



accidents don't have to happen

Young Drivers at Work: Workshop Guide



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Introduction

Young drivers at work face, and create, a higher risk than other drivers because they are inexperienced as drivers and because driving for work is higher risk than driving for other reasons.

Most of the employers surveyed in a RoSPA 'Young Drivers at Work Study'¹ felt that learner driver training and testing did not adequately cover situations that their young employees had to cope with when driving for work. Young at-work drivers in the study also felt that learner driver training did not cover the sort of driving they have to do for work. Many have to drive in unfamiliar areas, to set schedules and often drive larger vehicles (ie, vans) than the small cars in which they learnt to drive.

Based on the research, RoSPA developed a Young Drivers at Work Workshop to help young at-work drivers to understand the risk factors involved in driving for work, reflect on their own at-work driving experiences, and agree coping strategies. The Workshop is also intended to help employers review how their driving for work policies help young staff.

This Workshop Guide outlines the structure, content and learning outcomes of the workshop, and is based on practical experiences from running Young Drivers at Work workshops. It indicates the type of discussion which often emerges and how to guide it towards the workshop's learning outcomes.

The workshop's aims to help the participants to:

- Develop their knowledge about specific driving for work issues
- Gain insight about what influences their driving
- Understand how they can develop coping strategies for driving for work
- Share experiences and learn from each other.

It also aims to help employers to understand the perspective of their young drivers and to review how well their driving for work policies are put into practice.

The workshop is based on an 'active learning' approach which requires interaction between the participants, and with the facilitator, 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.

The young drivers are encouraged to discuss and self-evaluate their own experiences, and to compare their experiences and habits with those of their peers. During the workshop, delegates reflect on how they drive, discuss things that make it more difficult to follow safer driving practices, and develop coping strategies for dealing with different situations. After the workshop, it is intended that drivers will put these strategies into action.

¹ "Young Drivers at Work", RoSPA, 2009, www.rospace.com/roadsafety/youngdriversatwork.



The Workshop

The workshop is designed for participants who drive for work and are aged between 17 and 25 years. The best number of delegates is between 10 and 15; many more than this, or delegates older than 25 years, will make the workshop more difficult to run, or less relevant to the participants.

The workshop comprises a series of activities, each with its own learning outcomes, and should take around 2 ½ hours. This guide provides information on the content of each activity and advice on how to run it, including the resources needed, how long it should take, the Learning Outcomes and how to assess that they have been successfully achieved.

| | |
|--|--|
| Workshop Preparation Find out from the employer: <ul style="list-style-type: none"> ● The types of job and driving for work that the young drivers do ● The participants' names and ages ● The employer's driving for work policy ● The topic the employer would like to cover in Activity Ten | Time 2-3 weeks before the workshop |
| Workshop Part One | |
| Introduction | 5 minutes |
| Activity One: What Makes a Safe Driver? | 5 minutes |
| Activity Two: Observation | 5 – 10 minutes |
| Activity Three: Establish Beliefs, Attitudes and Knowledge | 10-15 minutes |
| Activity Four: What's Different About Driving for Work? | 10-15 minutes |
| Activity Five: The Causes of At-Work Road Crashes | 15-20 minutes |
| Activity Six: Journey Planning | 10 - 15 minutes |
| Break | 15 minutes |
| Workshop Part Two | |
| Activity Seven: Distractions | 10-15 minutes |
| Activity Eight: The Vehicle | 10-15 minutes |
| Activity Nine: Young Person's Driving for Work Policy | 5 minutes |
| Activity Ten: Employer's Activity | 5-10 minutes |
| Activity Eleven: Scenarios | 10-15 minutes |
| Concluding the workshop | 10 minutes |
| After the workshop | |
| Provide a report to the employer summarising the key findings of the evaluation and the issues raised during the workshop. | As soon as possible afterwards |



Preparing the Workshop

If possible, obtain the following information in advance to tailor the workshop to the employer:

- The type of jobs and driving for work (the journeys) the young drivers do
- The employer's driving for work policy
- An optional module of the employer's choice for Activity Ten
- The participants' names and ages

Download the [workshop slides](#) and adapt them with the information above. For example, include the organisation's policy on journey planning in Activity Six. Activities Four, Seven and Eight can be adapted to include examples relevant to the organisation. Activity Ten is based on a topic specified by the employer.

Download the Handouts for the Activities and make enough copies for the workshop.

Running the Workshop

The workshop takes an 'active learning' approach which involves the participants interacting with each other, and with the facilitator, so it is important to dedicate enough time to group discussion throughout the workshop. All the delegates need to be actively involved, but be ready to step in to prevent several conversations at the same time, stressing the importance of listening to others. Try to encourage views from delegates who are more reserved, and prevent any one delegate dominating the discussion. When delegates report back after discussions, ask every group or pair for their opinions, or ask other members of the group if they have anything to add.

It's important to highlight that the workshop adopts a non-judgemental approach and they can discuss their own experiences without fear of recrimination. Participants need to feel that they can talk honestly about their experiences, rather than keep quiet or say what they think the facilitator wants to hear.

Most of the activities present an issue or task for the young drivers to discuss and reach a conclusion on, guided by the facilitator. This involves participants both contributing and listening and is how the learning outcomes are delivered. The discussions engage the participants in problem solving, and get them to apply their conclusions to their own circumstances so they can develop strategies for safer driving and recognise what makes it more difficult to follow safer driving practices. If a delegate asks a road safety question that you can't answer a question there and then, promise to investigate and send a response after the workshop.

Feedback to the Employer

As young drivers are often unwilling to raise concerns with their manager about the driving they are required to do, the workshop is a good way to identify and address these factors. Therefore, as soon as possible after the workshop, prepare a report for the employer, summarising what was covered. However, delegates' comments should not be attributed to particular individuals; they must be genuinely anonymised (e.g. if there are nine young men and one young woman, do not report a delegate's comments by using the term 'she'). This [Sample Report](#) can be used as a template.



