

Young Drivers at Work: Workshop Activity Guide



THINK
Road Safety

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the Department for Transport

Introduction

Introduction

In 2008, RoSPA conducted a 'Young Drivers at Work Study' among employers who have young staff (17-24 years) who drive as part of their work, and young at-work drivers themselves.

The report looked at:

- The views of employers on how well the present system of driver training and testing prepares young people for the sort of driving they do for work
- Whether employers would recognise and make use of a 'driving for work qualification' when recruiting or managing young staff who drive as part of their job
- If they did, what should be included in such a qualification or training programme

The project was conducted with support from the Department for Transport's road safety partnership grant and with the help of a working group including the DfT, DSA, Buckinghamshire and Lancashire County Councils, Birmingham City Council, Roadsafe, and Tesco.com.

The results were published in a report in March 2009, which is available online at <http://www.rospa.com/roadsafety/youngdriversatwork/>

Based on this research RoSPA developed a Young Drivers at Work Workshop. The aims of the workshop are to:

- Develop the participants' knowledge about the specific issues to do with driving for work raised by employers in the Young Drivers at Work report
- Help young at-work drivers understand how they can develop the additional skills they need when driving for work
- Identify new ways that the employer can help their younger drivers use the road safely, by understanding the influence that they are having from the perspective of their young drivers

This document is the Activity Guide which sets out the structure of the workshop, how each section is designed to be run, and what the results of each section should be.

An evaluation of the workshop pilots is also available from <http://www.rospa.com/roadsafety/youngdriversatwork/>

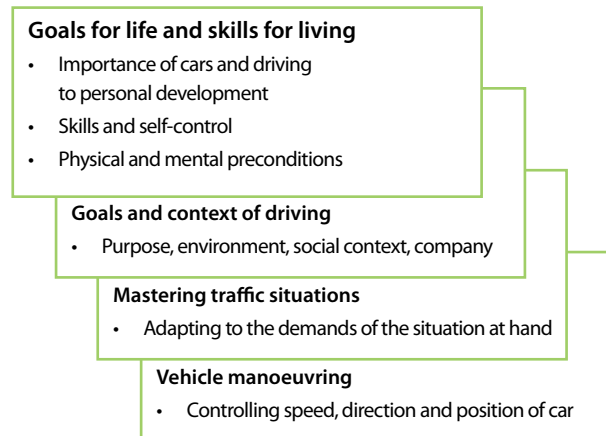
Benefits of running the workshop

The workshop can have several benefits for employers. The aim of the workshop is to reduce the risk of accidents. It does this in several ways:

- By influencing young drivers to make safer decisions
- Providing a method of monitoring and reviewing driving for work policies and safety culture

Influencing young drivers to make safer decisions

There are several factors which influence the way people drive and these can be displayed in a hierarchy, where safer decisions in the upper tiers will have an influence on lower tiers. A diagram of the factors in tiers¹ is presented below.



Whilst all of these factors represent important areas which can be addressed in order to improve safety, the workshop is focused on the upper two tiers by getting participants to examine the fundamental motives behind the way they drive.

For example, 'goals and context of driving' refers to concepts such as why and when someone makes a journey. All of these can have an influence on the safety of a driver, especially if a factor such as the purpose of a journey (e.g. getting to a destination by a certain time) comes into conflict with getting there safely (e.g. due to rushing).

The workshop encourages young drivers to examine these goals in the top two tiers by getting them to discuss and self-evaluate their own experiences. These discussions are intended to give the drivers insight into their own abilities and priorities as a driver. Participants have the opportunity to compare their own experiences and habits with those of their peers, and in some scenarios with an 'ideal' strategy.

From these discussions, drivers can reflect on how they drive and their goals, discuss the barriers to safer driving, and develop coping strategies for dealing with these different situations. After the workshop, it is intended that drivers will put these strategies into action.

Encouraging and developing of self reflection is a fundamental aspect of safe driving and a component the Driving Standards Agency Competency Framework for Cars and Light Vans Drivers.[™]

¹Taken from Reducing Crashes and Injuries Amongst Young Drivers: What Kind of Prevention Should We Be Focusing On? H-Y Berg, Injury Prevention 2006; 12(Suppl I)

Monitoring and reviewing driving for work policies and safety culture

As well as the decisions about safety that an individual makes, environmental and social factors can influence how people drive. In the context of work, an organisation's safety culture plays a large role in moderating these factors.

The workshop is designed to add to the organisation's knowledge, either by giving opportunity for conversations between the employers and employees (if the workshop is run internally), or by the facilitator feeding back information to the employer. This knowledge can be used by an organisation to develop its safety culture.

Where facilitators are external to the organisation, information can be fed back either by a follow up meeting or through a report. A sample report is included as Appendix A.

Safe driving from the bottom-up

The workshop can be used as part of a strategy to consult employees in order to monitor and review the effectiveness of an organisation's management structures and risk controls.

The workshop can be used to examine whether staff and line managers know the relevant safety policies, and also how often and in what circumstances drivers might not follow them.

The workshop discussions and outputs can act as a gauge to how well the organisations' work related road safety policies are adopted by their drivers in practice. By sharing the concerns of the at-work drivers with their employers, organisations may be able to identify and then address some of the factors which cause their drivers to take dangerous decisions.

If employees identify safer ways of working, then organisations with a good safety culture may help employees carry them out.

Workshop structure and length

The workshop comprises several activities, each with its own set of learning outcomes. The learning outcomes are designed to follow on from each other and successful completion of the learning outcomes in one allows the workshop to move onto the next activity. The activity guides contain information on how to assess that a section has been successfully delivered and received.

The workshop structure is as follows:

- Workshop preparation
- Introduction of facilitators
- Activity One: Initial icebreaking activity
- Activity Two: Thoughtshower session
- Activity Three: Establish beliefs, attitudes and knowledge
- Activity Four: What is different with driving at work?
- Activity Five: What causes an accident at work?

- Activity Six: Journey planning
- Activity Seven: The vehicle
- Activity Eight: Young person's occupational road risk policy
- Activity Nine: Employer's activity
- Activity Ten: Scenarios
- Concluding the workshop
- After the workshop

The workshop was designed and piloted to be run in this order and the full workshop took between two and a half and three hours, depending on the amount of discussion. The typical length of each activity is recorded on the activity plan. A timeline is presented in Appendix B.

Peer discussion and active learning

The workshop is based on an 'active learning' approach which requires interaction between all of the participants and facilitators in order to run successfully. This active involvement in the learning process is a different approach to a facilitator delivering the content of the workshop and the delegates passively receiving the information.

Throughout the workshop activities, the facilitators need to dedicate enough time to group discussion.

