

E-valu-it Road Safety Evaluation Toolkit: Question Set

This is a paper copy of the question set contained in the online, interactive E-Valu-it Toolkit. You may find it useful to read through the questions before starting to use the online Toolkit, so that you can consider the information that would help you to complete the E-valu-it questions.

The aim of E-valu-it is to help you to design and carry out evaluation so that you can improve the effectiveness of your interventions.

E-valu-it is one part of larger website (www.roadsafetyevaluation.com) which contains lots of information about evaluation, specifically in road safety education, training and publicity (ETP). It is now regularly used by road safety teams across the country.

www.roadsafetyevaluation.com and E-valu-it were designed and produced by a Working Group comprising the DfT, RoSPA and road safety practitioners.

Department for Transport

- Barbara King
- Duncan Price
- Nehal Thakore
- Louise Taylor

RoSPA

- Kevin Clinton
- Christina Brown

Local Authorities

- Elisabeth Knight, London Borough of Hounslow
- Robert Smith, Dorset County Council

The following questions will inform the evaluation recommendations for your intervention. Your responses to these questions will be transferred into your Evaluation Report Template once you finish the question set.

Note: All questions are compulsory unless otherwise stated. However, you do not need to complete the questions in one go, and you do not need to complete them in order. You can save your progress and return to the questionnaire as many times as you like.

Only to be used in conjunction with the E-valu-it Toolkit at: www.roadsafetyevaluation.com

Questions

Q.1. What is the local road safety issue that your intervention is intended to address? (For example: Parents parking on zig-zag lines outside primary schools, or young people not wearing rear seat belts).

Please give details:

--

- Anecdotal observation
- Systematic observation
- Research and evaluation reports
- Complaints from the public
- Local knowledge
- Road casualty data
- Traffic speed data
- Traffic volume data
- Recorded traffic offences
- Demographic data
- Public consultation
- There is no evidence yet
- Other

Please give details:

Q3. What elements does your ETP intervention include? *Please select all that apply and provide details of your selection(s) in the box provided.*

- Large scale presentation (e.g. Theatre in education)
- Small scale presentation (e.g. Presentation to a classroom of school children)
- Training courses (e.g. Older driver workshops)
- Stands at public events or in public places
- Poster campaign
- Leaflet campaign
- Web-based publicity (e.g. YouTube video clip)
- Website
- E-learning
- Bus-back advertising
- Diversionary measure (e.g. Speed awareness)
- Radio advertising
- TV advertising
- Cinema advertising
- Self-selecting training (e.g. Refresher driver training)
- One-to-one advice and training
- SMS messaging
- Other

Please give details:

--

Q.4. What information do you have to support your chosen intervention? (i.e. why do you think your particular intervention approach will be effective in addressing the specific issue identified in question 3?) *Please select all that apply and provide details of your selection(s) in the box provided.*

- Continuation of existing practice
- Replication of an intervention practice elsewhere
- Research and evaluation reports
- Road user audit report
- Professional/expert advice
- Use of scientific behavioural change theories
- There is no information yet
- Other

Please give details:

Q5. Have you identified aims for your intervention?

- Yes No

Q5a. What and who do you hope to change by your intervention?

Your aim should relate to a measurable outcome. For example: Your aim could be to reduce the number of parents (*the who*) stopping on zig-zag lines outside primary schools (*the what*), or to increase rear seat belt wearing (*the what*) by under 25 year old passengers (*the who*).

Please give details:

Q.5b. By when do you hope to achieve your aim(s)?

For example: A reduction in the number of parent driven vehicles stopping on zig-zag lines outside primary schools by July 2017.

Please give details:

Q.6. Have you identified objectives for your intervention?

Yes No

Q6a. Please state your objectives. Your objectives should be very specific, realistic measurable and time based, and are the 'how' of your intervention – how you intend to achieve your aims. For example: 'To increase awareness by distributing a leaflet to 200 parents on the reasons why they should not park on the zig-zag lines'.

Q7. Is your ETP intervention delivered in conjunction with: (Please select all that apply).

