

Young Drivers at Work: Workshop Facilitator's Notes



THINK
Road Safety

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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.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 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 Facilitator's Notes which contains practical advice from RoSPA's experiences of running the pilot workshops.

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

About the Facilitator's Notes

This document accompanies the Young Drivers at Work: Activity Plan. Whilst the activity plan sets out the structure, learning outcomes, and content of the workshop, this document contains the practical experiences we learnt from running 12 pilot workshops. The Facilitator's Notes should give you an indication of the type of discussion which emerged from the activities and how to guide them towards the learning objectives for each session.

Workshop structure

The workshop comprises several sections:

- 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

Who can run the workshop?

The pilot workshops were run with two facilitators, which proved to be an ideal number. Whilst it could be run with one or three, one facilitator may be left with too much to do, and three may create too much facilitator input.

From our workshops we found that the main characteristics required from the facilitators were knowledge of road safety to respond to the various technical points and provide good examples, and an ability to provoke conversation and discussion between the delegates.

If an organisation is looking to run the workshop in-house it may be necessary to look outside of the organisation for people with the required skills.

Driver trainers or road safety officers in the local authority may be able to provide the road safety knowledge required for the workshop. Depending on the organisation, there may be a suitable facilitator with a background in health and safety.

For a facilitator who can lead the discussions and prompt debate, organisations may have trainers in-house with this experience, such as staff who run training courses.

Although preferable to find facilitators with these skills, the workshop can be run by facilitators with little experience or knowledge. It is recommended that a test workshop is run initially so that potential facilitators can get to grips with the content and materials.



Managing the discussions

The facilitators need to get the balance right between managing the discussion without the delegates becoming stifled.

We found that most delegates on the pilot workshops both contributed and listened to the views of others. However, it is important that the facilitators try to encourage views from delegates who are more reserved, and prevent any one delegate contributing the bulk of the debate or discussion. In order to be most effective, all of the delegates need to be actively involved.

When the delegates report back after group or pair discussions, the facilitators can ensure that every group or pair is asked for their opinions, or ask other members of the group if they have anything to add to what was reported back.

Activities five, six, and seven all create potential for the facilitator to ask delegates directly for examples or thoughts, during managed discussions, and this opportunity should be extended. Conversely, delegates can be made to feel uncomfortable if a facilitator demands a response, rather than just offers the chance to speak.

We found that on the pilot workshops where the delegates knew each other prior to the sessions, the group was more willing to contribute examples and thoughts. There is also the danger that smaller groups may start to discuss something at a tangent, which will have to be managed by the facilitators. Facilitators should step in to prevent several conversations occurring at the same time, stressing the importance of listening to the examples cited by others.

Answering difficult questions

During the pilot workshops, the facilitators had a good level of road safety knowledge and were able to answer technical questions as they arose. There was a wide range of specific questions asked by delegates. These tended to be either knowledge-based (e.g. – what's the difference between speaking on a mobile phone and speaking to a passenger) or to do with driving circumstances (e.g. – what should I do if a driver is tailgating me).

As the workshop is designed to be discussion-based, with an aim of learning through reflection of one's own driving, a level of road safety knowledge is not necessarily required to run one. If a question arises which you cannot answer, then there are several options.

Firstly, fitting into the theme of the workshop, the question could be put back to the delegates for discussion. This gets them to consider and reflect on the problem and find a solution to it, which is a valuable skill in itself. In the case of questions around driving circumstances, developing self-reflection is arguably a more fundamental and useful activity than simply learning what best practice in an individual circumstance would be – as the underpinning skill can be more widely applied to a greater number of situations.

However, the facilitator should manage the discussion so that the final consensus is not one which would be judged as 'unsafe'.

There will be a 'right' answer to knowledge-based questions or a 'best practice' to driving circumstances. Following the group discussion the

facilitator can promise to investigate the issue and circulate the solution to the group after the workshop.

There is a number of sources which facilitators can use. RoSPA has a wide range of free road safety factsheets and resources covering different topics at <http://www.rospa.com/roadsafety/index.htm>

A third, rarer, group of questions contains a moral element or questions the basis of the workshop (e.g. – why is this workshop aimed at us, other drivers are the problem). When this came up in one of our workshops, we resolved the situation by bringing the discussion back to the initial activity linking experience with visual scanning and also asking them to reflect on the high accident rate of novice drivers. For example, if it is "other road users" who are the problem, then why isn't that reflected more in the accident rates of younger drivers? We also highlighted some initiatives aimed at drivers of other ages or to reduce other accident trends.

Contacting and recruiting organisations

If you are running the workshop in external companies, for example as a road safety officer running the workshop for local organisations, then contacting and recruiting organisations is the initial step.

We used several different methods to recruit organisations for the pilot workshops.

A press release offering training to organisations was issued. A full transcript of the press release can be found at http://www.rospa.com/news/releases/2009/pr697_19_06_09_road.htm

Secondly, information about the workshop was included in established external communication channels to employers. RoSPA's Safety Connections included a short article about the workshops - <http://www.rospa.com/safetyconnections/issues/016.htm>

Finally, a more opportunistic reactive method of offering the training was used, by offering the workshop to employers who contacted RoSPA for other reasons.

12 pilot workshops were delivered. 11 of the workshops were made up of young drivers from the same company, and as four organisations arranged morning and afternoon sessions for different groups of their young drivers, these workshops took place in a total of seven companies.

Four of the seven organisations were SMEs, with offices around the country and these were the same four organisations who arranged morning and afternoon workshops because of the large numbers of young drivers they employ. In these organisations the participants were made up of young drivers from several different locations who would not necessarily know each other. There was also a range of reasons that younger drivers would drive for work in these groups - ranging from trainee managers and sales staff who would drive long distances on motorways for meetings, to apprentices who would be involved in deliveries, or undertake journeys to a site where their skills were required. The location of the longer trips could differ widely within the groups too, with some being asked to drive to city centres and others being asked to drive to remote rural locations.