Most of the activities within the workshop present a problem or perspective for the young drivers to discuss and come to a conclusion, guided by the facilitator. This discussion (which involves participants both contributing and listening) is how the learning outcomes of the workshop are delivered.

The discussions engage the participants in problem solving, and get them to apply what they have just learnt or a newly-considered perspective back to their own circumstances.

In this way the workshop can encourage participants to question their own assumptions and goals for driving and how this affects their safety, as well as their current practices.

By using their own experiences as a basis for these discussions, participants can also develop strategies for safer driving and understand what the barriers are to put them in place. By then sharing these barriers with the group and facilitators, solutions to overcoming those barriers can also be suggested.

For example, through discussion a participant could realise that they were being asked to do much more unnecessary driving than colleagues and that this was due to poor scheduling within their team. They may identify that discussion with their manager might be the first step to overcome that.

Workshop ethics

Facilitators need to be aware of some of the laws around the activity.

Any collection of personal information, for example collecting the postcards at the end of the workshop, falls under the Data Protection Act 1998. Collected data must therefore be treated in accordance with the eight data protection principles; more information is available from the Information Commissioner's website³.

²Available from <http://www.rospa.com/roadsafety/>
³http://www.ico.gov.uk/what_we_cover/data_protection.aspx

Introduction

Under the principle of adequate, relevant and not excessive data, delegates should be asked for work addresses in the first instance. Personal email or home addresses to be asked for if this is the only other available means of returning the postcards to them.

Under the principle of fair and lawful processing delegates must be informed at the start of the exercise that their addresses will be temporarily stored by a named party and used for the specific purpose of returning their 'promises'. They should also be reassured that their details will not be used for any other purpose or passed on to any third party.

Addresses must be stored securely whilst being held for the three week period and any copies made (for instance electronic copies) must be securely destroyed after the postcards have been sent out.

This only applies to presenters who are external to the company. If the presenters are in-house then they will be covered by the company's own data protection policies.

There are no CRB requirements for facilitators who are working with 16 or 17 year olds in an employment setting⁴.

Workshop preparation

If you are running the workshop and are external to the company, you will need to consult with the employer to prepare some of the workshop content. Clarify with the employer:

- The type of jobs done by the young drivers and reasons they would drive for work
- The types of journey the young drivers undertake

This information will allow you to tailor some of the scenarios used within the workshop. Activity Five, Activity Six and Activity Ten can be adapted to make the examples more relevant to the organisation you are running the workshop for.

- The participants' names and ages

The workshop is designed for participants who drive for work and are aged between 17 and 25. The ideal size is between 10 and 15 people. You will need to clarify this with the employer beforehand to prevent the workshop size becoming unmanageable, or several drivers over the age of 25 attending. This would make the workshop more difficult to run, or less relevant to the participants

- Elements of the employer's driving for work policy

Activity Five and Activity Nine typically include some parts of the employer's driving for work policy, although sections can be inserted where relevant throughout the workshop – for example, in Activity Six on journey planning, the employer's policy on journeys and overnight stops can be included.

- Optional module of the employer's choice

Activity Nine is based on a topic specified by the employer, and this should be prepared by the facilitators in advance.

In addition, based on discussions with the employer the questions in Activity Four could be adapted.

Immediately before the workshop, prepare the room with a projector displaying the main slides, and with the tables set up so that delegates can be arranged into smaller groups. The delegates' names should be written on place cards and randomly placed around the table.

Five hidden unexpected images or objects should be located around the room, above or below eye level but still easy to spot if you were specifically searching for them. Images of cartoon camels were used in the pilot workshops.

Introduction of facilitators

Invite the young drivers into the room and ask them to find the seat with their name on and get comfortable.

Outline the general aim that the workshop is designed to help them when driving, and to build on what they already know and do to help keep them safe on the roads. You should clarify that the workshop does not contain any practical driver training but is aimed at raising their awareness and helping to give them insight about what influences their driving.

Tell them how long the workshop will last.

It is important to set out how the workshop works at this stage. In the pilot workshops we used the following slides to present the concept of the workshop and what is required from the delegates:

- We're not here to lecture or tell anyone they're wrong
- We just want to get you thinking about the experience you already have and how it's applied to keep you safe in different situations

Expectations

From Us	From You
<ul style="list-style-type: none">• Confidentiality - unless we feel you or another person is in danger• Timekeeping• Allow everyone to speak• Feedback and evaluation	<ul style="list-style-type: none">• Active participation• Active listening• Respect each other's expertise• Honest responses• Complete evaluation forms

Stress that honesty is important in the workshops. Confidentiality from the facilitators is a large part of that. If the delegates feel restricted in what they say, or fear repercussions from being honest about some of the ways they drive, then the discussions in the workshop will be limited or not based around genuine scenarios.

You should also stress how important it is to actively participate in the workshop and to listen to the views of the other participants.

⁴<http://www.crb.homeoffice.gov.uk>

Initial icebreaking activity

Aim

This initial activity presents the issue to the delegates and is designed to get the young drivers involved and interested in the workshop.

This activity is also designed to present the reason for the workshop, i.e. that young drivers are statistically a higher-risk group and that employers have sent them here because they recognise that particular risk.

The observation skills of a driver are influenced by several factors. Distractions – such as using a mobile phone or inputting directions into a sat nav – and inattention can limit the amount or quality of observations that a driver makes (for more information see RoSPA's factsheet on Driver Distraction⁵). This means that drivers respond to hazards later and are less likely to avoid an accident due to it.

Research has shown that inexperience can result in drivers focusing their vision in a much less effective way but that observation skills improve with experience.

Learning Outcomes

By the end of the activity, participants will be able to:

1. Correctly list the causes of poor observation shared by the facilitators
2. Explain how inexperience can contribute to poor observation of hazards
3. Specify how inexperience can increase the risk of being involved in a crash

Timing

Between 5 and 10 minutes

Resources

5 hidden unexpected images

Transport for London "Awareness Test" video⁶

Projector and projector screen

Images of road scenes, from the perspective of a driver looking through the windscreen. Initially the periphery of the scene should be blanked out so only the view directly in front of the driver can be seen.

