Final Evaluation Framework for Self-Evaluation of Young Driver Interventions

October 2015
Commissioned by Transport Scotland

ODS | CONSULTING

SDSA - Final Evaluation Framework

About this framework

1.1 This is an outline evaluation framework for Safe Drive Stay Alive (SDSA) and similar young driver educational interventions in Scotland.

1.2 This framework forms part of a wider evaluation support project commissioned by Transport Scotland and conducted by ODS Consulting. The support project had two elements. Firstly, it involved a brief evaluative study of SDSA and the Edinburgh Young Driver's Initiative (EYD). This study explored the evidence of outcomes of SDSA, and practitioner experiences of evaluating interventions. It involved gathering the views of coordinators, teachers and young people in three case study areas, as well as a literature review, and secondary analysis of existing data (including an independent study of SDSA Central).

1.3 The second element of the evaluation support project was the development of this framework. The framework has been informed by the evaluative study of SDSA, experiences of practitioners, and the expertise of the independent evaluator carrying out the evaluation support project.

1.4 The final report of the evaluation study and this framework should be viewed as companion documents.

1.5 The framework has been designed to support those involved in the delivery of SDSA or similar approaches to carry out their own evaluation activity. A number of specific tools have been included as appendices. The framework is not intended to be prescriptive, but provides suggested outcomes and tools that those involved in interventions should review and adapt. Practitioners are encouraged to use the most useful sections, and adapt tools as appropriate.

Evaluation principles

1.6 This framework is underpinned by three key evaluation principles. It is intended that self-evaluation of young driver interventions should be:

- **Outcomes focused** – This framework sets out a range of specific outcomes (intended changes) that young driver interventions may focus on bringing about. These are set out as a simple logic model[1].
- **Proportionate** – A basic principle of evaluation is that it should be proportionate. This framework takes into account the scale and nature of current young driver interventions, and SDSA in particular.
- **Practical** – This framework provides a simple, practical set of tools which will support practitioners to gather and analyse evidence about the short to medium term outcomes of SDSA and similar interventions.

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[1] As proposed by the TRL report: TRL Young Driver report, Kinnear, N. et al (2013) *Novice drivers: Evidence Review and Evaluation*, Transport Research Laboratory [online]

What is evaluation and why is it important?

1.7 Evaluation helps us assess whether or not a project, programme or an organisation has achieved its intended outcomes.

1.8 Evaluation is a process. It is usually systematic, and involves:

- gathering information;
- interpreting it; and
- drawing conclusions.

1.9 It sometimes involves:

- comparing evidence about the situation before and after;
- comparing different approaches; or
- considering the extent to which specific outcomes have been achieved.

1.10 For young driver interventions, evaluation can help those involved:

- understand the difference being made, and the extent to which intended outcomes are being delivered;
- explain the difference being made – to those involved, existing or potential funders;
- consider the value being provided by the approach – to allow decisions to be taken about future funding; and
- improve impact and effectiveness – by setting out what has worked well, and what hasn't.

Evaluation language

1.11 Sometimes the language around evaluation can be complex. The table below shows a list of words used in evaluation, and what they mean. It is useful if those working together on evaluation use simple language, and have a shared understanding of what it means.

Term	Meaning
Evaluation	A process to explore and assess the impact of a project or approach. It involves gathering and analysing information.
Monitoring	A process of gathering information on the activities carried out and the difference made.
Outputs	The main deliverables from activities – such as the number of young people taking part in an intervention.
Outcomes	The change that an intervention will or has brought about – focusing on the change for the young people involved.
Impacts	A broader way of describing outcomes. Often this means the wider changes brought about by an intervention – perhaps in the longer term. Often these are outcomes which are more difficult to attribute to a particular project during an evaluation, as they are often influenced by a very wide range of factors.

Indicators	What is being measured to understand whether a change has happened.
Evidence	The information that will inform the evaluation.
Quantitative evidence	Number based information – this can relate to outputs (such as the number of people taking part), views (such as the number of people who rated an event useful), or outcomes (such as the number of people demonstrating a change in attitude).
Qualitative evidence	Descriptive information, sometimes referred to as softer information – such as views, experiences, or examples. Often these are rich sources of evidence, which can improve our understanding of experiences, outcomes, and what has contributed to these.
Primary evidence	This is evidence you will gather directly. For example, through a survey with young people.
Secondary evidence	This is evidence gathered by others. This might include road safety statistics, or research undertaken by others about similar approaches.
Baseline evidence	This is evidence you gather ideally before an intervention has been delivered. Therefore, if you gather similar information afterwards, you can compare the findings before and after the intervention and hence assess to what extent and whether the outcomes may have been achieved.
Logic Model	This is a visual or text based tool used by people planning or evaluating programmes to set out the outcomes they intend to bring about, and how they plan to measure their progress.