Introduction

Three of the seven organisations were not 'large' (less than 250 employees) but had a few offices around the country or local area. In these workshops there was usually a larger number of participants who knew each other prior to the workshop and in two of these workshops in particular we found it led to a greater level of interaction between the facilitators and participants. The participants in these workshops typically did similar jobs and undertook similar journeys.

One pilot workshop was conducted with young drivers from five different small firms in the West Midlands. The young drivers took very different journeys in different vehicle types. The composition of this workshop was similar to the larger workshops.

Not every employer who enquired about the workshop eventually asked for one to be delivered, and sadly the number of enquiries received outstripped our capacity to run pilot workshops.

Before the pilots began, one practice workshop was run with young staff in-house to help train the facilitators.

Workshop preparation

The activity plan sets out a list of things which need to be prepared for:

- The type of jobs done by the young drivers and reasons they 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
- Optional module of the employer's choice

The workshop slides will need to be adapted to include items on the list, and will enable the workshop to be tailored to specific employers.

A good way of making the employees aware of the company policy and what parts of it can be used to keep safe was using an organisation's own company policy within the slides we presented. The role that a company can play in creating the circumstances for safer driving was one which many delegates may not have considered in depth. On several occasions we found that drivers were not aware of the policy or had only seen it once on induction.

Collecting information about the jobs and journeys undertaken by the young drivers before the workshop is also an important part of preparation.

We found that in some organisations it was difficult to get hold of this information in advance. Where this was the case, typical journeys can be derived from the likely activities of the young drivers, based on the company's sector. Examples of driving for work policies were taken from the RoSPA driving for work resources¹.

Introduction of facilitators

We found that before beginning the workshop, it was important to set out some ground rules for how the workshop runs, and make sure that participants did not have incorrect expectations.

We used two slides to convey the main points with the facilitators setting out the rationale behind the workshops.

Initially we presented a slide designed to encourage participants to share their views and experiences. It was important to highlight that we were aiming to create a non-judgemental atmosphere and that they could discuss their own experiences without fear of recrimination. This is vitally important to the workshop, as participants need to feel like they can talk about what they've actually experienced on the road, rather than keeping quiet or only voicing examples that they think the facilitators want to hear. As external facilitators, we never felt that the participants were holding back from voicing real examples.

A second slide showed information about the way that the workshop would run, and on it we highlighted that as well as sharing experiences, listening to other people was also important.

We also told participants what they could expect from us. We promised to run the workshop so that it did not overrun the three hours set aside for it (although we found that two and a half hours was the most typical duration) and that we would keep their responses confidential.

We did say that although individuals' comments were confidential, employers would be given a report about the workshop containing examples of situations that their employees found themselves in that might help their employers manage the risk better and make the participants' jobs safer, and also that some of the exercises result in them producing items that would be included in the report.

We also stressed that although comments are confidential, if a participant described an extremely dangerous practice, we would have an ethical duty to act on it appropriately. None of the pilots turned up a situation which would have warranted this response from the facilitators.

One thing which some participants were perhaps expecting was a practical driving element, and we found it important to establish that the workshop was solely about discussion of practical experiences.

¹<http://www.rospace.com/roadsafety/resources/employers.htm>

Initial icebreaking activity

Research has shown that observation skills improve with experience.

This initial activity presents this 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 behind the workshop, i.e. that young drivers statistically are a higher risk group and that employers have sent them here because they recognise that particular risk.

Facilitator's Notes

Although there is a serious message behind the camels and TfL film, this light-hearted start to the workshop can help make the delegates feel more relaxed about the workshop and more willing to participate. A more serious introduction and first activity may have the adverse effect of changing the initial mood of the group and consequently making the delegates feel less likely to contribute.

During the pilots we found that there were different reactions to the TfL video, with some groups laughing, and others remaining quiet. This reaction was a good indicator of how much groups were likely to engage in the next exercise.

In some circumstances the lighting in the room meant that some delegates were not able to make out any of the characters. If this is the case then you can circulate the link to them after the workshop.

There was little discussion of the film in the pilot workshops as it was a point left with delegates to consider.

Occasionally delegates asked to see the film again, believing the scene to be different both times it was played.

After the discussion, you can relate the attribute of poor visual scanning back to crash risk, and reiterate this that effect of inexperience is one of the reasons why the workshop is specifically aimed at young drivers rather than other specific groups of road users. In some workshops we found that the young drivers required us to justify why the workshop was aimed at them.

Activity Two

Thoughtshower session

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

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.

Facilitator's Notes

We found that some groups needed little encouragement to voice opinions at this stage, whilst other groups were quiet. In the pilot workshops we only asked for views 'off the top of your head'. If there were only a few answers given then we moved onto the next section rather than push the participants to think more deeply about it, as this would not necessarily reflect their immediate thoughts.

One group in the pilot made a distinction between a 'good driver' and a 'safe driver' although this was not explored in the pilot workshops.

Example boards from the pilot workshops are shown below.

<p>How would you define a safe driver?</p> <ul style="list-style-type: none">• Keep to the speed limits• Cautious• Considerate• Alert• Wear seat belts• No accident record• Do not drink and drive• Experienced• Proactive	<p>How would you define a safe driver?</p> <ul style="list-style-type: none">• Slow• Never had an accident• Assertive
Workshops 1 & 2	Workshop 5

Establish beliefs, attitudes and knowledge

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 that learning to drive cannot provide all the experience they 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.

Facilitator's Notes

We used the following quotes, and a typical discussion about each of the quotes is described.

Quote 1

"Because of driving in an area that we're not really familiar with, it's a lot harder. I drive in London when I'm used to driving in Stafford. It's a lot different, getting in the correct lane and stuff, it's a lot different driving in the city."

Often, the examples of Stafford and London were replaced with a small town and large city local to the workshop to ensure that the delegates could better visualise the comparison. London is the clearest example of a large city though.

Most delegates agreed with this quote, and quite often gave examples of times when they drove in new or unfamiliar areas.