Evaluating the Workshop

To assess whether the Workshop achieves its aims, conduct a post-workshop evaluation with the delegates, using the [post- then pre-evaluation form](#).

Instructions for the Questionnaire

The questionnaire should be handed to the delegates at the end of the workshop, and should take them no longer than **10 minutes** to complete.

Some of the questions in this survey ask respondents to state their level of knowledge and skill both before and after the workshop has taken place. However, the entire questionnaire should still be completed at the **end of the workshop**; it just requires delegates to reflect on their level of skill or knowledge before attending the workshop to allow you to understand whether there has been a change in the knowledge or skills of delegates.

There are also a few questions about the strengths and weaknesses of the workshop. This data will allow you to determine any needed improvements for any future workshops.

To achieve a high response rate, it is recommended that the time to complete the questionnaire is factored into the workshop, rather than asking the delegates to complete the questionnaire at home and return it at a later date.

Analysing the questionnaire

The questionnaire responses should be relatively simple to analyse, and this will allow you to determine whether the knowledge or skills of delegates have changed and whether anything can be done to improve future workshops.

Question one and **question two** measure the knowledge and skills of delegates. These questions ask the delegate at the end of the workshop to think about their level of knowledge/skill before the workshop, rate it, and then rate their level of knowledge/skill at the end of the workshop.

To calculate a knowledge change, using **question one**, for each questionnaire, add together all of the 'after scores' (1-5) of each delegate and all of the 'before scores' (1-5). Then subtract the 'before' measurement score from the 'after' measurement score to gain a figure of how much the knowledge of the delegate has changed (formula below). Then add all of these knowledge change figures together and divide them by the number of delegates to get a mean average of the change.

To calculate the skill change in delegates, repeat this step using the data from **question two**.

(After score – before score = knowledge/skill change)

*If you wish to calculate an average knowledge/skill change for a particular aspect of the workshop, you can use these steps to do this too. Instead of adding together all of the before and after scores for question 1 or question 2, select one statement from the question e.g. 'my ability to carry out the appropriate vehicle checks' and use the above steps to see if the delegates' knowledge has changed in this particular area.



Question three asks whether the delegates feel more comfortable about raising issues with the vehicle they drive for work with their manager or supervisor. Any delegates who have selected the 'more likely than before' option indicate a positive attitude change; if they select 'as likely as before' this indicates no attitude change and if they select 'less likely than before' this would indicate a negative attitude change.

Questions 4, 5 and 6 require the delegate to highlight the most important thing they learned in the workshop, the strengths of the workshop and anything to improve. The data from these questions should be reviewed for common themes to gain a general idea of any aspects of the workshop that are working particularly well and those that are not.

If a more detailed evaluation is needed, please contact RoSPA's Research and Evaluation Officer for advice at rneedham@rospa.com or 0121 248 2149.



Starting the Workshop

Aims

- To introduce the aims and ground rules of the workshop.

Timing

5 minutes

Resources

The Workshop PowerPoint slides

| Facilitator Activity | Resources | Participant Activity | Learning Outcome | Assessment |
|--|------------------------|---|------------------|------------|
| Invite the young drivers into the room and ask them to find the seat next to their name and get comfortable. Introduce yourself and go through the 'housekeeping' arrangements. Then ask them to introduce themselves and to briefly describe the type of driving they do for work (eg, deliveries). | Slide 1 Slide 2 | Take their seat Introduce themselves | | |
| Outline the aims of the workshop are to help them: <ul style="list-style-type: none"> • Develop awareness about specific driving for work issues • Gain insight about what influences their driving. • Share experiences to learn from each other • Develop coping strategies for situations that occur when driving for work • Help their organisation to understand how well their driving for work policies work in practice | Slides 3 & 4 | Listen and ask questions | | |
| Encourage the delegates to share their views and experiences during the session. Explain there is a non-judgemental atmosphere and they can discuss their views without fear of recrimination. You will give the employer a report about the workshop's conclusions to help them improve how they manage at-work driving risk. No comments or examples will be attributed to individuals. But, if someone describes an extremely dangerous practice you would have an ethical duty to act on it. | Slide 5 | | | |



Facilitator's Notes

It's important to ensure that the delegates' expectations of the workshop are accurate. Some may arrive expecting it to include some on-road driving.

Their employer has arranged the workshop because they recognise that they have legal and moral duties to manage the risks their staff (of all ages) face and create when using the road for work.

The workshop is designed for younger drivers in particular because young at-work drivers tend to face higher risks because they are still relatively inexperienced as drivers and because driving for work is often very different from driving for personal reasons.

Some delegates may suggest that the workshop should be aimed at other drivers (ie older drivers) because they are the problem. If so, ask them if that's the case why do accident statistics show that younger drivers are involved in crashes more often than other age groups.

Also, highlight initiatives aimed at drivers of other ages to show that the focus isn't always just on young drivers.

Confidentiality

It's important to make sure the delegates understand that what they say will be treated confidentially, and none of the comments or examples will be attributed to specific individuals. This is vitally important, as participants need to feel they can talk about what they've actually experienced on the road, rather than keep quiet or only voice examples that they think the facilitators want to hear.

However, if a participant describes an extremely dangerous practice (this has not happened in any of the workshops run so far, you would have an ethical duty to act on it appropriately.



Activity One: What Makes a Safe Driver?

Aims

- To establish the delegates' initial thoughts about what makes a "safe driver".
- To get delegates used to contributing opinions.

