

# E-valu-it Road Safety Evaluation Toolkit: Question Set for Young Driver Interventions

This is a 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 the E-valu-it toolkit is simple: it is intended to help you to design and carry out evaluation so that you can improve the effectiveness of your young driver interventions. It is a set of questions that help you to plan your evaluation. Once your answers are in the toolkit it provides you with some recommendations and a partially completed report template.

E-valu-it is one part of a larger website ([www.roadsafetyevaluation.com](http://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 practitioners in local authorities and the emergency services across the country. We also wanted to provide those developing or carrying out young driver interventions with a questions set to use when evaluating their young driver activities.

The original toolkit questions and examples were written to help road safety practitioners evaluate ETP interventions. The following question set has been adapted so that it uses examples more suited to those who are developing and delivering interventions for young drivers. Print out this set of young driver questions and examples and refer to them as you answer the E-valu-it questions online. The link to the toolkit can be found on the home page of [www.roadsafetyevaluation.com](http://www.roadsafetyevaluation.com).

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.

The answers you select and anything you write in text boxes will appear in your Evaluation Report Template at the end. You will be able to edit this at a later date, so your answers can be in note form, or more detailed information, as you prefer.

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](http://www.roadsafetyevaluation.com)**



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**Before You Begin**

It will be useful to have a clear idea of the **aims and objectives** of your young driver activity. E-valu-it will not be able to generate any recommendations unless you complete these.

We also recommend you complete a **logic model** for your activity for young drivers. Information on how to create aims and objectives or a logic model can be found in the [‘Evaluating Road Safety Education, Training and Publicity Projects: A Practitioner’s Guide’](#) on the website on the [‘Evaluation Guides’](#) page of the resources section.

This will help you to summarise the key information about your young driver intervention, what you will actually do and what you expect the outcomes to be. Having this information to hand will enable you to complete the online question set more quickly.

There are 16 questions in all, some of which have more than one component. This may seem like a lot but you can save your work and return to it at another time. All your responses will appear in the report template, saving you time at the report writing stage, so it is worth persevering.



## Questions

**Q.1.** What is the specific issue(s) that your **young driver intervention** intended to address? (For example: **young drivers not wearing their seatbelt**)

Please give details:

Young drivers not wearing their seatbelts.

**Q.2.** What evidence have you used when designing your young driver intervention? *Please select all that apply and provide details of your selection(s) in the box provided.*

- 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 (**groups of young drivers that might be at greater risk e.g. young males**)
- Telematics
- There is no evidence yet
- Other

Please give details:



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

- Large scale presentation (e.g. **A presentation delivered to all students at several local sixth form colleges**)
- Small scale presentation (e.g. **Presentation to a specific group of young drivers such as those who have been stopped by the police for not wearing their seatbelt**)
- Training courses (e.g. **a course specifically designed for young drivers**)
- Poster campaign
- Leaflet campaign
- Web-based publicity (e.g. YouTube video clip **about the dangers of not wearing seatbelts**)
- Website which **offers advice to young drivers**
- E-learning
- Diversionary measure (e.g. **an awareness course for young drivers who have been involved in a road traffic collision**)
- Self-selecting training (e.g. **young drivers advanced driving course**)
- One-to-one advice and training
- SMS messaging
- Other

Please give details:



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**Q.4.** What information do you have to support your chosen **young driver intervention**? (i.e. why do you think your particular **young driver intervention** will be effective in addressing the specific issue identified in question 1?) *Please select all that apply and provide details of your selection(s) in the box provided.*

- Continuation of existing practice
- Replication of a **young driver intervention** elsewhere
- Research and evaluation reports
- Professional/expert advice
- There is no information yet
- Other

Please give details:

**Q5.** Have you identified aims for your **young driver intervention**?

- Yes     No

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

This is your aim and should relate to a measurable outcome. For example: **To increase the number of young drivers wearing their seatbelt.**

Please give details:

To increase the number of young drivers wearing their seatbelt.

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

For example: **within three months of participation in the workshop.**

Please give details:



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**Q.6.** Have you identified objectives for your **young driver intervention**?