During this discussion, we also raised examples of different environments to highlight relative inexperience in a wider range of circumstances. Examples were motorway driving, or when first driving on rural roads. The contrast of driving in a smaller town with London traffic was also useful if any of the delegates have had experience driving in London.

Try to steer the young drivers to understand that learning to drive does not adequately prepare you for driving for work due to different environments and conditions which work driving requires. However, it is important that they work it out for themselves through the questioning and the tasks. It has to be active reflection on their part through the group work.

Quote 2

"The test; they try to take you round as many different places as they can and try to show you all these different situations but because the test is only there at that time, it could be when there's no traffic around, it's completely different to when you're out there driving in real life."

Most delegates agreed with this quote. A common supporting view was that 'first you pass your test, then you learn to drive' and we found that many delegates gave examples of driving practices that they'd dropped since the test (such as the positioning of hands on the steering wheel) or of habits they'd picked up since (such as exceeding the speed limit).

Many of the examples which delegates gave led to the conclusion that there is only a certain amount you can learn from learner training, and that learning is an ongoing process which the delegates are constantly engaged in, whether they have considered it or not.

In the pilot workshops we found some delegates stated that there is no difference and that you would not have passed if you were not safe. When this was raised in discussion, we asked the smaller groups to talk about their own experiences of driving solo for the first time, or the first time they drove on a motorway. This helps illustrate the difference between driving as a learner and driving on your own as a new licensed driver.

If participants understand the difference between when they were a new driver and how they are now, then they should also start to realise the difference that experience can make and how learning is an ongoing process.

Quote 3

"It's all chance, it's all pot-chance for driving, whether you've got the knowledge to drive good or not, what personality you are and other road users as well. There's loads of different things that cause accidents, it's not just drivers it could be anything."

Delegates gave mixed responses to this quote, often disagreeing with the first sentence and agreeing with the second.

The important conclusion from this quote is that driving isn't pot chance and that decisions and actions which the delegates make can influence their chance of them being involved in an accident.

Activity Three

As well as technical mastery of the vehicle, ask delegates to discuss how things like individual personality or assumptions influence the risk of being involved in an accident. This should help delegates towards the conclusion that although 'anything' might happen, the 'anything' can be avoided or managed as best as possible, thus taking the 'pot-chance' out of driving.

Where delegates agreed with driving being pot chance, we found some common themes emerging, which can be questioned. Although it is best to let other delegates cite examples, there are some examples which you can put to the group if necessary.

Occasionally, delegates will put forward vehicle or highway-related issues that can contribute to an accident. Delegates can be encouraged to describe a situation where such a factor led to an accident, but then discuss what they could do to prevent it. Asking the delegates what percentage of accidents involve some form of human error can also highlight the influence they have.

One delegate gave an example in relation to an earlier quote that they were driving fast down a country lane because the road was clear and therefore 'safe' to drive at the national speed limit. They were taken by surprise by a bus coming around the corner which would not normally be using the road, and reported a near-miss. By referring back to this earlier example we could explain that by driving at a more appropriate speed and by thinking ahead to what might be around the corner, he would not have been surprised by the bus. Hence the 'pot chance' of the bus could have been prepared for, and safely negotiated.

The other main example of pot chance often cited by delegates involves the actions of 'other road users'. Some groups cited examples of other road users driving in a dangerous or unpredictable manner.

We found one response was to put forward examples of where a road user had reacted to the uncertainty about another's actions. Although mistakes do happen on the road, all parties can try and do things to avoid an accident.

Examples we used were a motorcyclist who was uncertain about whether a car waiting in a side road had seen them, or a driver on a roundabout who suspects that another car is going to pull across. To encourage a participant to put forward their views, a description of one of these scenarios was presented and the delegates asked what they would do if they found themselves in one of these positions. This helps delegates to start to think about the road from other users' view points.

What is different with driving at work?

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.

Facilitator's Notes

The questions we used along with the discussions were:

Q1) Road traffic accidents whilst at work are the largest cause of occupational fatality in the UK.

True or False?

Answer: True.

Many delegates were surprised by the answer to Q1, and it was one of the questions that was most frequently answered incorrectly in all the pilot workshops. Some delegates cited examples of traditionally dangerous industries, which they perceived as a larger cause of fatal accidents whilst at work.

You can use this opportunity to stress the importance of driving for work.

Q2) Wearing a seat belt can reduce your risk of death by how much?

- A) 25%
- B) 45%
- C) 65%

Answer: C

Most delegates answered this question correctly. There were various attitudes to wearing seat belts in the pilots, ranging from delegates reporting that they never wear a seat belt, to others reporting that they could not understand why people did not.

In the discussion, we introduced the wearing of seat belts as one of those things that a driver can do to protect themselves against the actions of others (referring back to the third quote in Activity 3). If there were non-wearers in the workshop then we asked them to explain their rationale behind not wearing a belt, especially if other peers in the group reported that they did. In one group a participant provided a counter-example of where a seat belt had prevented a fatal or serious injury.

Where a participant reported that they don't understand why someone wouldn't wear a seat belt, we pointed out that others wouldn't understand a more common dangerous practice, such as speeding, to encourage the participant to apply their beliefs to more common dangerous habits.

Q3) At-work van and company car drivers are more likely to cause an accident than to become involved as a blameless party.

True or False?

Answer: True

Most of the groups in the pilot correctly answered this question. We created a discussion around this question by asking what it is about at-work driving which makes company van and car drivers more likely to be the party which causes an accident.

Q4) Most road traffic accidents occur on motorways?

True or False?

Answer: False

A large number of groups in the pilot also answered this correctly, although some did answer incorrectly.

During the pilot workshops, we found that this question was a good prompt to discuss the risks on different types of roads. Statistics were presented on a flip chart on the number of accidents and fatal accidents on rural roads, urban roads, and motorways along with sample images of each environment. The delegates were asked to discuss what it was about the different types of road, which influenced the statistics.

On several occasions, we highlighted the difference between perceived safety and actual safety on different classes of roads, and how the perception of safety can lead drivers to take more risks – for example, going faster because a country road looks like it's free of traffic.