Activity Plan

LO Ref	Facilitator activity	Participant activity	Assessment
	<p>Ask the delegates if they have observed anything out of place in the room. After allowing a few seconds for the delegates to look round, start pointing out the unexpected images (camels).</p> <p>At this point, explain how concentrating on one thing (for example, looking for their name card when they first came into the room or paying attention to the facilitators) can make you less likely to spot other things (camels) which you are not expecting to see.</p> <p>Introduce and play the "TfL Test Your Awareness" video asking the delegates to count the number of passes.</p>	Observation	
(1)	Summarise the activity in relation to driver workload and cognitive distraction. You can highlight that the use of hand held and hands free mobile phones can also cause a similar distraction.		Content delivered
(2)	Highlight that inexperience can also have a similar effect on visual awareness, and that more experience on the road leads to greater scanning.		Content delivered
(3)	In order to demonstrate the result of poor visual scanning, present some images of road scenes and point out the areas on the periphery that better observations would reveal.		Content delivered

⁵<http://www.rospa.com/roadsafety>

⁶http://londonroadsafety.tfl.gov.uk/campaigns_multimedia_do-the-test.php, or <http://www.dothetest.co.uk/>

Activity Two

Thoughtshower session

Aim

The delegates will have views about the habits or demographics of a safe driver. An initial 'shout out' activity will explore these conceptions.

This activity is to get initial contributions from the group, and to get delegates used to contributing opinions. It also helps to establish the group's initial views, which can be compared with their views at the end of the workshop.

Learning Outcomes

By the end of the activity, participants will be able to:

1. List their perceptions of what makes a 'safe driver'
2. Compare their initial perceptions with their peers

Timing

Around 1 or 2 minutes

Resources

Flipchart

Activity Plan

LO Ref	Facilitator activity	Participant activity	Assessment
(1)	Get the group to shout out what they think makes a safe driver. Stress at this stage that there is no need for the delegates to justify their suggestions, and they are free to express their thoughts.	Express initial thoughts	Several participants contributed to the list
(2)	Write down the answers on a flipchart/whiteboard, and then summarise.		List compiled

Establish beliefs, attitudes and knowledge

Aim

The aim of this activity is to get the delegates to reflect upon their experiences as a driver and the importance of experience when it comes to dealing with new situations on the road.

This helps delegates consider whether learning to drive covered all the experience you will ever need for driving, and to identify their own perceived limitations by promoting reflection on their own experiences.

This activity also helps to form the group by establishing discussion and encourages delegates to contribute their views.

Learning Outcomes

By the end of the activity, participants will be able to:

1. Identify situations from their own recent driving experiences which were not covered while learning to drive
2. Analyse how their driving style has changed since passing the driving test
3. Specify situations from their own experiences where their actions could have prevented (or did prevent) a road traffic accident

Timing

10-15 minutes

Resources

Handouts with the three young driver quotes on them

Activity Plan

LO Ref	Facilitator activity	Participant activity	Assessment
	<p>This activity is best run with the delegates organised into discussion groups of either 3 or 4.</p> <p>Give the groups different quotes by young drivers and encourage them to discuss whether they agree with the quote or not. A representative from each sub-group reports their conclusions (and any disagreements within their group) to the workshop as a whole.</p> <p>The quotes are about attitudes towards driving and experience in different situations.</p>	<p>Read handout materials.</p> <p>Discussion in smaller groups.</p>	
(1) (2) (3)	<p>Ask the delegates how they came to their conclusion, and to provide examples from their own personal experiences. If there are any differences of opinion within the group, ask the delegates to offer justifications for their opinions.</p>	<p>Workshop discussion.</p>	<p>Feedback on opinions</p> <p>Consensus matches (2)</p>

Activity Four

What is different with driving for work?

Aim

Driving for work can give rise to many different situations which a driver may not have encountered as a learner.

In this section delegates are encouraged to consider some of the reasons behind the differences and what effect they have on the way they use the road.

Learning Outcomes

By the end of the activity, participants will be able to:

1. Compare some of the differences between driving for work and driving for pleasure
2. Evaluate how driving for work can lead to increased risk, especially when undertaken by inexperienced driver.

Timing

15-20 minutes

Resources

Driving for work quiz & answer sheet

Notepads and pens for the teams to record their answer

Activity Plan

LO Ref	Facilitator activity	Participant activity	Assessment
	<p>Introduce a driving for work 'pop quiz'. Ask the delegates to remain in their groups from the last exercise to form the quiz teams.</p> <p>Run through the questions, giving the delegates time to discuss the questions and write down an answer.</p>	<p>Discuss and answer questions in teams.</p>	<p>Quiz completion.</p>
(1) (2)	<p>At the end of the quiz, ask the teams to swap papers and mark the answers. This provides an appropriate moment to ask the delegates for the reasoning behind each answer they gave.</p>	<p>Mark papers. Discuss why they gave the answers they did.</p>	<p>Team scores. Discussion.</p>
	<p>Respond to delegates questions about the quiz</p>	<p>Raise questions.</p>	
	<p>Summarise the main conclusions from the discussions</p>		<p>Conclusions match LO (1) & (2).</p>

What causes an accident at work?

Aim

There are a wide range of risk factors which can lead to an accident. Some of these are 'immediate' factors and would occur just before an accident, others are 'underpinning' factors, which might have occurred sometime previously.

For example, a driver may be fatigued on a journey which could cause immediate factors of an accident such as inattention or falling asleep behind the wheel – however the underpinning factors which caused the fatigue might be lack of sleep or poor time management.

Often, despite best intentions, prioritising goals which conflict with safer driving can lead to a failure to manage risks and risky behaviours.

For example, on a journey a driver may wish to arrive by a preset time, and to arrive safely – however if the driver is delayed they may decide to take more risks in order to make up the time, making it less likely that they will arrive safely. This is how two goals for a journey come into conflict.

Early planning of journeys can reduce or eliminate some of the risk factors and resolve the potential for conflicting goals.

The aims of this section are to add to the knowledge of accident causation factors, and show that decisions which could cause an accident can be made long before it occurs. It also aims to encourage delegates to consider what different goals they place on themselves, and whether they make any assumptions when prioritising them.

Learning Outcomes

By the end of the activity, participants will be able to

1. List several causes of accidents (immediate and underpinning)
2. Determine how additional pressures at work can lead to safety being sacrificed and result in more risky driving behaviour at work
3. List several different 'goals' behind a successful journey and explain how these goals can sometimes come into conflict
4. Specify how some of the examples of goal conflict can be resolved
5. Identify how their employer can be a source of support when putting these strategies into place

Timing

15-25 minutes

Resources

Flipchart

Accident description and STATS 19 form of the accident (samples provided in Appendix C)

Copies of the company's MORR policy

Activity Plan

LO Ref	Facilitator activity	Participant activity	Assessment
	<p>Ask the delegates to remain in their groups of 3 or 4 for this exercise.</p> <p>Pass round a scenario of an at-work accident, along with a copy of a STATS 19 form describing the accident. The accident description and circumstances should be similar to the at-work driving which the delegates do. Two sample accident investigations are provided in Appendix C.</p> <p>The scenarios give the delegates some knowledge of the preceding day of the accident and of the character's background. This allows participants to identify underpinning factors behind the immediate causes of the accident.</p>		