Planning evaluation work

1.12 Before beginning an evaluation, you should ideally:

- **Engage wider partners** in discussions to agree the scope and focus of the evaluation. This might include funders or potential funders.
- **Agree the intended outcomes for the programme**. This framework sets out potential intended outcomes, but you may wish to prioritise some of these, or amend them for your own programme.
- **Identify a set of specific evaluation questions**. These are not the questions you will ask people, but the questions you hope to be able to answer at the end of your evaluation. Again, a core set of basic evaluation questions are set out in this framework. You may wish to add to this list, or change these to reflect the specific focus you are looking for.
- **Agree evidence sources, and methodology**. Your approach should draw information from relevant sources, and if possible, different sources. It is also useful to gather both quantitative (number based) and qualitative (views, opinions, and softer) information during your evaluation. This framework includes a set of core evaluation tools which would allow you to achieve this (see Appendices).
- **Consider whether you need other support** - It is often valuable to seek expert advice from an experienced evaluator. This might be

someone from within your own organisation, or from an independent organisation.   There is also written guidance and advice which could help you plan your evaluation.

1.13 In choosing your approach you should consider:

- **How the evaluation will be shared and used** - Who are your main audiences for the evaluation results? How will you disseminate your findings? Answers to these questions should influence the format of reporting.
- **The skills and resources you have available** - You need to be practical about the time, skills and access you have to research participants, and develop your approach to evaluation accordingly.
- **Ethical issues** - In particular, it is important to ensure that: those taking part in the research understand its purpose and how their views will be used; people are treated sensitively; and the research does not adversely impact on those involved.

Evaluation roles and objectivity

1.14 Those involved in the development and delivery of an intervention often have very valuable experiences which can strengthen an evaluation. But all researchers have to be aware of how their own beliefs or experiences may influence the design and delivery of evaluation work, and this is especially important for those who are close to the intervention or programme being evaluated.

1.15 You should be mindful of the need to be as objective and 'independent' as possible when approaching the design of your evaluation. This means:
- Avoiding unnecessary leading questions – this is a question that suggests a particular answer, seeks confirmation of something the researcher believes they already know the answer to, or assumes something as fact that isn't. Such questions can influence the answer a respondent gives. Where possible, you should ensure questions avoid overly suggesting anything. For example, instead of asking "You enjoyed the event, didn't you?" you might ask "To what extent did you enjoy or not enjoy to event?"
- Being aware of your own bias, and working to ensure this does not skew the focus or approach to the evaluation. For example, you might naturally tend towards focusing too much on particular issues because of your own interests or experience. Having clearly agreed evaluation questions and involving wider partners will help you achieve objectivity at the planning stage.

1.16 If you are engaging directly with participants (for example, carrying out a focus group), it is also important to reinforce the need for them to be honest with you – sometimes participants are less likely to tell you about negative experiences, if they know you are closely involved in the intervention. One way of doing this is to inform participants that any comments they make will be recorded

anonymously, and that no individual participants will be identifiable in any evaluation reports.

Evaluation questions

1.17 Future evaluation of SDSA should begin with a clear set of evaluation questions. These are the questions you want to be able to answer at the end of your evaluation. They should ideally relate to the outcomes being delivered, and gather lessons which can inform the future development of your approach.