Yes  No

**Q6a.** Please state your objectives. Your objectives should be SMART (specific, realistic measurable and time based) and are the 'how' of your **young driver intervention** – how you intend to achieve your aims.

For example: To increase rear seat belt usage by young (17-25) passengers by 10% within 3 months of the workshop.

**Q7.** Is your **young driver intervention** delivered alone or in conjunction with **other activities**? (For example, if the activity is an education workshop to encourage young drivers to wear their seatbelt, are you also doing other things to increase the number of young drivers wearing their seatbelt?) (Please select one).

- Other interventions (such as a poster campaign about the dangers of not wearing a seatbelt).**
- Enforcement interventions (such as the police targeting times/locations).**
- Not delivered in conjunction with any other intervention.

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

- Stand-alone **intervention** (e.g. just an **educational workshop about general driver and passenger safety, including seatbelt wearing**)
- Programme of **interventions** (e.g. **an educational workshop about general driver and passenger safety, including seatbelt wearing and a poster campaign about the dangers of not wearing a seatbelt**)



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**Q9.** Approximately how many people will be exposed to your **young drivers intervention**? For example: **2000 young drivers attended a road safety workshop about general driver and passenger safety, including seatbelt wear.** This helps to target your **young driver intervention.** (Please enter number)

 Don't know

**Q10.** Of those, how many do you expect to influence? For example: **400 of those who attend will modify their behaviour** (Please enter number). Choose one figure to enter in the box below.

 Don't know

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

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

 Not known

**Q13.** What do you expect the total financial cost of the **young driver intervention** to be?

 Don't Know

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**Q13a.** What proportion of the total budget for the **young driver 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 **young driver intervention**
- To show the effectiveness of the **young driver intervention**
- Both

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

- Planning
- Planned but not delivered
- Delivering
- Delivered



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There are three ways to measure progress towards your aim(s). Please read through the following options and decide which type(s) of indicator you intend to use to answer Q16.

In the example below remember that the aim of the young driver intervention was: To increase the number of young drivers wearing their seatbelt. The objective was: To increase rear seat belt usage by young (17-25) passengers by 10% within 3 months.

**Option 1: Monitoring indicator:** For example: How many young drivers have been trained on the dangers of not wearing a seatbelt.

**Option 2: Short-term outcome:** For example: The number of young drivers wearing a seatbelt after attending the workshop.

**Option 3: Long-term Outcome:** For example: The number of young people observed not wearing a seatbelt.

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

- Option 1: Monitoring Indicator
- Option 2: Short-term Outcome
- Option 3: Long-term Outcome

**Q16 (1a).** Please describe the data you will use for monitoring:

For example: The number of young drivers who have participated in the young driver workshop.

**Q16 (2a).** Please describe the data you will use for your short-term outcome.

For example: The number of young drivers who say they wear their seatbelt after the workshop.



**Q16 (2b).** How can the data tell you if you have achieved your aim? This is your 'theory of change'.

For example: An increased awareness of the risks of not wearing a seatbelt and an increase in the number of young drivers wearing their seatbelt after attending the workshop.

**Q16 (2c).** Will you collect any before measurements of your **long-term outcome**? For example: An observation of number of young people not wearing seatbelts on a college car park, before any training on the risks of not wearing a seatbelt took place. Even if you are currently delivering or have already delivered the young driver intervention you can still collect some form of before measurement.

Yes → Skip next question (16.3c)

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 15% increase in 17-25 year old drivers wearing their seatbelt after attending the workshop.

**Q16 (3a).** Please describe the data you will use for your long-term outcome.

For example: The number of young people observed not wearing a seatbelt.



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**Q16 (3b).** Will you collect any before measurements of your **long-term outcome**? For example: The number of young people observed not wearing a seatbelt on a college car park, before any training on the risks of not wearing a seatbelt takes place. Even if you are currently delivering or have already delivered the MORR project 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: To increase rear seat belt usage by young (17-25) passengers by 10% within 3 months of attending the workshop.

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