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

5 minutes

Resources

Flipchart and pen

| Facilitator Activity | Resources | Participant Activity | Learning Outcome | Assessment |
|--|---|---------------------------------|-------------------|---|
| <p>What Makes a Good Driver?</p> <p>Ask the delegates to shout out what they think makes a safe driver. There is no need to justify their suggestions, and they are free to say whatever they think.</p> <p>Write the answers on a flipchart and summarise them. But don't challenge the delegates to justify their responses.</p> <p>Save the list for a repeat of this activity at the end of the workshop.</p> | <p>Slide 6</p> <p>Flipchart and pen</p> | <p>Express initial thoughts</p> | <p>1</p> <p>2</p> | <p>Several Participants contributed to the list</p> |

Facilitator's Notes

Most groups need little encouragement to voice opinions at this stage, although some may be quiet.

If only a few answers are given, move onto the next Activity rather than push the participants to think more deeply about it, as this would not necessarily reflect their immediate thoughts.



Activity Two: Observation

Aims

- To establish the importance of good observation and some of the things that prevent it.
- To get the delegates involved and interested in the workshop in a light hearted way.

Learning Outcome

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

1. Correctly list some causes of poor observation

Timing

5 - 10 minutes

Resources

Slides

| Facilitator Activity | Resources | Participant Activity | Learning Outcome | Assessment |
|---|---------------------|-----------------------------------|------------------|---|
| <p>Show Slide 6. Ask delegates to count the tea spoons and call out their answer (the right answer is 13). Then ask other questions, such as 'What colour was the tablecloth?</p> <p>Lead a brief discussion about the exercise which shows that when you are concentrating on one thing (ie, counting the tea spoons) it's easy to miss other things.</p> <p>Ask the delegates to say how this might apply to driving.</p> | <p>Slides 7 - 9</p> | <p>Observation and discussion</p> | <p>1</p> | <p>Delegates recognise why they did not see the other things on the table.</p> <p>Delegates make good suggestions</p> |
| <p>Show slide 10 to illustrate how important information can be missed if the driver only looks straight ahead.</p> | <p>Slides 10</p> | | | |
| <p>Summarise common distractions, such as using a mobile phone while driving</p> | <p>Slide 11</p> | | | |

Facilitator's Notes

Although there is a serious message behind the activity, it is light-hearted start to the workshop can help the delegates feel more relaxed about the workshop and more willing to participate. Being distracted (by such things as using a mobile phone or inputting directions into a satnav) or inattentive reduces a driver's peripheral observation (they tend to look straight ahead out of the windscreen more, and less to the sides). This means they are less aware of what's happening around them, miss hazards and react more slowly, which increases the chances of being in a collision.

For more information see [Driver Distraction Factsheet](#) and [Driver Distraction Research Review](#).



Activity Three: Attitudes and Knowledge

Aims

- To get the delegates to reflect on their experiences as a driver and the importance of experience when dealing with new situations on the road.
- To help establish discussion and encourage delegates to express their views.

Learning Outcomes

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

1. Identify situations from their own experiences which were not covered when learning to drive
2. To identify from their own experiences how their actions can help them cope with things which happen when driving

Timing

10-15 minutes

Resources

[Handout with young driver quotes](#)

| Facilitator Activity | Resources | Participant Activity | Learning Outcome | Assessment |
|--|--|--|------------------|----------------------------|
| Organise the delegates into discussion groups of 3 or 4. Give each group a handout with one of the young driver quotes. Ask them to discuss whether or not they agree with the quote. Ask a representative from each group to report their conclusions and any disagreements within their group to the workshop as a whole. | Handouts with the young driver quotes. Slides 12 - 14 | Read the handouts and discuss the quotes in small groups. Report back to the whole group. | 1 | |
| Ask the delegates how they came to their conclusion and to give examples from their own experiences. If there are any differences of opinion, ask the delegates to offer justifications for their opinions. | | Workshop discussion | 1 2 | Reach relevant conclusions |

Facilitator's Notes

The quotes are from the Young Drivers at Work report. A typical discussion about each of the quotes in previous workshops is described. Try to steer the young drivers to understand that learning to drive does not necessarily prepare you for driving for work due to the different environments and conditions which work driving requires. However, it is important that they work it out for themselves through the questioning and the activity.



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."*

Change Stafford and London to another small town and large city if you wish.

Most delegates tend to agree with this quote, and give examples of times when they drove in a new or unfamiliar area, on a motorway or a rural road for the first time. This highlights delegates' relative inexperience in a wider range of circumstances.

Quote 2

"I think you should learn to drive on a motorway in your test. I do think that definitely should be in it because I don't understand how you can pass your test and then be allowed to drive on the motorway at 70mph."

Most delegates tend to agree with this quote, and give examples of their first experience of driving on a motorway. A common supporting view is that 'you pass your test, then learn to drive'. Some delegates may believe that there is no difference between pre and post-test driving and they would not have passed if they were not safe.

Ask the groups to talk about their own experiences of driving solo for the first time, or the first time they drove on a motorway. This will help to illustrate the difference between driving as a learner and driving on your own as a newly licensed driver.

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 tend to have mixed responses to this quote, often disagreeing with the first sentence and agreeing with the second. The important conclusion to guide them towards is that 'loads of things' can cause accidents, but driving isn't "pot chance"; decisions and actions they make influence their chances of being involved in an accident. The word "accident" is a good discussion point – does this suggest it couldn't have been avoided?

Try to use examples of delegates' experiences to draw out how it's possible to anticipate and prepare for 'pot chance' situations. This should help them towards the conclusion that although 'anything' might happen, the 'anything' can be avoided or managed, thus taking the 'pot-chance' out of driving.

For example, in one workshop a delegate described driving on a country lane and having a near-miss with an oncoming vehicle that suddenly appeared around a bend. The discussion concluded that he could have reduced his speed as he approached, anticipating that something might be around the bend, and so prepared for and safely negotiated the 'pot chance' of the vehicle suddenly appearing.