1.18 The following overall evaluation questions are proposed for SDSA:
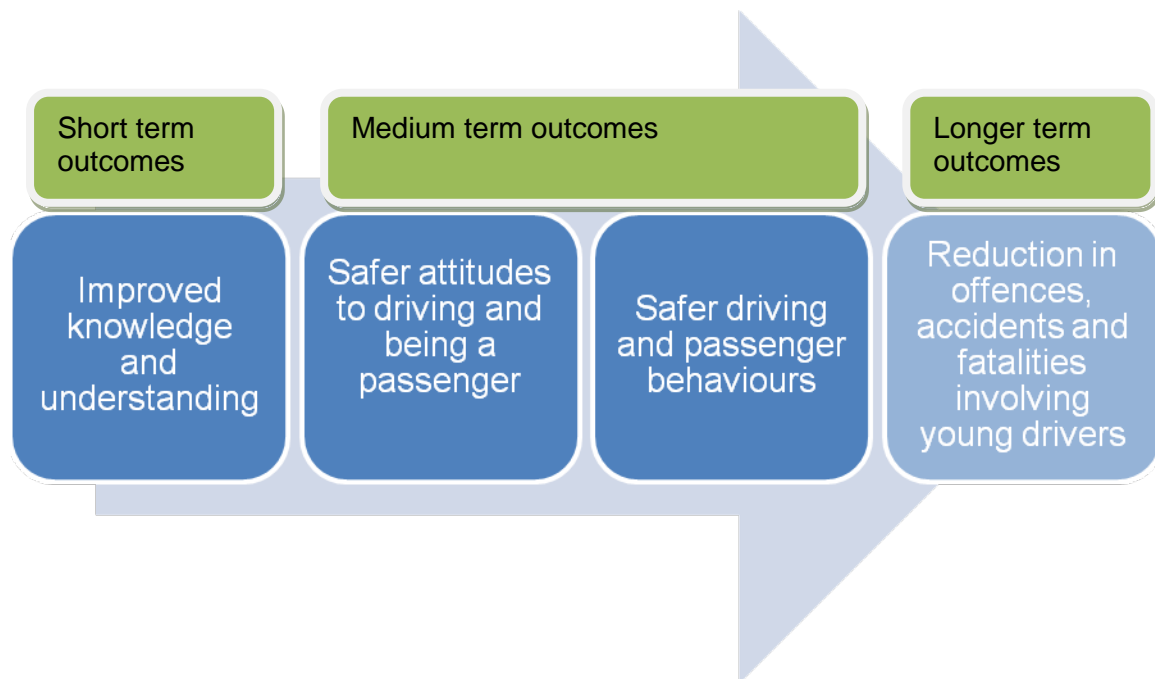
Suggested SDSA evaluation questions

- To what extent has the programme brought about the outcomes we intended?

- What has worked well about delivery?

- How could delivery and impact be improved?

Intended outcomes

1.19 This section sets out some examples of outcomes which your young driver intervention may aim to achieve. However, it is strongly suggested that you agree collectively which specific outcomes are priorities for your programme in advance. Outcomes have been categorised using a logic model approach, as set out in the diagram below. A brief explanation of logic modelling is included in the table at 1.10.

1.20 This framework supports self evaluation of the first three stages of the logic model.

Outline logic model for young driver interventions

Short term outcomes	Medium term outcomes		Longer term outcomes
Improved knowledge and understanding	Safer attitudes to driving and being a passenger	Safer driving and passenger behaviours	Reduction in offences, accidents and fatalities involving young drivers

Suggested outcomes for self evaluation

1.21 The table below sets out outcomes which young driver intervention activities are likely to seek to directly influence, based on the recent evaluation study of SDSA. These are only suggested outcomes – and should be reviewed and amended by those involved in planning the evaluations of specific young driver interventions to reflect the main priorities and targets for those activities. At the planning stage it will be important to review which outcomes have already been achieved, and which should be the focus of interventions.

1. Improved knowledge and understanding	2. Safer attitudes	3. Safer behaviours
1.1 Young people understand the prevalence of accidents and fatalities in their age group	2.1 Young people do not want to learn to drive as soon as eligible	3.1 More young people choose to drive at an older age
	2.2 Young people are aware of their increased risk of being in an accident is related to their inexperience and age	3.2 Young people do not take unnecessary risks
		3.3 Young people challenge dangerous driving behaviours
1.2 Young people know about the risks of drinking and driving	2.3 Young people do not think it is acceptable to drink and drive	3.4 Young people do not drink and drive
1.3 Young people understand the impact of distractions on driver behaviour	2.4 Young people want to reduce unnecessary distractions when a passenger or driver	3.5 Young people reduce distractions when driving or as a passenger
1.4 Young people are aware of the consequences of driving too fast	2.5 Young people are conscious about driving at a safe speed and within the speed limits	3.6 Young people observe speed limits

Longer term impacts

1.22 The table above does not include outcomes for the last stage of the logic model – reduction in offences, accidents and fatalities involving young drivers. Longer term outcomes for this aspect of the logic model are likely to include:

- a reduction in driving offences among 17-25 year olds;
- a reduction in road traffic accidents involving 17-25 year old drivers; and
- a reduction in fatalities from road traffic accidents involving 17-25 year old drivers.