Activity Five

Activity Plan (continued)

LO Ref	Facilitator activity	Participant activity	Assessment
	Respond to delegates' questions about the quiz.	Raise questions.	
	Ask the delegates to discuss in their groups what factors may have increased the risk of the accident and ultimately caused it, and how the accident could be prevented.	Discuss causes of the accident.	
(1)	<p>After 10 minutes (allowing time for delegates to read as well as discuss) ask the groups to report back on the factors which they think caused the accident.</p> <p>As the individual groups report back, write the answers in two columns on a flip chart, underpinning factors on the left and immediate factors on the right (see the image in the facilitator's notes for example).</p>	Report back & discuss on how the accident was caused.	Completion of list of accident causes.
(2)	<p>Then ask the groups to say what could have been done to prevent the accident, and again write them down in the same format. In larger groups you may wish to ask one or two groups to report on the causal factors and the other one or two groups to report on preventative factors in order to prevent repetition.</p> <p>Explain the role of immediate and underpinning accident factors, and that a decision to prevent an accident could be made in advance. At this point, show slides illustrating a wider range of immediate and underpinning factors and explain how they link to each other (for example, poor journey planning may lead to inappropriate speeds as the driver tries to make up the time).</p>		
(3)	<p>Introduce the role of conflicting goals during a journey, and explain that how we assess their relative importance can also have an influence on our accident risk (for example, a journey goal is to arrive safely, but this may conflict with trying to arrive on time).</p> <p>Encourage delegates to identify the conflicting goals in the accident investigation scenario they were given, and how the driver prioritised them.</p>		
(4)	Facilitators can use the example to show how, despite best intentions, the prioritisation of goals which conflict with safer driving can lead to a failure to manage risks and risky behaviours - driving somewhere whilst thinking about getting to the meeting on time, can lead to driving safely being given a lower status than the perceived need to get there on time.	Discuss how the conflicting goals resulted in an accident.	
(5)	<p>Finally, ask the delegates what the organisation could do to prevent the accident. Stress again that organisations have a duty of care.</p> <p>Then go through the main points of the company's Work Related Road Safety Policy policy (which you have obtained in advance) relating it back to how it can help the delegates to manage different goals.</p>	Give examples on how an organisation can act to prevent an accident.	

Journey planning

Aim

In Activity Five delegates discussed the risk factors on a journey and competing goals. Activity Six looks at how that is practically applied while planning a journey.

Delegates are presented with an example journey so they can predict what might influence them to drive dangerously. They are then asked to identify what they can do during journey planning to make them safer (for more information see Driving for Work: Journey Planning⁷).

Delegates will also discuss what journey planning they do and what the barriers are to reducing risks through journey planning. From this, strategies can be formulated to overcome the barriers.

Learning Outcomes

By the end of the activity, participants will be able to:

1. Explain how journey planning can be used to help reduce the risk of road traffic accidents
2. Construct an ideal model of journey planning
3. Compare what planning they typically do before a journey against the ideal model
4. Determine the reasons why they do not put into practice some of the components of the model
5. List at least two ways that they might overcome the barriers to better journey planning

Timing

15-20 minutes

Resources

Handout map of the two destinations of the journey
Handouts of RoSPA's Safer Journey Planner

Activity Plan

LO Ref	Facilitator activity	Participant activity	Assessment
	<p>Start with two short discussions, or 'buzz groups'. Ideally buzz groups are conducted in pairs and should be a quick exchange, lasting no longer than a minute.</p> <p>The first buzz group should get the delegates to talk about how they arrived at work/at the training venue today and how they planned the journey. This does not need to be reported back to the larger group.</p>	Participate in a buzz group.	
(1)	In the second buzz group, encourage delegates to discuss a personal example of a journey that went wrong. Ask one member of each pair to report to the whole group on the others' experience. This ensures that they actively listen to each other and keeps the delegates on task. Ask if there is anything that they could have done to prevent it from going wrong.	<p>Participate in a buzz group.</p> <p>Share examples of journeys going wrong.</p>	Cited examples of preventing a journey going wrong.

⁷<http://www.rospace.com/roadsafety/info/worksafejourney.pdf>

Activity Six

Activity Plan (continued)

LO Ref	Facilitator activity	Participant activity	Assessment
(2)	<p>After the buzz groups, present a daily schedule, or journey, which the delegates would realistically be asked to drive for work, currently or in the future.</p> <p>Ask the delegates to spend five minutes thinking about what journey planning they would do if faced with the schedule, and what more they could do.</p> <p>After five minutes, get the delegates to shout out separate things that they could or would do to journey plan. Write down the activities and arrange them onto a flip chart in the structure of the safer journey planner.</p>	Discuss how they would deal with the schedule.	Construct list of journey planning activities.
(2)	Pass round copies of the journey planner. Get the delegates to identify the missing parts, and how they think the activities would help them to reduce the risk of an accident.	Discuss journey planner.	Identify more components of journey planning.
(3) (4) (5)	<p>Ask the delegates if they would do all of the things on the journey planner, or what stops them. Help the delegates to identify the barriers to safer journey planning and highlight solutions. Show appropriate sections of the employer's driving for work policy to support suggestions.</p> <p>During the discussion about the barriers to undertaking this journey planning, get the group to question some of the assumptions they made whilst driving, and attempt to debunk myths. It can be useful to revisit their employer's MORR policy and the advice within it to strengthen the arguments and encourage dialogue between the participant and their employer.</p>	Present barriers to using activities on the journey planner.	Discussion of journey planner.
	Put different risks to the group, and ask how it would change their journey plans – examples may be driving at night, in the snow and rain and in rural areas. Ask the delegates to provide examples of when they attempted to drive in adverse weather conditions such as snow or heavy rain.	Discussion of how journey plans can be changed or adapted.	Actions in different circumstances offered.

The vehicle

Aim

Many young drivers find themselves using a range of vehicles when they drive for work, and often they can be different to the vehicle they learnt to drive in. The most common examples are larger vehicles with bigger engines, and vans.

This activity looks at what the delegates do when driving a new vehicle, and how they reflect on how they are using it.