Another example of 'pot chance' often cited is when another road user does something dangerous or unpredictable. Guide delegates to consider how they can give themselves time and room to respond to someone else's poor driving - drive at a safe speed, leave sufficient distance, good observation and anticipate what other's might do. For example, a pedestrian at the kerb edge may step out. Ask delegates how they could be ready to cope with this mistake so it didn't result in the pedestrian being hurt. This will encourage them to start to think about the road from other users' view points.



Activity Four: What's Different About Driving for Work?

Aim

- To encourage delegates to consider some of the differences between driving for work and driving for other reasons

Learning Outcomes

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

- Compare some of the differences between driving for work and driving for other reasons
- Evaluate how driving for work increase risk, especially for inexperienced drivers.

Timing

10-15 minutes

Resources

Flipchart and pen

| Facilitator Activity | Resource | Participant Activity | Learning Outcome | Assessment |
|--|----------------------------|-------------------------------|------------------|--|
| In the same or different small groups ask the delegates to draw up a list of differences between driving for work and driving for their own reasons (some examples are below). | Slide 15 Paper and pens | Discuss and agree differences | 1 | List compiled |
| Ask one person from each group to report their conclusions and any disagreements within their group to the workshop as a whole. Write their responses on the flipchart. | Flipchart and pen | Report back and question | 1 | List covers main differences |
| Choose each item on the driving for work list and ask whether it makes driving riskier and if so how. | | Discuss and answer | 2 | How driving for work is higher risk explained. |
| Summarise the main conclusions | | | | |

Facilitator's Notes

Young drivers at work face and create higher risks due to their inexperience and because driving for work is higher risk and often involves situations not covered when learning to drive. Delegates are encouraged to consider some of the differences and the effect they have on the way they use the road. For example:

Driving for work

Defined schedule
Time pressures/deadlines
Long journeys
Distractions
Unfamiliar area
Unfamiliar vehicle
Get the job done

Driving for own reasons

Decide own schedule
Set own deadlines
Mostly shorter journeys
Similar, but less pressure to respond to calls
Mostly familiar area
Know the vehicle
Less pressure



Activity Five: The Causes of At-work Road Crashes

Aims

- To raise awareness of the causes of at-work road crashes and the difference between immediate and underlying factors.
- To encourage delegates to consider the reasons for their decisions when driving and how they affect risk.

Learning Outcomes

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

1. List immediate and underpinning crash causes
2. Explain how different work pressures can lead to risky driving
3. Identify how their employer can help them to put strategies in place to cope with risks.

Timing

15-20 minutes

Resources

Flipchart and pen

[Handout of Crash Scenario 1](#)

[Handout of Crash Scenario 2](#)

Copies of the company's driving for work policy

| Facilitator Activity | Resource | Participant Activity | Learning Outcome | Assessment |
|--|--|---|------------------|--|
| Ask delegates to stay in their groups, and give each group a copy of one of the scenarios. Ask them to discuss their scenario in their group, and identify the factors that caused the accident | Slides 16 – 18 Copies of the scenarios. | Read the scenarios and discuss the causes of the crash. | 1 | Causation factors identified |
| After 10 minutes ask the groups to report back on the factors they think caused the crash, which factors were immediate and which were underlying, and what could have been done immediately before and the day before, to prevent the crash. Write the answers in two columns on a flip chart, (see example below). | Flip chart and pen | Report back and discuss the crash causes. | 1 | Completion of list of crash causes. |
| Discuss immediate and underlying factors, and identify conflicting goals in their scenario. Discuss how decisions made in advance can prevent crashes (eg, better journey planning reduces the risk of speeding to make up time). | | Report back on how the crash could have been prevented. | 2 | List of things that could have prevented the accident. |
| Ask the delegates what they know about their organisation's driving for work policy. Go through the main points of the policy (which you obtained in advance). The next Activities will look at some of the main issues in more detail. | Company's driving for work policy | Give examples of how their organisation tries to reduce driving risk. | 3 | Appropriate examples given. |



Crash Scenario 1: Delivery Driver

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 to nearby towns. He'd had the job for six months; before that he worked in a warehouse for a major retailer.

It's a Friday in mid-November during a gloomy overcast week. It had rained overnight but not during the day. It had been a long busy week for John, with a few late nights when he'd stayed up to watch television 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 felt 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, but as he didn't know the area it took a good half hour of driving round while using the map on his Smartphone 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 map on his phone.

Getting back through Basingstoke John hit school traffic, which held him up another half hour before getting onto the clear A road back to Reading, but felt he could still get home at his normal time.

On the road there is an unsignposted bend to the right which John took too quickly. Steering sharply, he oversteered the van and the rear end slid out towards the side of the road. Panicking, John turned to correct the skid and over-corrected it, sliding into the other side of the road at the end of a long straight.

The van hit a small wall by the side of the carriageway, damaging the front of the vehicle. Although John was wearing his seat belt, the rotation of the van and the sudden stop meant that he 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.

Questions

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

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

What difference would it have made if John had been driving at night and what could he have done to cope?

* change the names to towns or cities if desired



Crash Scenario 2: Sales Rep

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 passed her test on the first attempt when she was 17 although didn't have a car when she went to university in Newcastle.* Having said that, she'd made up for that lack of experience recently driving around 30,000 miles a 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.

On Tuesday morning, Nat was up 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. 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 Satnav to find out where she'd been going wrong.

The Satnav said she should go right, luckily the lane Nat was in allowed her to go straight on or turn right, so Nat waited for the lights to change, checked her mirrors, and then moved into the junction to turn right when there was a gap in the oncoming traffic. There was a car ahead of her waiting to turn right which Nat nudged up right behind. When the oncoming traffic stopped, the car ahead turned right. Nat followed it round only for it to hit the back of a taxi that had pulled over at the side of the road to drop off a passenger. Nat slammed on her brakes too, but it was too late to stop, and she hit the back of the car in front.