Q5) The greatest proportion of failed roadside breath tests occur in which of these age groups?

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

Answer: B

Many of the delegates incorrectly stated that 40-49 was the age group most likely to fail a roadside breath test.

During the discussion, some delegates attempted to justify this by arguing that older drivers were less likely to be stopped for drink driving, although in this instance the facilitators stressed that the question referred to the proportion of failed roadside breath tests in each age group, rather than the total number.

Activity Four

Q6) For all types of road and for all accidents, 'failure to look properly' is the most frequently reported contributory factor.

True or False?

Answer: True

This question links back to the opening activity about visual scanning. Although it was not used to create large discussions in the pilot workshops, this question offers the opportunity to ask the younger drivers to describe the different causes of accidents, and how they think they are related – for example, would failure to look properly make the results of speeding worse, and what causes people to fail to look properly?

Q7) 'Driver behaviour or inexperience', 'injudicious actions' (e.g. disobeying road signs), and 'road environment', are more likely to be contributory factors for accidents in which age group?

- a) 17 – 24 yrs
- b) 25 – 69
- c) 70+

Answer: A

During the pilots we found that several groups answered this incorrectly by selecting the 70+ age group. Again, this highlights the role of inexperience in crash risk.

Q8) For at-work van and pick-up drivers, accidents are most frequent in the 21-25 year age band.

True or False?

Answer: True

Many groups answered this question correctly. This discussion can help to link to some of the previous themes about both inexperience, from Activity 3, and at-work driving, from Questions 1 and 3. When summarising the quiz questions and the evidence on how inexperience and work-related driving increase crash risk, we referred back to this statistic.

Q9) The Corporate Manslaughter and Corporate Homicide Act (2007) covers fatal employee accidents on the road as well as in the workplace.

True or False?

Answer: True

The purpose behind this question is to establish that not only do employees have a responsibility towards safety, but it's also shared with their employer. This is a theme which is developed throughout the workshop and highlights to the young drivers that their employer can be a source of support due to legal reasons.

Q10) It is estimated that just under one-quarter of all road traffic incidents involve someone who was at work at the time.

True or False?

Answer: False

Although this was a trick question, many of the teams in the pilot workshop correctly identified that the answer was false, because the figure is estimated to be between one quarter and one third.

Summary

In the pilot workshops, we summarised the conclusions of the delegates at the end of this section. The main points are:

- Encountering new situations, and reacting improperly due to inexperience is a cause of accidents
- Some experience may be relevant to safe driving, other experience may reinforce dangerous habits. The point is for them to reflect upon their experience to challenge negative safety perceptions
- New situations can be encountered when driving for work
- There are many different reasons why driving at work is different from the driving undertaken during the test
- Both the employer and the employee has responsibility for their safety whilst at work

References

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- Q2. Cummings, P. McKnight, B. Rivara, F. Grossman, D. (2002) 'Association of driver air bags with driver fatality: a matched cohort study' British Medical Journal 324:1119- 1122.
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- Q9. <http://www.justice.gov.uk/guidancemanslaughteractguidance.htm>
<http://www.hse.gov.uk/pubns/indg382.pdf>
See also: www.orsa.org.uk
- Q10. Dykes, R. (2001) Reducing at-work road traffic incidents, Report to Government and the Health and Safety Commission, London: TSO, pp.21.

What causes an accident at work?

There are a wide range of risk factors which can lead to an accident, some of which can be addressed by early planning of journeys.

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

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 set themselves, and whether they make any assumptions when prioritising them.

Facilitator's Notes

This activity explores the theme that accidents are not pot chance, which was established in Activity 3. Ideally the section should provoke discussion of examples provided by the delegates as they apply what the exercise is covering to their own situation.

Two accident investigation scenarios used in the pilot workshops are included in Appendix B.

Accident Investigation Scenario 2 (Nat), Pilot Workshop 6.

WHAT CAUSED THE ACCIDENT?	
<p>Underpinning factors</p> <ul style="list-style-type: none"> • Tiredness • Not knowing where she was going 	<p>Immediate factors</p> <ul style="list-style-type: none"> • Close to the car in front • Rushing / In a hurry • Distracted – reading a map • Didn't take a break
HOW COULD THE ACCIDENT HAVE BEEN PREVENTED?	
<p>Underpinning factors</p> <ul style="list-style-type: none"> • Park and ride • Planned her route better – sat nav • Stopped at services – said she was running late 	<p>Immediate factors</p> <ul style="list-style-type: none"> • Space between vehicles

In the pilot workshops we encountered groups with differing levels of understanding about the causes of accidents, and altered our responses depending on the group. Generally, levels were consistent within a group. There were three broad categories, although the pilot workshops predominantly fell into the second and third categories –

- 1) Groups who listed few examples
- 2) Groups who listed several examples, but perceived there was nothing that their employer would do to help manage these risks
- 3) Groups who listed several examples, and could name several employer policies

1) Groups who listed few examples

Where groups primarily listed immediate factors, or gave very few examples of how an accident could be prevented, the facilitators used the pre-prepared accident scenario as well as examples the delegates gave to try to highlight a wider range of ways that young drivers, and their employers, could reduce risk.

2) Groups who listed several examples, but perceived there was nothing that their employer would do to help manage these risks

Other groups had a good knowledge of both immediate and underpinning factors that caused accidents, generally in organisations with a good level of safety culture. This is an indication that delegates had taken their employers safety messages on board, but there were barriers to putting them into practice. In this instance, facilitators should get the delegates to talk about these barriers.

Activity Five

For example, in some groups delegates could identify situations where they were under pressure to complete a certain number of jobs in a day, or to undertake long journeys before and after a meeting or delivery. Some delegates perceived that there was nothing that they could do about these situations, and would not raise issues with their employers as they were under the impression that it would be fruitless, or that there would be negative consequences.

One perception held by some was that the policies on occupational road risk were more to provide legal cover if an accident did happen rather than something genuinely for the safety of employees. This was the case when they received contradictory messages from their employers – for example, when they were told not to speed, but daily schedules did not provide time for anything going wrong throughout the day so that the drivers felt they had to rush to make up the time afterwards.