Learning Outcomes

By the end of the activity, participants will be able to:

1. Compare their experiences of driving different vehicles and cite some of the differences between vehicles
2. Explain how self-reflection is important in lifelong learning to drive
3. List several things that they would do when getting into a new vehicle

Timing

10-15 minutes

Activity Plan

LO Ref	Facilitator activity	Participant activity	Assessment
(1)	<p>Divide the delegates into pairs or small groups (depending on their level of driving experience). Give the delegates 5 minutes in their groups to discuss their experiences with first driving a new vehicle, and what they learnt. After the discussion, ask the delegates to share their experiences with the workshop. Get the groups to share the experiences in turn.</p> <p>When sharing their experiences, opportunity should be given for the facilitators and other delegates to talk about the scenarios.</p>	Discussion of driving new vehicles.	Reporting back differences in vehicle types.
(2)	<p>Introduce a slide on in-vehicle technologies, like a sat nav, and ask the groups how they know whether they are using it rightly or wrongly, and how do they judge that. The only way that delegates offer, is whether or not they arrive at their destination. This is exactly the point of the question – that no external feedback on whether they are using it safely is received, so they have to put thought into how they use a satnav and whether they can think of safer ways to use them. Provide examples of future technologies. Show examples of vehicle technology being used incorrectly and get the young drivers to discuss the scenarios.</p>	Discuss examples of vehicle technology being used incorrectly and how drivers can identify that.	Discussion.
(3)	<p>Ask the participants what they could do when getting into a new vehicle to familiarise themselves with it. Pick up on any suggestions already mentioned.</p>	Cite ways of improving their safety when driving new vehicles.	Discussion revolves around LO (3).

Activity Eight

Young person's driving for work safety policy

Aim

This task gives the participants the chance to formulate a driving for work safety policy based on their own experiences of driving for work.

A driving for work safety policy (sometimes known as a work-related road safety or managing occupational road risk policy) consists of procedures from employers designed to keep their staff safe on the road. Examples specific to different topics can be viewed in the RoSPA driving for work resources⁸.

This activity gets the participants to reflect on the problem from the point of view of someone with responsibility for formulating the policy, as well as what they think an organisation could do to help a driver in their position.

Learning Outcomes

By the end of the activity, participants will be able to:

1. Write a young person's driving for work safety policy
2. Analyse how driving for work policies can help them to drive more safely

Timing

5 minutes

Resources

Paper and pens for the delegates

Activity Plan

LO Ref	Facilitator activity	Participant activity	Assessment
(1) (2)	The facilitators ask the delegates to spend a few minutes writing down some things that they would put in an occupational road risk policy if they were responsible for managing it. Stress that the policy should be things which the delegates think would help them, based on their knowledge and experience. Once the delegates have written down their suggestions, ask them to leave them on the table to be collected at the end.	Write a driving for work safety policy	Several young person's driving for work safety policies written and collected

⁸<http://www.rospace.com/roadsafety/resources/employers.htm>

Employer's activity

Aim

In order for the workshop to address a specific concern that the employer may have, this activity was designed so that it could be tailored to a range of subjects.

It allows the workshop to be more relevant to an employer's needs and can be used to reinforce other driving for work initiatives or policies the employer is promoting.

For examples of the different employer topics and how they were run, consult the accompanying Facilitator's Notes.

Learning Outcomes

By the end of the activity, participants will be able to:

1. Specify the key young driver issue identified by their employer
2. Explain how to deal with this issue safely
3. Explain any differences between what they do now and what they should do to deal with the issue safely
4. Identify what they can do to reduce those differences and improve their safety
5. Identify if the experiences of their peers can contribute to safer habits

Timing

10-15 minutes

Resources

Flip chart

Activity Plan

LO Ref	Facilitator activity	Participant activity	Assessment
(1)	Introduce the topic and explain that the delegates are going to discuss it as a 'circular response'.		
(2)	Ask each person in turn to talk about the issue. The person sat next to the person speaking summarises the message and adds their own related comments. Each person does so in turn and their comments must relate to the speaker immediately before them.	Contribute a response.	List compiled.
(3) (4) (5)	Write down the list on the whiteboard or flip chart, then lead a discussion depending on the activity. Do they do everything on the list? If not, what are the barriers, what is reasonable for them to do?	Discuss the list with examples from their own experience.	Giving examples of things on the list they do not do, identify why they don't and what they could do.

Activity Ten

Scenarios

Aim

The final discussion section encourages the delegates to reflect upon situations in which they may find themselves and gives the opportunity to apply what they've learnt in the workshop to actual scenarios.

Some what would you do if... scenarios are:

- ...you were sharing a lift with a younger colleague going down a motorway and they were pushing 100mph
- ...on an evening, you went bowling for a friend's birthday and had several drinks. It is the morning after and you are due to drive to a meeting
- ...your alarm clock did not go off in the morning and you are late for work
- ...you arrive home and suddenly realise you do not remember all of the journey

Learning Outcomes

By the end of the activity, participants will be able to:

1. List safer solutions to different scenarios
2. Compare their solutions with their peers
3. Determine how to put those solutions into practice

Timing

10-20 minutes

Resources

None

Activity Plan

LO Ref	Facilitator activity	Participant activity	Assessment
(1)	Present several "what would you do if..." scenarios involving other drivers on the road, friends who they are sharing a ride with, and themselves. Each of the scenarios illustrates an example of poor practice. Ask the delegates what they would do in these situations.	Discuss the scenarios. Offer solutions to what they would do.	Discussion on each of the scenarios.
(2)	Give the delegates several minutes to discuss in the open between the whole group what they would do in these scenarios.	Compare solutions with peers.	
(3)	In the discussion of the different scenarios, delegates should be encouraged to debate the issues between themselves. In instances where a participant concludes there is a barrier to them acting safely, facilitators should put the perceived barrier back to the group as a question to try and find ways of overcoming it, or present a different perspective on the situation. Try to guide the delegates towards the conclusion that their employers are a source of support. If they are making assumptions about what is expected from them and making sacrifices to their safety based on it, then it is best to discuss these assumptions and tradeoffs with their employers.	Discuss what prevents them from driving safely.	

Concluding the workshop

There are three short activities to bring the workshop to its conclusion.

Learning Outcomes

By the end of the activity, participants will be able to:

1. List safer solutions to different scenarios
2. Compare their solutions with their peers
3. Determine how to put those solutions into practice

Timing

5 minutes

Resources

Blank postcards & pens

Activity Plan

LO Ref	Facilitator activity	Participant activity	Assessment
	<p>What makes a safer driver?</p> <p>Ask the group to shout out what they think makes a 'safe driver' again. There is no need for the delegates to justify their suggestions, and they are free to express their thoughts.</p> <p>Write down the answers on a flip chart/whiteboard, and then summarise.</p>	Express initial thoughts.	Several participants contributed to the list. List compiled.
	<p>Conclusion</p> <p>Summarise the aims of the workshops and what they have done today.</p>	Compare solutions with peers.	
	<p>Pyramid exercise</p> <p>Conduct a pyramid exercise by getting each participant to write down a question or opinion they have about the workshop. Ask them to discuss it in pairs to try and answer the question, and then get the pairs to discuss the unanswered questions in fours. Finally, put all the groups together and ask them to report back answered and unanswered questions to the facilitators.</p>	Discuss questions or issues with each other.	All questions or issues dealt with.
	<p>The promise...</p> <p>Ask the delegates to write a message on a post card to their future self about what they will do to improve their safety as a driver. Collect all the post cards and promise to send them to the delegates after 3 weeks.</p> <p>Ask the delegates to write their addresses clearly and assure them that their addresses will not be used for any other purpose.</p>	Write down one thing they will do over the next few weeks following the workshop.	Collect post cards.