All three cars were damaged and the one in front of Nat had damage to its front and rear. 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 after the collision.

Questions

What factors led to Nat crashing?

What could Nat have done to prevent the crash?

If Nat had been driving at night, what difference would that have made to the risk and what could she have done to cope with the extra risk?

* change the names of the towns or cities if desired



Facilitator's Notes

There are two scenarios, one based on a delivery driver and the other based on an at-work driver who makes long single journeys. Both scenarios provide information about what happened immediately before the crash and what happened the day before. Use the scenario that most closely matches the type of at-work driving the delegates do. If preferred, use both scenarios, giving half the groups one scenario and the remainder the other one.

Crashes almost always have several causes and contributory factors. Some are 'immediate' factors (eg, exceeding the speed limit) that occur just before the accident; others are 'underpinning' factors (eg, a poor schedule without sufficient time for the journey) which occurred sometime previously.

Sometimes, despite best intentions, we make decisions that make safer driving more difficult and so lead to risky behaviours. Both scenarios include 'conflicting goals (eg, rushing to reach a destination in time often conflicts with the goal of getting there safely). Use the scenario to show how prioritising goals which conflicted with safer driving led to risky behaviour. Good planning and preparation can reduce or eliminate some of the risk factors and resolve the potential for conflicting goals. This also explores the theme that crashes are not pot chance which was established in Activity 3.

Example Flipchart Notes

| What Caused the Crash? | |
|--|---|
| Underpinning factors <ul style="list-style-type: none"> • Tiredness • Not knowing where she was going | Immediate factors <ul style="list-style-type: none"> • Too close to the car in front • Rushing / In a hurry • Distracted – reading a map • Didn't take a break |
| How Could the Crash Have Been Prevented? | |
| Underpinning factors <ul style="list-style-type: none"> • Park and ride • Planned the route better – satnav • Stopped at services – call ahead to say she was running late | Immediate factors <ul style="list-style-type: none"> • Maintain a safe space between vehicles |



Activity Six: Safer Journey Planning

Aim

- To help delegates to understand how poor journey planning might influence them to drive dangerously on a journey and identify how they can plan journeys to prevent this.

Learning Outcomes

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

- Explain how journey planning helps to reduce risk
- Identify things that stop them putting safe journey planning into practice

Timing

15-20 minutes

Resources

Flipchart and pen

RoSPA's [Driving for Work: Safer Journey Planner](#)

Copies of the employer's journey planning policy

| Facilitator Activity | Resource | Participant Activity | Learning Outcome | Assessment |
|--|--|---|------------------|---|
| Divide the delegates into pairs ('buzz groups') to talk about how they arrived at the venue and how they planned the journey. This should be a quick exchange of about a minute, and does not need to be reported back to the larger group. | Slide 19 | Participate in a buzz group. | | |
| In the same buzz groups, ask them to discuss a personal example of a journey that went wrong, and what they could have done differently. Ask each pair to report to the whole group. | Slide 20 | Participate in buzz group. Share examples of journeys. | 1 | Cited examples of how they could prevent a journey going wrong. |
| Present the example journey schedule. Ask delegates to spend five minutes thinking about how they would plan the journey. Get them to call out responses and write them on a flipchart. | Slide 21 | Discuss how they would deal with the schedule or journey. | 1 | Construct list of journey planning activities. |
| Pass round copies of the RoSPA Safer Journey Planner . Ask whether they adopt these tactics when planning journeys and how they think they help to reduce crash risk. Ask delegates to identify anything that stops them adopting any of these tactics, and discuss solutions. | Handouts of RoSPA's Safer Journey Planner | Discuss the journey planner and barriers to doing the activities on it. | 2 | Identify more components of journey planning |
| Show the employer's journey planning policy. Ask delegates to give examples of having used it successfully or when they experienced problems on a journey that could have been better planned. | Employer's driving for work policy relating to journey | Discuss employer's journey planning policy | 2 | Understand role of journey planning. |



Facilitator's Notes

This activity asks delegates to consider how journey planning can help to reduce risk before a journey even starts, and to discuss how they plan journeys and how they can respond to any pressures that prevent them from putting this into practice.

Example Journey Schedule

The schedule should be achievable, but only if nothing goes wrong. Choose the journey that matches the type of work driving most of the delegates do; use both schedules if desired. Change the locations if you wish, but keep the journey achievable.

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

Delegates tend to be able to provide strategies that would help them manage the competing goals of a busy schedule, such as postponing or moving meetings, or informing colleagues that they are running late. But there are often also delegates who would just jump in the car to try to complete the journey.

When going by train or plane to reduce exposure to road risk is suggested, concern about not being not in charge of your arrival time if something goes wrong is sometimes raised. In this case, ask delegates to consider how much control they have if there's a delay on the road.

Delegates often cite a range of strategies to keep themselves awake if they start to feel tired, but few know that the best short-term strategy is to drink two cups of coffee and have a short sleep for around 15 minutes.

For more information see "[Driving for Work: Safer Journey Planner](#)".