In some circumstances, delegates gave examples of where more senior colleagues had broken the company's work related road safety policy.

We tried to encourage delegates to have more dialogue with their employer and to give examples of when dialogue had occurred.

Ultimately, there is a role for the facilitator to feed these comments anonymously back to the employer. Discussions with employers after the workshop often revealed that the employers perceived the lack of dialogue as an indicator that the employees did not have any safety concerns.

3) Groups who listed several examples, and could name several employer policies

Some of the groups were also able to provide examples of when a company policy was designed to manage risks. In this instance, the young drivers were asked to discuss whether they took advantage of these policies. Many cited examples where a policy could keep them safer but they didn't take advantage of it, for example an organisation would provide overnight stops closer to where the work the next day would take place, but the delegates would still choose to drive there in the morning.

In this instance delegates were asked to explain the thinking behind how they prioritise safety against their other goals or pressures, and the facilitator gave examples about what would influence them to prioritise safety (e.g. length of journey, time for stops scheduled into the journey). Other delegates were also asked to give examples of times when they had taken advantage of one of the policies (for example an overnight stop) and how it had helped them.

One finding from the pilots is that the delegates reported that policies differed between different site offices in the same organisation. This is also something for the facilitator to feedback to the employer.



Journey planning

One way of addressing risk factors or to manage goals which compete with safer driving is to plan for them at an early stage, before the journey.

In this activity, delegates are asked to consider how they would plan a journey to try to address this.

Facilitator's Notes

Introducing the buzz groups after the break can encourage the delegates to quickly get back into the workshop by sharing views, initially with no pressure to report them back but then giving them an opportunity to reflect on a journey that went wrong.

The example schedule and discussion about what could be done will take up the majority of the journey-planning exercise.

We found that the schedules that provoked the best discussions were the ones that were conceivably do-able, but only if nothing went wrong. This would create debate between the delegates who reported they would look at rescheduling meetings or moving the location, and the ones who reported that they would just jump in the car to try and complete the journey.

Typically we used examples which required the delegates to travel a distance to attend one meeting, and then return to their original location by a certain time. For example, one route was:

- It is 8am and you are in Birmingham. You have been asked to attend a meeting in Bristol at 10.00am
- You are expecting the meeting to last 2 hours, but you also have an appointment back in Birmingham at 2pm

An example of the journey planning activities given by the delegates in Workshop 10 is shown below.

- Telephone before setting off to warn of delays
- Go up the night before
- Change times of meetings
- Change location of the meetings (meet halfway)
- Check petrol
- Perform vehicle checks the night before
- Check the postcode
- Back-up map
- Sat nav
- Allow 20 minutes for delays
- Use Google Map to find a place to park on arrival
- Traffic reports

Delegates in most groups cited that they could look into alternative forms of transport such as train, or flying, and these are ways of reducing their exposure to road risk. This occasionally caused debate as some group members were generally opposed to using public transport, with the common reason being that you would not be in charge of your arrival time if something went wrong. We asked the delegates to consider how much control they have over arrival times if something went wrong on the road instead. In one group, delegates who had reservations about using public transport dropped many of those reservations when the destination was London. The facilitators put this difference to the group and asked them to consider why that may be.

Many delegates were able to provide strategies that would help them manage the competing goals of a busy schedule, such as postponing or moving one of the meetings, or informing colleagues that they would be late.

When journey planning there was a tendency amongst many delegates to focus on the route planning aspects of the journey, such as identifying which roads to take, how long it would take to drive, and sources of traffic information – although during the pilot workshops a map was provided as a prompt which may have influenced some of the responses. The facilitators tried to steer discussions away from the technical aspects of planning a route and towards how you can plan to improve your safety when driving the route you choose.

Delegates reported a wide range of strategies to keep them awake if they felt the first signs of tiredness, although few participants knew that the best short-term strategy was to drink two cups of coffee and have a short sleep for around 15 minutes. When this was put to groups, many responded that they prioritised getting to the destination 15 minutes earlier as more important than taking a break. Facilitators asked the group to consider these priorities.

Activity Seven

The vehicle

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're using it.

Facilitator's Notes

The initial discussion can be brief as some groups only have limited experiences with driving new vehicles, although most should be able to cite at least one example. In the discussions, participants often mentioned the first time they drove a work van or other large work vehicle.

In the pilot workshops, one common experience described by several participants was just being given a set of keys for a work vehicle without any accompanying familiarisation or advice on driving it.

After the discussion, the facilitators introduced different vehicle technologies. When delegates were asked directly "what feedback do you get about whether you're using a sat nav correctly?" we found there were few responses from the delegates, although the most common response was that "you arrive at your destination".

We found one way of encouraging further examples is to direct the question at one particular aspect of sat nav use, such as "how do you know if it is positioned safely?" or "how do you know whether it is being distracting?"

The aim is to help the delegates identify how safely they are using the sat nav, whether by looking in the sat nav manual, consulting their employer, or self-reflecting on their use of technology.

Groups frequently had many personal examples of 'sat navs gone wrong' and these are likely to arise earlier on in the workshop so facilitators should ask delegates to hold onto those stories until this section, or refer back to them.

We found that some groups could give examples on the use of different technologies in new vehicles, and where technology was not being used in the way it was intended.

Using reversing sensors was raised by participants in pilot workshops. Some had noticed that even when the sensors were telling you to stop, there was still some space behind the vehicle and they could continue reversing, discounting the safety margin offered by the technology. In other situations, the sensors did not pick up thin objects and bollards, and relying solely on the sensors while reversing had led to a collision.

Following or during the discussion, the facilitators presented several examples about sat navs being used in a manner which might be dangerous:

- One-quarter of under-25 year olds admit to deliberately racing their sat navs
- 26 year old take-away driver "turned right" onto a railway line at a level crossing. Got stuck on cattle grid across the tracks

Many workshop delegates reported 'racing' sat nav times.