After the workshop

There are two things that the facilitators should do following the workshop.

If external to the organisation, as soon as possible after the workshop, prepare a feedback report for the employers. This needs to set out what was covered in the workshop and barriers that the delegates said prevented safer driving. Quite often the employer had some control over these, and in this way, the workshop fed into the safety culture of the organisation. An example feedback report is provided in Appendix A.

After three weeks, the facilitators should scan in the post cards and send them to the participants.

Appendix A – Sample Employer Report

The purpose of the report to employers is to:

- Provide an overview of the topics covered and the issues discussed
- Highlight any particular areas for employers to explore further
- Report on the delegates' recommendations for an occupational road risk policy

The purpose of the report is not to:

- Describe any individual's comments
- Describe any individual's level of participation

Where comments are especially relevant and raise issues which may warrant further action, individuals' comments can be reported but must be genuinely anonymised (e.g. in a workshop of nine young men and one young woman, do not report on one delegates comments by using the term 'she').

SAMPLE REPORT

The structure of the sample report is based on the reports produced for companies involved in the workshop pilots. The example feedback included in the sample report is fictitious.

RoSPA Presenters' Report for the Young Drivers at Work Workshops 2009 held at (company name), (place)

This short report is a summary of two [alter as applicable] Young Drivers at Work Workshops run by RoSPA at Company A Plc in the morning and afternoon of [insert date].

The report is intended to provide Company A Plc with a synopsis of the sessions and the topics covered. At the end of the report, in the facilitator comments section, we raise the key issues arising from the day and make some example suggestions as to how to take these forward.

1. Project background

In 2008, RoSPA conducted a Young Drivers at Work Study among employers who have young staff (17-24 years) who drive as part of their work, and young at-work drivers themselves.

The report looked at:

- The views of employers on how well the present system of driver training and testing prepares young people for the sort of driving they do for work
- Whether employers would recognise and make use of a driving for work qualification when recruiting or managing young staff who drive as part of their job
- If so, what should be included in such a qualification or training programme

The project was conducted with support from the Department for Transport's road safety partnership grant and with the help of a working group including the DfT, DSA, Buckinghamshire and Lancashire County Councils, Birmingham City Council and Roadsafe.

The results were published in a report in March 2009, which is available online at <http://www.rospace.com/roadsafety/youngdriversatwork/>

Based on this research RoSPA developed a Young Drivers at Work Workshop. The aims of the workshop are to:

- Develop the participants' knowledge about the specific issues pertaining to driving for work raised by employers in the Young Drivers at Work report
- Help young at-work drivers understand how they can develop the additional skills they need when driving for work
- Identify new ways that the employer can help their younger drivers use the road safely, by understanding the influence that they are having from the perspective of their young drivers

Young drivers from Company A Plc took part in the workshop on [insert date].

2. Feedback from the workshop contents

The Young Drivers Workshop is based on an interactive approach to driver education and young drivers were encouraged to discuss their own experiences during the workshop. This feedback and perspective from the young drivers is compiled below to assist Company A Plc in managing the risks specific to young drivers at work.

2.1 Situation awareness

The workshops began by asking delegates if they had noticed anything out of place in the room. Only one or two pointed out the images of camels which had been strategically positioned in the room prior to delegates arriving.

This icebreaking activity led to a short talk on research findings demonstrating limited peripheral vision and reduced situation awareness amongst young drivers when compared to experienced drivers. This activity was designed to help young drivers to recognise their limited visual awareness.

The implications of distracted attention and limited visual awareness were mentioned, for example, at pedestrian crossings and junctions. Distracted attention and mobile phone use was also discussed. [insert own descriptions of what was discussed]

This introduction was followed with an audiovisual awareness test. The version of the video shown was produced by Transport for London and is available on YouTube at the following URL: <http://www.youtube.com/watch?v=Ahg6qcgoy4>

2.2 What is a safe driver?

Delegates were then asked to shout out how they would describe a safe driver. This was a quick exercise intended to elicit honest responses record and to the skills, knowledge and attitudes of what they believe to be a 'safe driver'

The responses given by the delegates at the start of the workshop were:

- Slow
- Not under the influence
- Never had an accident

Appendix A – Sample Employer Report

2.3 Pop quiz results

After a small group work session where delegates were given quotes from other young at-work drivers and asked whether they agreed with them, the next section was an 10 question pop quiz and is a way of helping the younger drivers appreciate the difference between their formal learner training and the different driving situations they are now in.

The quiz questions were based on research and official statistical findings. The questions (and answers) are attached as Appendix One.

On average the company A PLC teams scored 70%. The questions which were answered incorrectly by more than one team were:

Q.1. Road traffic accidents whilst at work are the largest cause of occupational fatality in the UK.

True or False?

The correct answer is true.

Clarke, D.W., Ward, P., Bartle, C., and Truman, W. (2005) An in-depth study of work-related road traffic accidents: Road Safety Research Report No. 58 London: DfT, pp.5.

Q.5. The greatest number (proportion of those tested) of failed roadside breathtests occur in which of these age groups?

- a) 17-19
- b) 20-24
- c) 25-29
- d) 30-39
- e) 40-49

The correct answer is b) 20-24.

DfT (2008) Road Casualties Great Britain: 2007 Annual Report London:TSO, pp.35.

Uncertainty over question 1 may indicate that delegates do not have full appreciation of the significance of the risks faced when driving for work. This concurs with research studies which have found that young drivers over-estimate their driving ability and under-estimate the risks.

2.4 Accident investigation scenario

The last section before the refreshment break was an accident investigation task, where delegates were shown a description of an accident involving an at-work driver with a busy schedule. Delegates were asked to identify causal factors and preventative factors, both immediately before the incident and in the days leading up to it. This related back to the discussions from the earlier quote exercise: in particular the degree to which driving is 'pot-chance' or whether there are steps we can take to reduce our likelihood of becoming involved in an incident.