1.23 While these are relatively straight forward to measure (using official statistics), it will be extremely difficult to attribute any change to individual interventions, through self evaluation. This framework does not, therefore, include tools to evaluate these impacts.

Suggested self evaluation methods

1.24 Three key methods are proposed to gather evidence about the outcomes delivered by young driver interventions, and to capture lessons which will help improve effectiveness. The reasons for choosing these methods are outlined in the table below.

1.25 In relation to measuring change in awareness, attitudes or behaviour, it is possible to allow participants to self assess changes in outcomes following an intervention (in other words, ask them about how their awareness changed following the intervention) or to gather baseline and follow up information (so that the researcher can compare before and after data). However, there are risks associated with this which need to be considered – such as inaccurate reporting, or a tendency to provide the answers they think are desired by others – including the researcher. This framework primarily suggests using a baseline and follow up approach, with surveys conducted before, immediately after the event (when recollection is likely to be strongest) and after six months (when it is likely that participants will be able to understand the emerging impact of the intervention).

Proposed methods	To explore . . .	Explanation
Surveys - before, immediately after and 6 months after with young participants (a reasonable time after which sustained impact may be understood, but before young people are no	1. Improved knowledge and understanding 2. Safer attitudes - What has worked well and could be better about the event	• Can reach a large number with limited resources • Opportunity for both quantitative and qualitative evidence to be gathered • Can compare knowledge, understanding and attitudes before, after, and over a longer period of time to understand trends • Online survey tools reduce inputting time, help raise

longer contactable through school)		awareness, and allow easy analysis
Teacher survey after events	1. Improved knowledge and understanding 2. Safer attitudes - What has worked well or could be better about the event	• Gathers an outside perspective on outcomes delivered by the event
Discussion groups with young participants when they have passed their driving tests	3. Safer behaviours	• Allows in-depth exploration of driving behaviours, and discussion about relative impact of the intervention compared with other factors

1.26 It is suggested that those involved in SDSA put in place a survey before and after the event, as a minimum. This will allow for the comparison of 'before' and 'after' views, in a robust way. However, evaluation is generally strengthened by gathering evidence in different ways, to test the same outcomes. This allows you to test findings, and explore the extent to which different evidence sources tell you the same things. Generally, people reading a report that uses a mixed methodology will consider the findings to be more robust. Your evaluation may be improved through the use of:

- **Further interviews or discussion groups** – These could be delivered before and after the intervention, with young people and teachers. They could explore outcomes, what worked and what did not, and gather quotes and examples of behavioural change.
- **Case studies** – These are focused examples of an experience. This could explore the changes experienced by an individual young person.
- **Participatory methods** – Such as graffiti boards, films or audio recordings. These can be good methods to gather views from young people during or after the event. By offering a range of fun ways to contribute views and experiences, you may be able to engage more young people.
- **Social media** – This is often viewed as a contemporary and valuable feedback tool. While social media can add rich evidence to an evaluation, it is important to recognise that not all young people will participate in this method effectively, and this may lead to unbalanced findings if relied upon too heavily.
- **Compare findings with official statistics or data sets** – For example, to understand the wider trends in relation to driving license applications or drink driving habits among young people. However, it is very important not to attribute wider changes in these trends to interventions, without substantive evidence that the intervention has been the main cause of the effect. Sometimes, changes may be the result of wider factors, and this needs to be considered and explained.

Undertaking surveys

1.27 Surveys are a well established way of gathering information from a large number of people. They can be:

- Online – increasingly, researchers and road safety practitioners are using software to design, coordinate and analyse surveys;
- In paper form – at an event, or following an event; or
- Participatory – for example, asking people to record answers on charts during an event.