Activity Seven: Distraction

Aims

- To raise awareness of how doing other things while driving is distracting and increases crash risk
- To help delegates develop coping strategies to avoid driver distractions

Learning Outcomes

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

1. Explain how driver distraction increases risk
2. Identify things that might tempt them to do other things while driving
3. Identify coping strategies to avoid driver distractions

Timing

10-15 minutes

Resources

Flipchart and pen

[Mobile Phone Crash Press Reports Handout](#)

Copies of the employer's policy on mobile phones and driving

| Facilitator Activity | Resource | Participant Activity | Learning Outcome | Assessment |
|--|--|--|------------------|---|
| Ask delegates to call out things which might distract a driver. Write the responses on the flipchart. Ask delegates to say how each thing might affect someone's driving. | Slide 23 | Call out suggestions | 1 | List of suggestions |
| Ask delegates to share with the person next to them an example of a time when they had a near miss caused by themselves or another person being distracted. | | Give examples and discuss them. | 1 2 | Relevant examples |
| Give each pair one of the press reports of a crash caused by a driver using a mobile phone. Ask them to discuss why the driver used the phone, and what they could have done instead. | Slide 24 Handouts of mobile phone reports | | | |
| Show the employer's policy on using mobile phone while driving. Ask delegates whether they follow the policy or to give examples of times they found it difficult to do so, and why. If a company policy isn't available, use the RoSPA: Driving for Work: Mobile Phones guide. | Slide 25 Employer's policy relating to mobile phones and driving. | Discuss employer's mobile phone and driving policy | 3 | Understand the employer's mobile phone and driving policy |



Facilitator's Notes

A wide range of things can distract drivers, including using a mobile phone (speaking, dialling, texting, surfing), inputting directions into a SatNav, reading a map or document, eating, drinking, and smoking.

A distracted driver:

- Is much less aware of what's happening on the road around them
- fail to see road signs
- fail to maintain proper lane position and steady speed
- are more likely to 'tailgate' the vehicle in front
- react more slowly and take longer to brake
- are more likely to enter unsafe gaps in traffic
- feel more stressed and frustrated.

Research shows that this means that they are much more likely to crash.

Using a hands-free phone while driving does not significantly reduce the risks because the problems are caused mainly by the mental distraction and divided attention of taking part in a phone conversation at the same time as driving.

If delegates suggest inappropriate or ineffective ways of coping with the risks caused by driver distraction (eg, using hands-free, slowing down while using a phone), guide the discussion towards better coping strategies (switch phone off and let it take messages, stop in a safe place to return calls, give phone to a passenger).

For more information see "[Driving for Work: Mobile Phones](#)".



Activity Eight: The Vehicle

Aims

- To explore what delegates do when driving a new vehicle
- To explore what delegates do to check their vehicle is safe and road legal.

Learning Outcomes

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

1. Compare their experiences of driving different vehicles and cite some differences between them
2. List several things that they would do when getting into a new vehicle
3. Describe how they would conduct vehicle safety checks

Timing

10-15 minutes

Resources

The employer's vehicle safety check policy and checklist

| Facilitator Activity | Resources | Participant Activity | Learning Outcome | Assessment |
|--|---|--|------------------|--|
| Divide the delegates into pairs and ask them to discuss their experiences of driving a new vehicle for the first time. Ask each pair to share their experiences with the whole workshop. | Slide 26 | Discussion of driving new vehicles. | 1 | Reporting back differences in vehicle types. |
| Ask what they could do to familiarise themselves with a new vehicle before driving off in it. If they don't do these things, ask what stops them. | | Say how they familiarise themselves with a new vehicle. | 2 3 | Delegates identify correct things to check with a new vehicle. |
| <p>Vehicle Checks</p> <p>Ask them to say why they think vehicle checks are necessary, what things they check on their vehicle and what things are the most important to check. Why are these things the most important?</p> <p>Ask if there is anything that stops them doing these checks as often as they should. Following the discussion, show slides of common vehicle checks.</p> <p>If the employer has a vehicle checks policy, summarise it in the slides. If the employer doesn't have one, use the vehicle checklist handout.</p> <p>Show the tyre check scenario and ask delegates what they could do in this situation.</p> | <p>Slide 27</p> <p>Slide 28 Employer's vehicle checklist.</p> <p>Slides 29 - 32</p> | <p>Discuss how to do vehicle checks.</p> <p>Discuss what to do in this scenario.</p> | 3 | Delegates identify correct things to do when checking a vehicle. |
| | | | | Delegates identify good coping strategy |



Facilitator's Notes

Many young drivers find themselves driving larger vehicles, especially vans, than the car they learnt to drive in. It is also becoming more and more common to find new technologies in modern vehicles. This activity explores what to do when driving a new vehicle.

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. Participants often mention that a common experience is being given a set of keys for a van without any accompanying familiarisation or advice on driving it.

Things which drivers can do in this situation include, ask a manager to arrange some vehicle familiarisation training or a colleague who knows the vehicle to go through it, look through the vehicle handbook, do a pre-drive safety check.

Vehicle Safety Check

It's important to do a pre-drive safety check, especially on an unfamiliar vehicle. Many organisations require drivers to do a check once a week, or before long journeys. A simple checklist is provided overleaf, but if possible, use the organisation's own checklist for the activity.

Vehicle Maintenance

Delegates are often able to describe vehicle checks, but are less sure what to do if they identify a fault. They may also know that they are expected to carry out checks on their company vehicles but do not allow time to do so.

Tyre Safety Check Scenario

Jenny has been asked to drive one of the company's vans. She checked it beforehand and discovered that two of the tyres are well below the minimum tread depth. She told her line manager, but he said she must take the van out anyway and they will sort the tyres out later.

Questions

What is Jenny's legal liability if she drives the van?
What can Jenny do in this situation?

Some delegates may say that Jenny should take the van out because otherwise she might lose her job, and in any case now that she's reported the fault, it's not her responsibility. Others may say that she must refuse to take the van out because it's not in a legal or safe condition and she would be the one who got a fine and penalty points on her licence, and she'd be the one at risk of a crash.

Guide the discussion to the conclusion that Jenny must not take the van out. If the line manager insists she does, Jenny could show him the tyres, point out the risk to her and the legal liability for the company, point out the company's policy on safe vehicles, seek help from another manager or a more experienced colleague, and take photos of the tyres for evidence.