In addition, the delegates were shown a recent newspaper article about a driver who followed his sat nav and got stranded on a cliff.

The most frequent response was that using sat navs is "common sense" and that delegates believed that they would not end up in that situation. However, their own examples, although less extreme than the media cases, tended to illustrate how it is more than simple common sense.

For instance, one delegate offered an example where he was following the sat nav to terminal 3 at an airport, when he wanted to go to terminal 2. Even though he could see the signs to terminal 2 and could clearly see the sat nav was taking him the wrong way, he still followed it believing the technology to be correct. The overall summary was that we need to use such devices as an aid, and not something to rely on, especially as sat nav maps may be outdated, for example.

Young person's occupational road risk policy

This task gives the participants the chance to formulate an occupational road risk policy, based on their own experiences of driving for work.

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.

Facilitator's Notes

We promised to type up their suggestions and give them to their employer, as part of the feedback that they get from the workshop, and explained that this will inform their employers of some of the thoughts and concerns of the delegates. We stressed that all suggestions would be anonymous.

We found that suggestions for activities that employers were already doing, such as driver training, were common amongst respondents. It also gave a forum for delegates to voice concerns about schedules and areas which they thought their employers did not appreciate.

Some example young person's occupational road risk suggestions from Workshop 7 are shown below. There were four sheets collected at the end of the workshop, one from each smaller group.

Sheet 1

- All new drivers to take Pass Plus
- All drivers to take advanced driving test
- Van drivers to take a van-driving qualification

Sheet 2

- Hold a licence for at least two years before driving for work
- Clean driving licence
- Maintain a driver log book

Sheet 3

- At least one lesson in driving vans
- Fit sensors on the back of vans
- Limit driving/work to the same area

Sheet 4

- Take a re-test at the age of 60/65
- Have practise time for driving new vehicles
- Monitor work load and driving hours

Activity Nine

Employer's activity

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.

Facilitator's Notes

For the pilot workshops, we suggested several topics to employers including:

- International driving and left-hand drive familiarity
- UK driving for migrant workers
- The Highway Code
- Specific causes of accidents: speed, distraction, impairment, aggression, carelessness

Often delegates would identify a minor fault with their vehicle which they were aware of but had not had fixed (such as a brake light out, or tyres close to the legal minimum tread depth). Facilitators can get the participant to explain the reasons why they had not had chance to address the fault and explain to the participant about the different priorities.

Vehicle maintenance was used as the default activity when the employers did not specify an activity of their own. Vehicle speeds and specific issues related to driving vans were the other two topics used in the pilots.

The employer's activity was based around a 'circular discussion'. We would put the topic to the group, along with a question, and the participants would give an answer to the question. The participant to their right or left would then recap what the last person had said and present an answer to the question related to it. In this way, the question would circle the whole room. The facilitators wrote down each response to compile a list which would then be used to prompt discussion - either by asking participants to expand or prioritise the points, or by asking them if they do specific things on the list and what are the things that are stopping them if they don't.

Although only three topics were run in the pilot workshops, we used this same approach to create discussion in all of them to demonstrate the proof of concept.

Vehicle Maintenance

Vehicle maintenance was run several times throughout the pilots, and was the most frequent topic. The question put to the participants was 'name a vehicle check which you can undertake'.

The answers from Pilot Workshop 7 were a good example of a comprehensive list:

- Wheels
- Tyre tread
- Tyre pressure
- Cuts and bulges

- Brakes (checked by using a reflective surface)
- Brake fluid
- Oil level
- Power steering fluid
- Screen wash
- Bodywork
- Warning lights
- Windscreen chips
- Mirrors
- Light bulbs
- Light covers
- Tax disc
- Fuel level
- Clean number plates
- Seat position and head restraint position

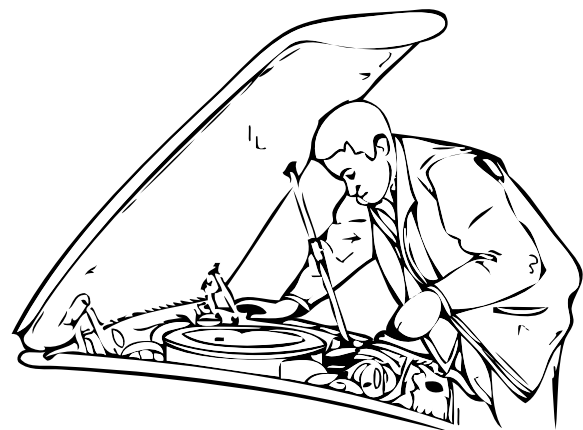
Following the circular discussion we showed slides on common vehicle checks to identify issues missing from the participant's list, and to confirm those already raised.

To run a discussion on vehicle checks, facilitators can also ask the delegates to describe how they would carry out the vehicle checks, which ones they considered to be the most important, and what barriers there are to performing vehicle checks, suggesting ways of addressing these barriers – either themselves or through discussion with their employers.

For example some delegates knew that they were expected to carry out checks on their company vehicles but did not allow 20 minutes on a Monday morning to do so before starting their journey. So the time the checks take was the barrier and seen as 'avoidable'.

Often delegates would identify a minor fault with their vehicle which they were aware of but had not had fixed (such as a brake light out, or tyres close to the legal minimum tread depth). Facilitators can get the participant to explain the reasons why they had chance to address the fault and explain to the participant about the different priorities.

In some groups, there was some uncertainty about the procedures for repairing identified faults. Facilitators should explain that their employer is a source of support in addressing this uncertainty.



As most of the employers in the pilots had a well-developed driving for work policy on vehicle checks, it was included in the slides and could be used to support the facilitators' advice over what to do in the different scenarios.

It was rare that delegates had read this information since starting with the company, and it could be highlighted that it is one source of support and finding out about what expectations their employer has when the delegates have to deal with a vehicle maintenance issue.

Where employers had comprehensive vehicle check policy, we sometimes found that although delegates only carried out vehicle checks on company provided vehicles they would not perform similar checks on their own private vehicles. Facilitators can highlight this difference and get the delegates to talk about the potential reasons for it.