1.28 You need to consider carefully whether your method might be more likely to engage or exclude people with particular characteristics. For example, an online survey will be much less accessible to people who don't have internet access, or are not familiar with completing forms online. Often, the return rates on postal surveys are low, even if you provide pre-paid envelopes. And individual requirements (based on language or disability) will influence how easy some people find it to express or submit their views.

1.29 It is sometimes considered good practice to offer a small incentive (such as entry into a prize draw for a high street shopping voucher or similar) to encourage responses to a survey, and this can significantly increase return rates. Working with others (such as schools) to remind and encourage participants to respond, can also be valuable. Generally, you should offer to allow people to complete a survey in a range of ways – for example, stating that anyone without online access or with specific accessibility requirements should contact you for a different version of the survey, or to complete it by phone.

Sampling

1.30 Often those involved in self evaluation are concerned about the size of sample they need, and how to ensure it will be representative. Generally, the larger the sample the better. With larger samples you can have more confidence in your results as they will be less likely to be influenced by extreme answers in the way that small samples can. In this framework, it is suggested you promote the surveys with all participants to get the largest sample possible. If you chose to use more qualitative methods (such as focus groups), the more people you engage, the better. However, it is more important to ensure a range of different experiences are taken into account in qualitative research. So, we suggest ensuring you have a mix of ages, lengths of time since participating, different geographies and rural / urban characteristics, and that you include people with different equalities protected characteristics which apply to the target group for the programme.

What are protected characteristics?

The Equality Act 2010 brought together separate pieces of legislation relating to equality into one single Act. It provides a legal framework to protect the rights of individuals and advance equality of opportunity for all.

The protected characteristics are:

- Age
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race
- Religion and belief
- Sex
- Sexual orientation

People sharing particular protected characteristics may face different barriers when accessing services and programmes, and may respond differently to particular programmes – including educational programmes. This means it is important to monitor their experiences and outcomes.

1.31 When analysing your findings it is important to consider the extent to which the research participants have been representative of the wider target group for the programme. In particular, whether the size of the sample can be relied on to represent wider views, and whether the profile of participants (including information such as whether they were male or female, and their spread of age) broadly reflected that of the wider target group.

Advice about delivering evaluation methods

1.32 Here are some tips for carrying out your evaluation work successfully:

- Use your agreed outcomes as a basis for selecting relevant survey questions or designing other research tools (such as discussion guides) for your programme or event.
- A baseline survey should be issued to schools before the event, or handed out at the beginning of the event.
- Follow up surveys should be handed out or issued immediately after the event, and again after 6 months.
- Incentives – for example, being entered in a prize draw – can be a good way of encouraging responses.
- Always explain the purpose of the research, and how the information you gather will be treated. Usually you should say it will be anonymous and confidential. Always provide respondents with a contact point, in case they have any queries or concerns about the survey.
- It is generally good practice to test or pilot your questions before starting the main survey fieldwork. For example, you could ask a small group of young people to complete the survey, and give you feedback on how they found the process, and how long it took. This can help identify any problems with the survey, for example misinterpretation of questions or a lack of response on certain questions.
- Remember, you will often need to get permission from the local authority to approach schools and pupils to participate in surveys or focus groups.

You will also need to ensure all those carrying out fieldwork with young participants have appropriate PVG[2] checks.

Analysis and reporting

1.33 Once you have gathered evidence for your evaluation, you need to analyse this, and discuss what it means. During the analysis stage you should:

- Identify key themes or trends.
- Analyse the evidence in relation to each of your evaluation questions.
- Take account of any problems with your methodology.
- Consider "attribution" - the extent to which you can reasonably attribute changes to the specific intervention or programme being evaluated. To do this, you need to carefully consider the potential impact of wider influences on the outcomes you are seeking.
- Try to be as independent as possible.

1.34 Evaluation reports normally include:

- a short executive summary or overview which details the main findings from the evaluation (and a brief overview of the evaluation methodology);
- an introduction or background section;
- a section on the methodology;
- a detailed analysis of evidence about the process;
- a detailed analysis of evidence relating to intended outcomes; and
- a discussion or conclusions section – which summarises evidence in relation to the evaluation questions, considers any issues of interpretation (or drawbacks of the methodology), and draws conclusions or makes recommendations.