Vehicle Checklist

Exterior Check

| | OK | Not OK |
|--|----|--------|
| Windscreen and windows are clean and undamaged | | |
| Wiper blades are clean and undamaged | | |
| Exterior mirrors are correctly adjusted, clean and unobstructed | | |
| Lights, including brake lights and indicators, are clean and working | | |
| Tyre pressures, including the spare (and inner tyres and tyres on a trailer, if applicable) | | |
| Tyre tread, including the spare and inner tyres and tyres on the trailer, if applicable. At least 3.0mm across centre 3/4 is recommended | | |
| No cuts and bulges on any of the tyres | | |
| Doors open and close properly | | |
| Damage to bodywork or sharp edges | | |
| Fluid leaks | | |

Interior Check

| | OK | Not OK |
|---|----|--------|
| Mirrors are correctly adjusted, clean and unobstructed | | |
| Position and function of all the dashboard controls | | |
| Position of driving seat so that all controls can be operated comfortably | | |
| Pressure on brake pedal | | |
| Wipers and washers are working properly | | |
| Fuel level (and type of fuel: diesel or petrol) | | |
| Heating and ventilation systems working | | |
| All seat belts are undamaged and working properly | | |
| Location of wheel brace and jack | | |
| Location and contents of first aid kit and fire extinguisher(s) | | |
| Change for parking or the telephone (or mobile phone or phonecard) | | |
| Luggage is securely stowed and aisles and exits are clear | | |
| Damage or sharp edges | | |
| Emergency equipment (eg, high visibility jacket, torch, warning triangle, webbing cutter) | | |
| All doors are unlocked | | |
| Horn is in working order | | |
| Interior lights are working | | |
| No warning lights lit on the dashboard | | |



Activity Nine: Young Person's Occupational Road Risk Policy

Aims

- To give the participants the chance to formulate a driving for work policy based on their own experiences of driving for work.
- To encourage the participants to reflect on a driving for work policy from the point of view of a manager who is responsible for developing and implementing the policy.

Learning Outcomes

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

1. Write a young person's driving for work policy
2. Consider how they would make sure the policy was followed by the company's drivers

Timing

5 minutes

Resources

Paper and pens for the delegates

| Facilitator Activity | Resource | Participant Activity | Learning Outcome | Assessment |
|---|---|---|-------------------|--|
| <p>Ask the delegates to spend a few minutes writing down some things that they would put in a driving for work policy if they were responsible for producing it, and how they would make sure drivers followed the policy. The policy should include things which they think would help them, based on their knowledge and experience.</p> <p>Stress that all suggestions will be anonymous.</p> <p>Write their suggestions on the flipchart.</p> | <p>Slide 33</p> <p>Paper and pens for the delegates</p> | <p>Write a driving for work safety policy</p> | <p>1</p> <p>2</p> | <p>Young person's driving for work safety policies written and collected</p> |

Facilitator's Notes

This task encourages the delegates to consider the point of view of someone who is responsible for producing and implementing a driving for work policy.

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

Include their suggestions in the feedback report you give to the employer following the workshop.



Activity Ten: Employer's Activity

Aims

- To address a specific concern that the employer asked to be included in the workshop.
- To allow the workshop to be more relevant to an employer's needs.

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 should do and what they actually do with the issue

Timing

5-10 minutes

Resources

Flip chart

| Facilitator Activity | Resource | Participant Activity | Learning Outcome | Assessment |
|---|----------------------------|-----------------------|------------------|------------------|
| <p>Introduce the topic and explain that they are going to discuss it as a 'circular response'. Put a question about the topic to the workshop, and ask the first delegate to give an answer.</p> <p>Then ask person sitting next to the first person to repeat the answer and add their own. Repeat this until everyone has given an answer.</p> <p>Write the answers on a flipchart.</p> | Slides 34 – 37 as required | Contribute a response | 1 2 | List compiled. |
| Lead a discussion about the answers, either by asking participants to expand or prioritise the points, or to say whether they do specific things on the list or what stops them if they don't. | | Discuss the list. | 3 | Relevant answers |

Facilitator's Notes

If the employer has requested a specific topic for this activity, insert any necessary slides and delete the slides about vans and speed as necessary.

If the employer does not request a specific topic, use the vans and/or speed slides as required.



Driving Vans

The question put to the participants was to list the differences between driving a van and a car, and whether any of the differences increase risk. The aim is to help the delegates understand the main differences, how they affect risk and how they should adapt their driving.

For example:

- Vans are larger and longer than cars, so more care is needed when turning corners.
- Vans have different speed limits on some roads, such as motorways.
- Vans do not have an interior rear view mirror (except on small car-derived vans)

Speed

The question put to the participants is to list reasons why people speed. The responses given often show that many young drivers identify seeking excitement and sensation as causes of speed, but also work schedule pressures or conflicting goals, such as getting home quicker and getting home safely. There is also evidence that people driving their own vehicles for work have fewer collisions than those driving company vehicles.

Some participants had got into the habit of ignoring speed limits but could not cite a specific reason for doing so. One approach 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.

Ask the delegates to consider the following tips for ways of not inadvertently speeding, and say whether they find them useful and if they can think of ways to apply them.

- 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

Encourage delegates to suggest their own tips.



Activity Eleven: Scenarios

Aim

- To encourage the delegates to reflect upon situations in which they may find themselves and give them the opportunity to apply what they've learnt in the workshop to actual scenarios.