Finally, similar to Activity 3, delegates were asked to consider a quote from a report on at-work driving and reflect upon the care that they take with work vehicles.

“The argument is that company car drivers drive less safely because they lack a feeling of ownership of the car they drive...company drivers take less care of their company car because the cost to themselves of an accident is less than that faced by a private motorist.”

Speed

For the circular discussion on speed, delegates were asked to list the reasons why people speed. The responses for Pilot Workshop 4 are given below:

- Driving when running late
- Get there quicker
- Get home quicker
- Frustrated with driving slowly
- Like driving fast
- Excitement
- Adrenaline
- Boredom
- Not paying attention
- Driving in their own time (personal control over own driving style)

As well as responses which showed that many young drivers identified that seeking excitement and sensation caused speed, several responses also identified some of the conflicting goals that they may encounter, such as getting home quicker and getting home safely.

The facilitators discussed these with the group to encourage the delegates to reflect upon how they prioritised some of these goals. We found that some participants had got into the habit of ignoring speed limits but could not cite a specific reason why they continued to do this. One approach which we could have used more frequently is to encourage participants to discuss

circumstances where keeping to a safe speed below the limit was important and encourage them to apply the rationale to more situations they encountered.

Delegates discussed some tips to help them not to speed and we asked them whether they would find the tips useful and if they could think of ways to apply them. The tips were:

- Check your speedometer regularly, especially when leaving high-speed roads
- Know the limits – look for signs, especially at junctions
- Assume lamp posts mean 30 mph, until signs say otherwise, but remember it could be 20 mph
- Remember, speed limits are a maximum, not a target
- 20's plenty when kids are about – and may even be too fast
- Try no higher than 3rd gear in a 30 mph limit
- Recognise what makes you speed — keeping up with traffic, overtaking or being tailgated
- Concentrate – distracted drivers speed
- Slow down when entering villages
- Give yourself time – there's no need to speed and you usually won't get there quicker

Participants were encouraged to mention suggest own tips.

Driving Vans

The circular discussion for the driving vans exercise was to get the delegates to list the differences between driving a van and a standard car, such as the one they learnt to drive in. The responses from Pilot Workshop 5 are shown below:

- No rear windows
- Restricted vision
- Vehicle size
- Space available
- Wider side mirrors
- Comfort
- Different brakes
- Weight
- Steering changes
- Acceleration is different
- Have to lift items to get them into the van

The implications of these were discussed with the aim of getting the delegates to identify what they could do to drive safely, given the differences.

When the topic of the driver's field of vision from vans was discussed by the group, the delegates clearly identified the main visibility issues. However, in the pilot workshops we found that when delegates were asked to provide ways of overcoming the visibility issues, they did not give any examples of how to do this and generally accepted the limited visibility.

The facilitators can give several practical solutions to reported difficulties for the delegates to discuss, and the groups were encouraged to reflect upon the problem of reduced visibility and where to seek help.

Activity Ten

Scenarios

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

Facilitator's Notes

In the pilot workshops, we presented four different scenarios.

You were sharing a lift with a younger colleague going down a motorway and they were pushing 100mph.

Many individuals' responses revolved around the feeling of safety with delegates reporting that they would not do anything about the situation if they 'felt safe', although this was never the group consensus in the pilots. Facilitators challenged the perception of safety at high speeds by asking the delegates to explain what does make them feel safe when sharing a lift, what they base that on, and to consider what would make them say something about another person's driving.

Some delegates reported that they would feel uncomfortable at this speed no matter who the driver was and would ask the driver to slow down, or if they felt that doing so would make the situation worse, ask to stop at the next services and voice concerns over the speed then.

Some delegates reported that they would say something, but they would present the consequences of being caught by the police. This could either be because of a genuine concern of the presence of enforcement, or because they found it an easier way of asking a driver to slow down than of expressing their views that they were not safe or uncomfortable with the way that someone was driving.

In one of the early pilot workshops, one participant put the question back to the group and asked would they do anything if it was an older colleague. In later workshops the facilitators asked this to the workshops. Sometimes delegates changed their opinion – they would for a young driver but not for a senior colleague because they believed there would consequences for doing so, or they wouldn't for a young driver, but would for a senior colleague because they were acting in a way contrary to what they expect from their employees.

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.

One common response given by delegates was that they would not find themselves in this situation, having decided to not drink the night before. This prioritisation of the two goals (to socialise with friends and to drive safely on the road the next day) is the 'right' answer and delegates were encouraged to share examples of when they have done this.

Although there was debate over how much you would drink the night before, and how this would affect your decision, other

delegates reported that if they felt fine they would drive – although frequently in this situation, other members of the group questioned whether they would still have alcohol in their system. In absence of it coming from the group, facilitators asked the delegates if 'feeling fine' and not having any alcohol in your system is the same thing.

Some delegates presented solutions to the problem which would stop them from driving, such as sharing a lift if another colleague was going to the meeting, or taking public transport.

One group in the pilot workshops reported that their employers had a policy that staff could treat it as a sick day if they felt they had too much to drink the night before, rather than drive for work in an impaired state — although some reported that they would drive anyway even with the policy because they feared how taking a sick day for such a reason would reflect on them.

Your alarm clock didn't go off in the morning and you are late for work.

Quite often delegates joked that this was a frequent occurrence.

Many delegates reported that if they were only a few minutes late then they would try and make up the time whilst driving to work – for example by eating breakfast behind the wheel or driving quicker. For longer periods of time delegates reported that they would be late anyway and not try and rush to make up the time.

When delegates reported that they would try to make up the time, they gave the reason that there would be negative consequences to being late.

Facilitators encouraged them to reflect upon whether being five minutes late for work due to an issue out of their control was as severe as they perceived, and how they prioritised getting to work safely and getting to work on time.

You arrive home and suddenly realise you do not remember all of the journey. Were those lights on green?

Again, many delegates responded that this was a common occurrence, and put it down to 'being on auto-pilot'. A frequently-voiced experience by delegates was being on 'auto-pilot', and stopping at a green light.