On this exercise, delegates successfully identified many of the factors which caused the accident; both immediate and underpinning. The group then discussed what could have been done to prevent

the accident, and they identified what could be done immediately beforehand such as not rushing, and leaving more space behind the car in front. We then asked the group what the company in the scenario could have done to prevent the accident. This was discussed by the facilitators with reference to Company A Plc's own policies.

One issue to come out of these discussions was the difficulty some delegates had in balancing work pressures with the goal of safe driving, regardless of the printed support given in the company's driver handbooks. A particular example discussed by delegates was XXXXXXXXXXXX.

2.5 Journey planning

After the break, delegates completed a journey planning exercise, referring to the RoSPA Safer Journey Planner: <http://www.rospa.com/roadsafety/info/worksafejourney.pdf>. This is an activity which is rarely covered whilst learning to drive and is an aspect of driving which many employers highlighted as a concern in the initial Young Drivers at Work research.

The workshop went on to cover issues involved with driving different vehicles, and in-vehicle technology such as satellite navigation systems. Examples of the issues raised were XXXXXXXXXXXX.

2.6 Suggestions for an occupational road risk policy

In the earlier accident investigation task, we discussed the responsibilities of both employees and employers. In this next exercise we asked delegates, in their small groups, what they would include if they were in charge of designing their organisation's occupational road risk policy. The delegates' suggestions were:

- A minimum level of driving experience to be able to drive abroad for work purposes
- All drivers to take a post-test driving qualification
- When driving a different company or hire vehicle, time must be spent on familiarisation with the vehicle before commencing journeys
- Van drivers to take a van driving course
- Enforced maximum driving hours without a rest break
- New drivers not to drive unsupervised for an initial period
- Share driving with a colleague when driving long distances or for long periods
- Ban use of hands-free mobile phones when driving

[Include a comment if any policy item(s) is mentioned by every group]

[Include description of the employer's special option topic – cover what the presenters discussed and any special issues arising from the delegate feedback]

The next exercise was a 'scenarios' section where delegates were asked what they would do in three different situations. These situations were: alarm clock not going off and running late for work; having a lot of alcohol the night before needing to drive to a meeting; travelling in a car with a colleague who is exceeding the speed limit considerably.

Appendix A – Sample Employer Report

2.7 What is a safe driver?

Finally, we repeated the group shout-out exercise what makes a safe driver. Delegates were asked, as they were at the start, how they would describe a safe driver.

The end-of-workshop responses were:

- Awareness
- Plans journeys in advance
- Knows the speed limits for different vehicles
- Considerate of other road users
- Takes account of adverse weather conditions
- Pre-journey vehicle maintenance checks
- Does not drive tired

This list is different to the beginning of the workshop, and many of the responses identify more positive characteristics.

2.8 General facilitator comments

The group was already knowledgeable about safe driving methods. Most delegates seemed generally aware of what they should do, so the workshop highlighted the need to identify the barriers preventing us from turning intended behaviours into actual behaviours. For instance, what internally drives us to break speed limits?

The purpose of the workshop was to try and explore and reflect on what motivates us as drivers, what beliefs we hold about driving, and what causes us to drive in ways that we know we should not. It was hoped that by identifying the difference between what they know and what they do, delegates can begin to be more self-aware and reflective about their own driving practices.

From the issues raised during the session, we recommend Company A Plc pay particular attention to the following:

- XXXXXXXXXXXXXXXXXXXXX
- XXXXXXXXXXXXXXXXXXXXX
- XXXXXXXXXXXXXXXXXXXXX

4. Acknowledgements

We would like to thank all of the Company A Plc delegates for their participation and active and honest involvement in the workshops. Also we must especially thank [name of company contact] for their help in organising the workshops.

Appendix B – Workshop Timeline

Timeline

	Activity
Suggested 2-3 weeks before the workshop	<p>Workshop preparation</p> <p>Find out from the employer:</p> <ul style="list-style-type: none"> The types of job done by the young drivers and reasons they would drive for work The types of journey the young drivers undertake The participants' names and ages Elements of the employer's driving for work policy The content of the employer's module <p>Send the participants:</p> <ul style="list-style-type: none"> Any pre-workshop questionnaires you are using
50-75 minutes	Workshop part one
5 minutes	Introduction of facilitators
5-10 minutes	Activity One: Initial icebreaking activity
1-2 minutes	Activity Two: Thoughtshower session
10-15 minutes	Activity Three: Establish beliefs, attitudes and knowledge
15-20 minutes	Activity Four: What is different with driving at work?
15-25 minutes	Activity Five: What causes an accident at work?
15 minutes	Break
55-80 minutes	Workshop part two
15-20 minutes	Activity Six: Journey planning
10-15 minutes	Activity Seven: The vehicle
5 minutes	Activity Eight: Young person's occupational road risk Policy
10-15 minutes	Activity Nine: Employer's activity
10-20 minutes	Activity Ten: Scenarios
5 minutes	Concluding the workshop
	After the workshop
As soon after the workshop as possible	Prepare information about the workshop for the employer. Feed back this information via a report or meeting.
3 weeks after	Post the postcards that the delegates have written, or scan them in and e-mail if an e-mail address is supplied.
6 weeks after	<p>Send the participants:</p> <ul style="list-style-type: none"> Any post-workshop questionnaires you are using

Appendix C – Accident Investigation Scenarios

Accident Scenario 1a (one point of view)

John, 23, works as a delivery driver for a medium-sized business making around 20 drops a day around Reading. Most of the drops are to customers in Reading but occasionally there are trips out to Maidstone, Newbury and Basingstoke. He'd had the job for six months; before that he worked in a warehouse of a major retailer.

It's a Friday in mid-November during a gloomy overcast week. It rained overnight but there was no rain during the day. It had been a long busy week for John, with a few late nights where he'd stayed up to watch Family Guy on BBC3 and a few early mornings when he'd got up early to go to the gym.

John had meant to get up early to go to the gym on Friday, but the week had caught up with him a bit so he took the extra hour in bed. He justified that by thinking he needed the extra few minutes to make sure he didn't feel sleepy later that night when he was going to head out into town; it was gloomy outside anyway.

When John got into work he had another busy day with 15 drops, one out towards the other side of Basingstoke, which John decided he'd do last. He preferred it when all of the drops were in the same area because that made it easier to get home early.

John was 'encouraged' by work to complete all of the drops in the same day anyway.

At about 3pm John arrived in Basingstoke to do his delivery, although as he didn't know the area it took a good half hour of driving round with the A-Z open on the passenger seat. John didn't want to be involved in an accident - no one does! - so he always pulled over or waited until he stopped at a red light before looking at the A-Z.

Getting back through Basingstoke John hit the school traffic, which held him up for another half hour before getting onto the clear A road back to Reading. There would still be time to get back home before 5pm.

