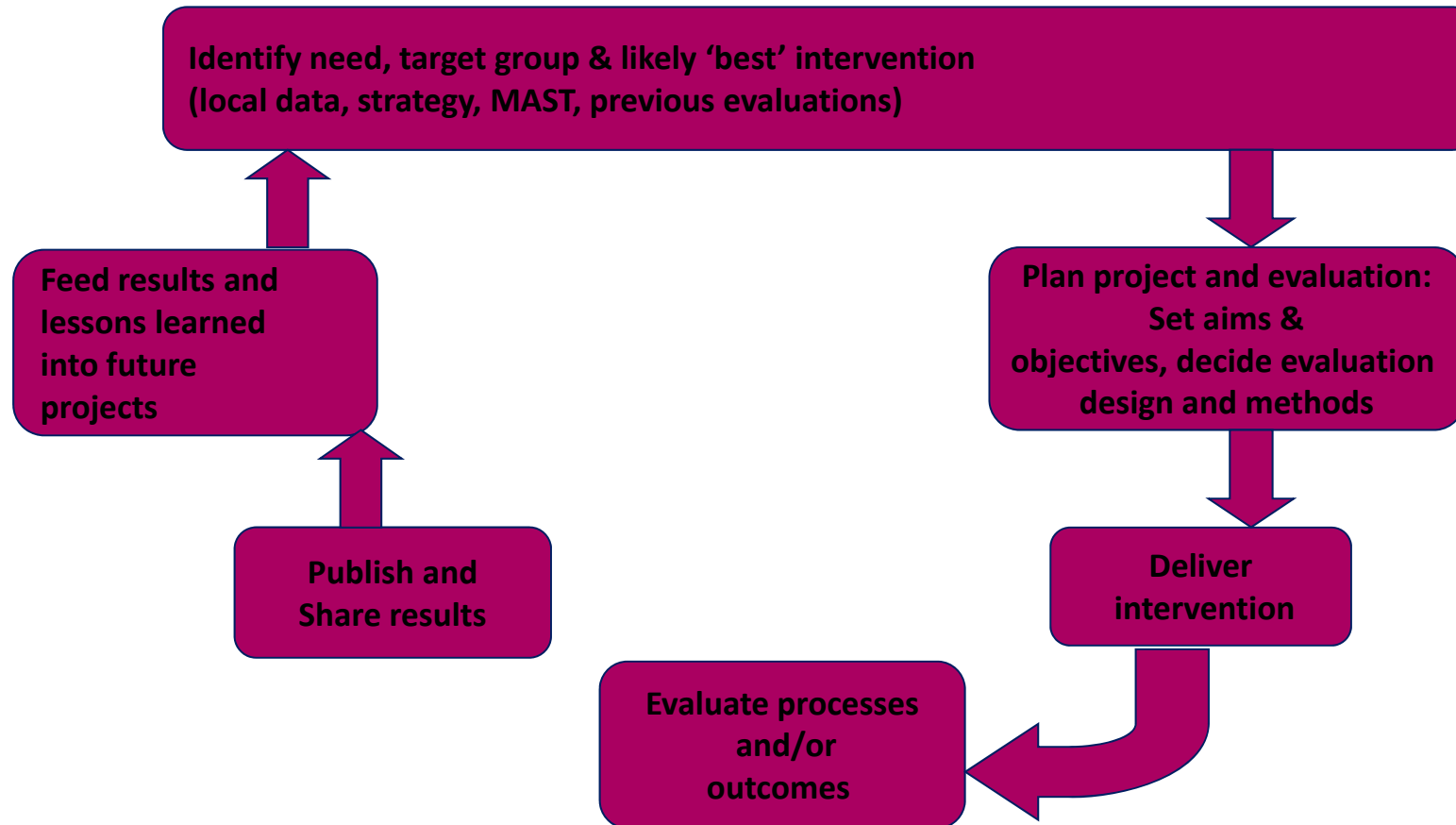


## 7 Key Steps in Planning and Evaluating and Intervention

- 4) Implement Intervention – 3<sup>rd</sup> data collection stage: collect monitoring data
- 5) Main data collection - Collect 'post-intervention' data. Review the data collected – have what you need? Analyse data
- 6) Report – Write report and disseminate findings
- 7) USE – Apply findings: amend intervention as necessary. Use in needs analysis stage (Step 1) of future interventions



# The Intervention Evaluation Cycle





# What is the difference...

Between an aim and an objective?

Between a goal and an aim?



# Definitions: A Refresher

- **Goal (Very broad):** The overall reason behind the intervention – e.g. To reduce road casualties
- **Aim(s) (Specific):** What and who the intervention will change – e.g. To reduce the incidence of drink-driving amongst 17-25 year olds
- **Objective(s) (Very specific):** Specific outcome the intervention intends to achieve - e.g.
  - To see an increase of 20% in the knowledge of 17-25 year olds about the legal penalties for drink-driving, by September 2011
  - To reduce mean scores in a self-report survey of drink- driving behaviour completed by 17-25 year olds, by November 2011 (SMART)



# Example: Older Drivers Project

## ● Aims:

- To increase self awareness of older drivers
- To improve driving skills of drivers over the age of 55



# Older Drivers Project

## ● Objectives (By March 2012):

- 💬 To increase older drivers' knowledge of the effects of medication on driving ability
- 💬 To improve older drivers' journey planning
- 💬 To increase self identification of new aspects of their driving which could be improved
- 💬 To increase older drivers' skills scores in a repeat test drive