- Engineering interventions
- Enforcement interventions
- Not delivered in conjunction with engineering or enforcement interventions

Q8. Does your intervention consist of a single type of intervention or is it a programme of interventions? (please select one)

- Stand-alone intervention (e.g. just bus-back advertising)
- Programme of interventions (e.g. bus-back advertising as well as radio advertising)

Q9. Approximately how many people will be exposed to your intervention? For example: 1000 16-18year olds attended a workshop on seatbelt wearing. (Please enter number)

Don't Know

Q10. Of those, how many do you expect to influence? For example: 200 of the 1000 who attend, will alter their seatbelt wearing behaviour (Please enter number).

Don't Know

Q11. Start date of the intervention: (dd/mm/yy)

Q12. End date of the intervention: (dd/mm/yy)

Not Known

Q13. What do you expect the total financial cost of the intervention to be? (Where possible, this cost should include staff time.)

Don't Know

Q13a. What proportion of the total budget for the intervention are you expecting to spend on its evaluation? *(Please select one)*

Zero %

1-4 %

5-10 %

More than 10%

Don't Know

Q14. What is the purpose of the evaluation? (Think about what you intend to use the results for). *(Please select one)*

To improve the intervention

To show the effectiveness of the intervention

Both

Q15. What stage are you at in delivering your intervention? *(Please select one)*

Planning

Planned but not delivered

Delivering

Delivered

There are three ways to measure progress towards your aim. Please read through the following options and use it to inform your answer to Q.16.

In the example below the aim of the intervention was: To reduce the number of parents stopping on zig-zag lines outside primary schools. The objective was: To increase awareness by distributing a leaflet to 200 parents on the reasons why they should not park on the zig-zag lines.

Example

Monitoring indicator: This is a way to track what you did in the intervention. For example: The number of parents who receive leaflets about not stopping on zig-zags.

Short-term Outcome: This is when you test for immediate change as a result of your intervention (i.e. at the end of the intervention, a few days or weeks after the intervention). For example: Are parents more aware of the reasons for not stopping on zig-zags?

Long-term Outcome: This is when you test for long-term change as a result of your intervention (i.e. months or years after the intervention). For example: The comparing the number of parents stopping on zig-zags before and after distributing the leaflet.

Q16. How do you intend to measure progress towards your aim(s)? (You can select more than one)

- Monitoring Indicator
- Short-term Outcome
- Long-term Outcome

Q16 (1a). Please describe what you would like to **monitor**: For example: Number of parents who return a slip to say that they have received and read the leaflet.

Q16 (2a). What **short-term outcome(s)** would you like to measure? (You may choose more than one).

- Knowledge (has your audience learned anything?)
- Attitudes (have the audience's attitudes changed?)
- Intended behaviour (do the audience plan on acting differently in the future?)
- Other

Please give details:

Q16 (2b). How will your **short-term outcome** measure(s) demonstrate if you have met your objectives? For example: Measuring parent's knowledge about the reasons why they should not stop on zig-zags will demonstrate whether the objective to raise awareness of these reasons has been met.

Q16 (2c). Will you collect any before measurements of your **short-term outcome**? For example: Before they received the leaflet, how much did parents know about the reasons for not stopping on the zig-zags? Even if you are currently delivering or have already delivered the intervention you can still collect some form of before measurement.

- Yes → Skip next question (16.2d)
- No

Q16 (2c.1). Please state why you will not be collecting any before measurements.

Q16 (2d). By how much do you hope to change the situation you are measuring in the **short-term outcome**? For example: A 20% improvement in parent knowledge on the reasons for not stopping on the zig-zags.

Q16 (3a). What **long-term outcome(s)** would you like to measure? (You may choose more than one).

- Knowledge (has your audience learned anything?)
- Attitudes (have the audience's attitudes changed?)
- Behaviour (are the audience acting any differently?)
- Other

Please give details:

Q16 (3b). Will you collect any before measurements of your **long-term outcome**? For example: Before they received the leaflet, how many parents were stopping on zig-zags? Even if you are currently delivering or have already delivered the intervention you can still collect some form of before measurement.

- Yes → Skip next question (16.3c)
- No

Q16 (3b.1). Please state why you will not be collecting any before measurements.

Q16 (3c). By how much do you hope to change the long-term outcome you are measuring? For example: The number of cars stopping on the zig-zags between 8 and 9 am and 3 and 4 pm, will decrease by 50%.

Only to be used in conjunction with the E-valu-it Toolkit at: www.roadsafetyevaluation.com