Although the most common responses to this were "that's just the way it is" and "there's nothing you can do" it is a good example of a situation on the roads which delegates may not have considered before. Delegates were encouraged to reflect upon why this happens, and what circumstances might provoke it.

When running workshops, facilitators include other examples which they are more comfortable with. These can include situations which a participant might frequently encounter at work – such as a job over-running and having to fit a tight schedule into the rest of the day, or becoming wound up about an issue.

Concluding the workshop

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

- **What makes a safer driver?**

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.

Write down the answers on a flipchart/whiteboard, and then summarise.

- **Conclusion**

Summarise the aims of the workshops and what they have done today.

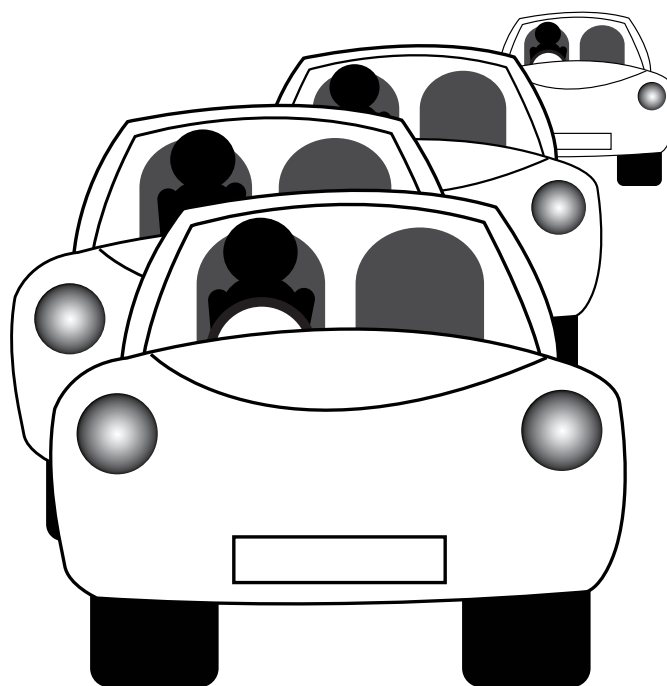
- **Pyramid exercise**

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.

- **The promise...**

Ask the delegates to write a message on a post card from 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 three weeks.

Ask the delegates to write their addresses clearly and assure them that their addresses will not be used for any other purpose.



Concluding the Workshop

Facilitator's notes

What makes a safer driver?

We found that during the second group shout out delegates were more prepared to shout out thoughts. The lists tended to be longer and identify more precise activities than the first shout out. Commonly, the subject covered in the employer topic was also added to the list as well as some of the more fundamental characteristics required to address underpinning causes of accidents such as "more planned" or "not in a rush". The examples from Pilot Workshops 1 & 2 and Pilot Workshop 5 are shown below.

How would you define a safe driver?

How would you define a safe driver?	How would you define a safe driver?
<ul style="list-style-type: none"> • Maintains and checks vehicle • Forward plans • Relaxed • Rested • Sober • Competent • Aware of surroundings • Not always in a rush • Responsible • Undergoes training • Keeps to speed limits • Wears seat belts • Older than 25 • Confident 	<ul style="list-style-type: none"> • Careful • Observant • Aware • Highway code • No distractions • Planned • Drives to road conditions – takes account of situations • Well rested • Sober
Workshops 1 & 2	Workshop 5

The facilitators highlighted the differences between the two, and if required, drew out any conclusions.

Conclusion

For the conclusion, we used the following points

- There are differences between learning to drive and driving for work
- Bridge the gap between intended driving behaviour and actual driving behaviour
- Your employer has a legal duty of care when you are driving for work
- Your employer is a source of support
- We all make mistakes and bad things do happen
- Driving is about lifelong learning and development

Supporting comments were used from the flipcharts, or comments that the delegates made

We re-emphasised that driving for work is a different experience to learning to drive, due to the unique pressures and scenarios in which drivers can be placed. This was supported by comments that the delegates made about different environments in Activity 3, or the results of these different pressures as evidenced by the statistics and delegates' views which may have emerged from Activity 4.

Facilitators also re-emphasised the tensions between how we intend to drive on the road and what we actually do, highlighting examples given by the delegates, or given by the facilitators in Activity 5.

We also felt it important to highlight that their employer has a responsibility towards their safety and can be a source of support in the conclusion.

Concluding the Workshop

Finally, the facilitators concluded that safe driving is a wider skill than the physical control of the vehicle; driving can be affected by a range of external or internal factors. This can lead to mistakes, but we develop as a driver by honestly reflecting on mistakes we make or how we use the road.

• Pyramid exercise

In the pilot workshops, we found that there were few questions or comments raised in the pyramid exercise. This could be due to the delegates asking questions throughout the workshop, but keeping the pyramid exercise is important as it allows delegates to raise issues semi-anonymously and discuss them with peers.

Although not a common occurrence, sometimes the question arose of what to do in specific scenarios or what road traffic law says on different issues. Although these could be fielded on the pilot workshop, there is the potential for a participant to ask something relatively obscure.

• The promise...

Facilitators collected the post cards in at the end of the session. They were sometimes general thoughts about the way the participant felt they should change their driving, and sometimes specific action that the participant had been prompted to take from the workshop

Some example comments from Pilot Workshops 11 and 12 are presented below!

- *I have checked my tyre pressure and tread on the car*
- *Go to bed earlier at night so I'm not so tired driving to work in the morning*
- *Thoroughly plan my journey ahead and allow plenty of time to prevent rushing*
- *I must learn to use my sat nav more effectively*
- **I WILL WEAR MY SEATBELT**

After the workshop

There are three things that we did following the workshop.

As we were external to the organisation, as soon as possible after the workshop we prepared a feedback report for the employers. This 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.

After three weeks, the facilitators scanned in the post cards and sent them to the participants. Where a home address was provided, they were put in the post.

We also ran a six-week follow-up questionnaire to study the effects of the workshop.



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