# Logic Model Components

**Inputs**

**Outputs**

**Outcomes**

**Assumptions**

**External factors**

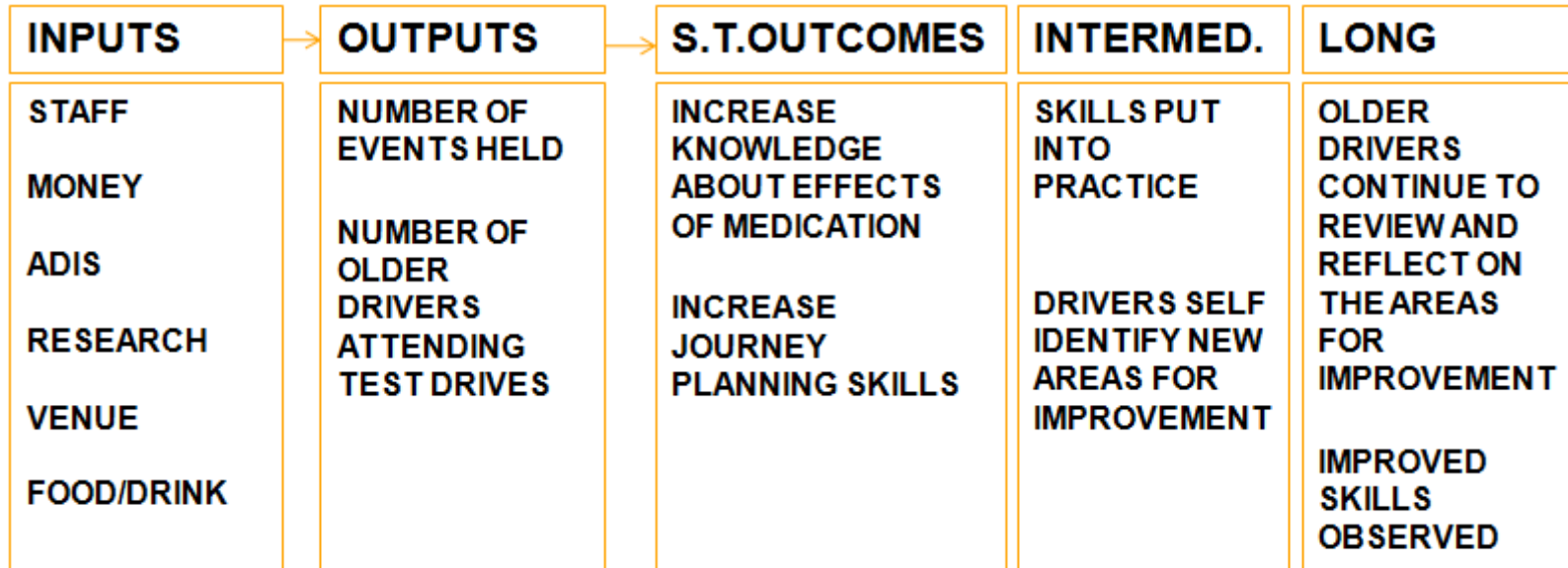
**Aims and objectives**



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# Example Logic Model



- **ASSUMPTIONS:** Drivers accept the ADI assessments of their skills. Drivers identify themselves as an 'older' driver and see a need to attend the sessions/assessments. That the sessions and assessments will have a positive influence, i.e. Not make drivers unduly cautious or over-confident.
- **EXTERNAL FACTORS:** Adverse weather, local news stories involving older drivers, increased insurance premiums, family members, poor health.



# Evaluation Designs

- **Post only with no comparison group**
- **Post only with comparison group**
- **Post then pre, no comparison group**
- **Pre and post with no comparison group (non experiment)**
- **Pre and post with comparison group (quasi experiment)**
- **Randomised controlled trial (RCT)**



# Evaluation Designs

## ● Points to consider:

- 💬 How many groups of participants need to be surveyed and how many times? (e.g. A post only design with no comparison group only surveys one group once)
- 💬 What are the implications for your time and resources, participants' responses, and drop-out rates?
- 💬 Any base-line measurement taken? You need a base- line to be able to measure change
- 💬 Can you know if it was the intervention that caused the change, or factors external to the intervention?
- 💬 e.g. age/maturation, other interventions in the area, or random chance (such as someone close to the participant being involved in a road traffic incident).





# Methods in our Madness!

- You want to show effectiveness and have the opportunity to do a quasi experiment (e.g. Pre- and post with comparison group)
- Choose a method suitable for the intervention you have been working on, e.g. Telephone interview or self-complete questionnaire
- Write 5 questions. At least one question should be open ended.



# Question Writing Basics

- **Keep questions short**
- **Do not ask two questions in one, e.g. ‘How enjoyable and informative did you find this workshop?’**
- **Be sure that everyone will understand the question in the same way – pre-test questions**
- **Avoid jargon and abbreviations – do not assume people will know what something means just because you do, e.g. ‘serious injury’, or ‘ADI’**



# Question Writing Basics

- **Avoid leading questions, e.g. ‘Do you agree this workshop was enjoyable?’ as opposed to: ‘Please rate how enjoyable you found this workshop’**
- **Avoid using two negatives in one question, e.g. ‘How much do you agree with the following statement: I never not wear a seat belt’**
- **Avoid surplus questions. Do you really need to ask that question? How is it different to your other questions? How will you use the data?**



## Question Writing Basics

- Be Specific about what you are asking:



- 'Please rate this course on a scale of 1-5 with
- 1 meaning Poor and 5 meaning Excellent'



- 'Please rate the following aspects of this course on a scale of 1-5 with 1 meaning Poor and 5 meaning Excellent'  
(Opportunity to ask questions, Knowledge of presenters, Use of Examples...)



# Training Day Survey

- Take a look at our own training day evaluation survey. What are the advantages and disadvantages of this design and method?
- Please complete the survey before you leave if possible.



# We're here to help



● [rneedham@rospa.com](mailto:rneedham@rospa.com)



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# Thank you

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