On the road there is an unsignposted bend to the right, which John failed to react to quickly enough. Steering sharply to turn the corner, the van oversteers and the rear end slides out towards the side of the road. Panicking, John turns to correct the skid and over-corrects it, sliding into the other side of the road at the end of a long straight.

The van hits a small wall by the side of the carriageway which damages the front of the vehicle. Although John was wearing his seat belt, the rotation of the van and the sudden stop meant that John hit his head on the interior of the vehicle and felt quite dizzy. His arm also hit the side of the steering wheel and ached.

Because the vehicle and some of the debris from the wall were blocking the carriageway, the police were called to attend the scene of the accident and recorded details.

What were the factors that led John to fail to cope with the environment?

What could John have done differently which would have prevented the accident?

Accident Scenario 1b (two points of view)

Driver 1: (John, 23) John works as a delivery driver for a medium-sized business making around 20 drops a day around Reading. Most of the drops are to customers in Reading but occasionally there are trips out to Maidstone, Newbury and Basingstoke. He'd had the job for six months; before that he worked in a warehouse of a major retailer.

It's a Friday in mid-November during a gloomy overcast week, it rained overnight but there was no rain during the day. It had been a long busy week for John, with a few late nights where he'd stayed up to watch Family Guy on BBC3 and a few early mornings when he'd got up early to go to the gym.

John had meant to get up early to go to the gym on Friday, but the week had caught up with him a bit so he took the extra hour in bed. He justified that by thinking he needed the extra few minutes to make sure he didn't feel sleepy later that night when he was going to head out into town; it was gloomy outside anyway.

When John got into work he had another busy day with 15 drops, one out towards the other side of Basingstoke, which John decided he'd do last. He preferred it when all of the drops were in the same area because that made it easier to get home early.

John was 'encouraged' by work to complete all of the drops in the same day anyway.

At about 3pm John arrived in Basingstoke to do his delivery, although as he didn't know the area it took a good half hour of driving round with the A-Z open on the passenger seat. John didn't want to be involved in an accident - no one does! - so he always pulled over or waited until he stopped at a red light before looking at the A-Z.

Getting back through Basingstoke John hit the school traffic, which held him up for another half hour before getting onto the clear A road back to Reading. There would still be time to get back home before 5pm.

On the road there is an unsignposted bend to the right, which John failed to react to quickly enough. Steering sharply to turn the corner, the van oversteers and the rear end slides out towards the side of the road. Panicking, John turns to correct the skid and over-corrects it, sliding into the other side of the road at the end of a long straight.

The van hits an oncoming van causing damage to both vehicles. Although John was wearing his seat belt, the rotation of the van and the sudden stop meant that John hit his head on the interior of the vehicle and felt quite dizzy. His arm also hit the side of the steering wheel and ached.

Because the vehicles and some of the debris were blocking the carriageway, the police were called to attend the scene of the accident and recorded details. An ambulance was also called as the other driver was in shock.

What were the factors that led John to fail to cope with the environment?

What could John have done differently which would have prevented the accident?

Appendix C – Accident Investigation Scenarios

Driver 2: (Dave, 18) Dave passed his driving test six months ago and his own car was in the garage for its MOT. Dave had been ill with an upset stomach and had not eaten very much over the last three days.

As Dave's car was in the garage he was borrowing his father's light van. Dave was going to pick his father up from work and then drive to the garage to collect his own car.

As Dave was about to leave his house a friend called him to find out where he had been lately as he had missed a night out. After catching up with his friend, Dave was running behind time and did not want to be late collecting his father as the garage shuts at half past five and he needed his car back for the next day.

Dave got caught up in a tailback behind a tractor and trailer. Dave was frustrated by the line of cars behind who were not overtaking even though the road was clear, and he was now 10 minutes late. Dave was still feeling unwell and wanted to finish his journey as quickly as possible. He saw that there was no oncoming traffic and overtook three small cars as well as the tractor and trailer.

Dave had calculated that there was just enough time to return to the correct side of the road before the bend. Unfortunately he had not predicted John losing control from the opposite direction and the two vans collided in the middle of the carriageway.

What were the factors that led to Dave crashing into John?

What could Dave have done differently that might have prevented the accident?

Accident Scenario 2

Natalie, 23, works in sales for a large national company. Her job didn't involve much driving for work, but occasionally Nat drove to one of the company's other offices or to visit a client. Mostly clients' offices were in city centres or suburbs and could involve several hours' driving, mainly on motorways or larger A roads.

Nat had passed her test on the first attempt when she was 17 although didn't have a car when she went to university in Newcastle. It was a luxury she couldn't afford at the time, even with her part-time job behind the bar. Having said that, she'd made up for that lack of experience recently driving around 30,000 miles every year – mainly for her job but also going up the A1 back to Newcastle on occasional weekends to see friends. The weekend before the accident she had done just that, and got back at 3am on Monday morning.

On the Tuesday morning, Nat was up bright and early to make the trip from York to Coventry to see a client. Her work had lent her one of the pool cars the day before to make the trip, rather than her usual car.

The meeting was at 10:30 am just outside of Coventry city centre; planning for traffic, Nat left the house at 7am. It was good she planned for a bit of traffic too, as an overturned lorry on the opposite side of the M1 had meant a lane was shut. Frustratingly, this meant that she couldn't make her usual stop at Woolley Edge services if she was going to get there on time.

Getting into Coventry was easy, finding the client's building was not, and at 10:20 Nat was still trying to find their offices. Pulling up at a set of lights at a crossroads, she decided to have a look at her map on the sat nav to find out where she'd been going wrong.

The sat nav said she should go right, luckily the lane that Nat was in allowed her to go straight on and turn right so Nat waited for the lights to change, checked her mirrors, and then pulled out into the junction to turn right when they changed to green. There was one other car ahead of her waiting to turn right which Nat nudged up right behind.

After a while waiting the traffic opposite stopped and the car ahead turned right. Nat followed the car round only for it to suddenly brake after it had cleared the junction. Nat slammed on her brakes too, but it wasn't enough to bring the car to a complete stop, and she hit the back of the car in front, which had hit the back of a taxi that had pulled over at the side of the road to drop off a disabled passenger.

All three cars were damaged and the one in front of Nat had damage to its front and rear and couldn't be driven. The driver of the car in front wasn't wearing his seat belt and had hit his knees under the steering wheel. He had trouble standing up after the crash and so an ambulance was called to take him to hospital and the police attended the scene to fill out an accident report.

Nat did not need hospital attention but did develop an uncomfortable pain in her neck for a few days the morning after the collision.

What could Nat have done to prevent the accident?



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