Learning Outcomes

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

- List safer solutions to different scenarios
- Compare their solutions with their peers
- Determine how to put those solutions into practice

Timing

10-15 minutes

Resources

["What if ..." scenarios handout](#)

| Facilitator Activity | Resources | Participant Activity | Learning Outcome | Assessment |
|---|----------------|--|------------------|--------------------------------------|
| Show the slides with the "What if..." scenarios. Each illustrates an example of poor practice. Ask the delegates to discuss between themselves what they would do in that situation. | Slides 38 - 41 | Discuss what they would do and compare solutions | 1 2 | Discussion on each of the scenarios. |
| If a delegate concludes that there are reasons why they cannot do the right thing, ask the rest of the group to suggest ways of overcoming them, or to present a different perspective on the situation. Try to guide the delegates towards the conclusion that their employer can help. | | Discuss what prevents them from driving safely. | 3 | |

Facilitator's Notes

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. In the pilot workshops, four different 'What if' scenarios were used:

What if ...

- You were sharing a lift with a colleague and they were pushing 100mph on a motorway
- You had several drinks on a night out for a friend's birthday. It is the morning after and you're due to drive for work
- your alarm clock did not go off in the morning and you are late for work
- you start to feel very tired on a long drive

Facilitators may prefer to use their own scenarios, but try to make them relevant to work-related driving, such as a job over-running and having to fit a tight schedule into the rest of the day.



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

Responses often revolve around the feeling of safety with delegates saying that they would not do anything if they 'felt safe'. In this case, challenge the perception of safety at high speeds by asking the delegates to explain what makes them feel safe when sharing a lift and to consider what would make them say something about another person's driving.

Some delegates may say they would ask the driver to slow down, or if they felt that this would make the situation worse, ask them to stop at the next services and voice their concerns then. Some delegates may suggest they would present the consequences of being caught by the police as a way of asking a driver to slow down rather than directly suggesting that they were uncomfortable with the way they were driving.

Sometimes delegates say they would ask a younger driver to slow down, but not a senior colleague because they believe there would be consequences for doing so.

What if you had several drinks on a night out for a friend's birthday. It is the morning after and you're due to drive for work

A common response is 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, encourage delegates to share examples of when they have done this.

Although there is often debate about how much they would drink the night before, some delegates say that if they felt fine they would drive. When this happens, other members of the group often question whether they would still have alcohol in their system. If this does not come from the group, the facilitator should ask whether 'feeling fine' and not having any alcohol in your system is the same thing.

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

Quite often delegates joke that this is a frequent occurrence. Many delegates report that if they were only a few minutes late, 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 often report that they would be late anyway and not try and rush to make up the time.

When delegates would try to make up the time, this is often because they fear negative consequences for being late. In this case, encourage them to reflect upon whether being five minutes late for work due to an issue out of their control is as severe as they perceive, and how they prioritised getting to work safely and getting to work on time.

What if you start to feel very tired on a long drive?

Delegates may suggest a number of things which are not effective, such as turning up the air conditioning, opening a window, turning up the music. The only effective way to counter tiredness is to find somewhere safe to stop, have a couple of cups of strong coffee followed by a 15 – 20 minute catnap. But even this is a temporary measure; sleepiness will return if the driver does not stop driving within a fairly short period of time. It is crucial that drivers plan journeys, especially long ones involving driving on motorways or other monotonous roads, to avoid this situation.



Concluding the workshop

Aim

- To summarise the aims of the workshops and what they have done today.

Learning Outcomes

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

- List what they think makes a 'safe driver'
- State one key point they will take away and one thing they will do to improve their driving

Timing

5 minutes

Resources

Flipchart and pen
Workshop Evaluation form

| Facilitator Activity | Resource | Participant Activity | Learning Objective | Assessment |
|--|-----------------------------------|--|--------------------|---|
| What makes a safe driver? Ask the group to shout out what they think makes a 'safe driver'. Write the answers on a flipchart and compare them with the list from the start of the workshop. Briefly discuss key differences. | Slide 42 Flipchart and pen | Express their thoughts. | 1 | List compiled. Several participants contributed to the list. |
| Reflection Ask each delegate to write one key point they will take away and one thing they will do to improve their safety as a driver. | Slide 43 | Write down key learning points | 2 | Key Learning points are relevant. |
| Conclusion Use comments from the activities to highlight the following: <ul style="list-style-type: none"> There are differences between driving for work and driving for other reasons But, situations and risks found when driving for work can be anticipated. Simple coping strategies reduce the risk Your employer can provide support | Slide 44 | | | |
| Evaluation Give each delegate the Evaluation Form and ask them to complete it before they leave. See page 4 for instructions. | Slide 45 | Complete the Evaluation Form | | Evaluation Forms completed |

Facilitator's Notes

What makes a safer driver?

This is a repeat of the very first activity. Highlight the differences between the two.

Reflection

It is useful to include the list of key points (anonymously) to the employer in the feedback report.



Useful Websites

RoSPA Road Safety

www.rospace.com/roadsafety

RoSPA Driving for Work Resources

www.rospace.com/road-safety/resources/free/employers/

RoSPA Fleet Safety

www.rospace.com/drivertraining

RoSPA Advanced Drivers and Riders

www.roadar.org.uk

Occupational Road Safety Alliance (ORSA)

www.orsa.org.uk

Scottish Occupational Road Safety Alliance (ScORSA)

www.scorsa.org.uk

Driving for Better Business (DfBB)

www.drivingforbetterbusiness.com/

Think Road Safety

<http://think.direct.gov.uk/>

The Highway Code

<https://www.gov.uk/guidance/the-highway-code>

Department for Transport

www.dft.gov.uk

Driver and Vehicle Licensing Agency (DVLA)

www.dvla.gov.uk

Highways England

www.highways.gov.uk

Road Safety GB

www.roadsafetygb.org.uk/

Road Safety Scotland

www.roadsafetyscotland.org.uk/

Road Safety Wales

www.roadsafetywales.co.uk/





accidents don't have to happen

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