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[2] As evidence of the researcher's participation in the Protecting Vulnerable Groups (PVG) Scheme. More information about the PVG scheme is available at http://www.disclosurescotland.co.uk/disclosureinformation/pvgscheme.htm

Sources of further information

1.35 The Scottish Government provides a basic guide to evaluation in community safety. You can access this guide at: http://www.gov.scot/Resource/Doc/254429/0095035.pdf

1.36 An evaluation toolkit is also available on the Scottish Community Safety Network website. You can access this toolkit at: http://www.safercommunitiesscotland.org/publications/effective-evaluation-ods-blake-stevenson.pdf

1.37 RoSPA and the UK Department of Transport have put together a helpful toolkit to support evaluation in Road Safety. You can access the toolkit at: http://www.roadsafetyevaluation.com/

1.38 Evaluation Support Scotland provides advice and support on evaluation. You can access a range of their resources and guides here: http://www.evaluationsupportscotland.org.uk/resources/

Appendices

Here we provide example surveys. These can be used as guides for you to develop your own.

Appendix 1: Example survey with young people to gather baseline information
Appendix 2: Example follow-up survey for young people (use immediately after and
          again 6 months after)
Appendix 3: Example survey with teachers after the event
Appendix 4: Discussion guide for group with young drivers who participated in
          SDSA

Appendix 1: Example survey for pupils – Before event

[Name of organisation] wants to evaluate Safe Drive Stay Alive (SDSA) which you are shortly due to attend. It is targeted at S4/S5/S6 [delete as appropriate] pupils in your area.

This survey gathers information about your knowledge and attitude to road safety, before participating in SDSA. This survey is voluntary, and your views will remain anonymous.

After the event we will ask you to complete another survey, to help us understand the difference the event might have made to you.

We would really appreciate if you could take five minutes to give us your views.

Secondary School	
Local Authority area	

Q1. To what extent or how much do you agree or disagree with the following statements:

	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly disagree	Not sure
I am aware of how many young people in my area are involved in or die in road traffic accidents [1.1]						
I want to drive as soon as I can get a provisional license [2.1]						
I am conscious about my risk of being in an accident when a young person is driving [2.2]						
It is ok to have one drink before driving [2.3]						
I don't think much about distractions – like loud music, or noisy friends - when I am in a car [2.4]						
Using a hand-held mobile phone while driving is distracting [2.4]						
It is sometimes ok to break the speed limit [2.5]						
It is ok to speak out if you feel unsafe as a passenger [3.3]						

Q.2. Overall, how much do you think you need to learn about safe driving?

Potentially a lot – I feel I have a lot to learn	Potentially some – there may be things I don't know about	Nothing really – I already know a lot	Not sure

Appendix 2: Example survey for pupils – After the event

[Name of organisation] wants to evaluate Safe Drive Stay Alive (SDSA), which you were recently involved in.

This survey gathers information about your knowledge and attitude to road safety. This survey is voluntary, and your views will remain anonymous.

We would really appreciate it if you could take five minutes to give us your views.

Secondary School	
Local Authority area	

Q1. How would you rate each of the following aspects of SDSA? (Please put one tick for each aspect).

	Very poor	Poor	Fair	Good	Very Good	Don't know	Not applicable
Information in advance of the event							
Transport arrangements							
Disco							
Real life film footage							
Presentations from friends, family and victims							
Presentations from emergency services							
[Add other elements as required]							

Q2. To what extent or how much do you agree with each of the following statements about the content of the event:

	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly disagree	Not sure
The content was relevant to me						
The event was appropriate for my age group						
The event was good at getting me to think about road safety						

Q3. To what extent or how much do you agree or disagree with the following statements:

	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly disagree	Not sure
I am aware of how many young people in my area are involved in or die in road traffic accidents [1.1]						
I want to drive as soon as I can get a provisional license [2.1]						
I am conscious about my risk of being in an accident when a young person is driving [2.2]						
It is ok to have one drink before driving [2.3]						
I don't think much about distractions – like loud music, or noisy friends - when I am in a car [2.4]						
Using a hand-held mobile phone while driving is distracting [2.4]						
It is sometimes ok to break the speed limit [2.5]						
It is ok to speak out if you feel unsafe as a passenger [3.3]						

Q4. To what extent do you agree or disagree that SDSA has **improved your knowledge and understanding** of safe driving?

Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly disagree	Not sure

Q5.   (a) To what extent do you agree or disagree that SDSA has changed **your attitude to driving**?

Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly disagree	Not sure

(b) If you strongly agreed or agreed, how has your attitude to driving changed?

Q6. (a) To what extent do you agree or disagree that SDSA has changed **your behaviour as a passenger**?

Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly disagree	Not sure

(b) If you strongly agreed or agreed, how has your behaviour as a passenger changed?

Q7. To what extent do you agree or disagree that SDSA has changed **your behaviour as a driver**?

Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly disagree	Not sure

(b) If you strongly agreed or agreed, how has your behaviour as a driver changed?

Q8. Overall, which, if any, aspect of SDSA did you feel was most effective at communicating road safety messages? Please tick one.

Information about the number of accidents in my area involving young drivers	
Disco / glow sticks	
Real life footage	
Presentations from friends, families and victims	
Presentations from emergency services	
[Add other elements as required]	
None of the above	

Q9. What other ways, if any, have you heard about safe driving messages?

Q10. Is SDSA different from any of these other ways? If so, how?

Q11. What, if anything, did you think worked well about SDSA?

Q12. What, if anything, could have been better?

Appendix 3: Example survey for teachers – After the event

[Name of organisation] is currently evaluating Safe Drive Stay Alive (SDSA). This educational event aims to improve the knowledge and understanding of young people, and influence driver behaviour in the longer term. It is targeted at S4/S5/S6 [delete as appropriate] pupils in your area.

We are contacting you because we understand that your school recently participated in the event.

This survey gathers teacher views about the way SDSA is delivered, and your views about its impact. This survey is voluntary, and your views will remain anonymous. It will help us understand the difference being made by the approach, what has worked, and what could be improved. It would be appreciated if you could take five minutes to give us your views.

Date of event attended:	

Q1.   How would you rate the impact of the following aspects of SDSA? (Please put one tick for each aspect).

	Very poor	Poor	Fair	Good	Very Good	Don't know	Not applicable
Information in advance of the event							
Transport arrangements							
Disco							
Real life film footage							
Presentations from friends, family and victims							
Presentations from emergency services							
[Add other elements as required]							

Q2.   To what extent or how much do you agree with each of the following statements about the content of the event:

	Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly disagree	Not sure
The content was relevant to the pupils in my school						
The event was appropriate for the age group that attended						
The event was good at getting pupils to think about road safety						

Q3.   To what extent do you think the pupils improved their knowledge and understanding of road safety through SDSA?

	Significant increase	Some increase	No change	Not sure
Understanding of the prevalence of accidents and fatalities in their age group [1.1]				
Knowledge of the risks of drinking and driving [1.2]				
Understanding of the impact of distractions on driver behaviour [1.3]				
Understanding of the consequences of driving too fast [1.4]				

Q4.   (a) To what extent do you agree or disagree that pupils have changed their **attitudes** towards driving since attending SDSA?

Strongly agree	Agree	Neither Agree nor Disagree	Disagree	Strongly disagree	Not sure

(b)   If you agreed or strongly agreed to Q4 (a), in what ways have you observed their attitudes change?

Q5.   To what extent do you agree that SDSA compliments other Road Safety materials being used with this age group?

Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree	D/k	N/a

Q6.   Overall, what, if anything, did you like about SDSA, compared with other road safety initiatives?

Q7.   How, if at all, do you think SDSA could be improved?

Q8.   Do you have any other comments?

Appendix 4: Discussion guide for group with young drivers who participated in SDSA

[Please note: This is a tool to allow the person carrying out an evaluation to structure a discussion with a group of qualified young drivers who have participated in SDSA. It should be adapted to reflect evaluation goals, and the experience of participants.]

Introduction [To be set out in advance and at the beginning of the discussion by the evaluator]

[Name of organisation] is currently evaluating Safe Drive Stay Alive (SDSA) [and any other programmes being explored]. You are likely to have attended this educational event when at school. SDSA aimed to improve the knowledge and understanding of young people, and influence driver behaviour in the longer term. It is targeted at S4/S5/S6 [delete as appropriate] pupils in your area.

During this discussion we want to gather the views of young drivers about the longer term impact of SDSA, alongside other influences. We are interested to hear about what you think about driving, and the way you drive.

1. Can each of you tell me your name, your age, and when you got your license.

2. Do you remember attending the SDSA event in S4/S5/S6? What do you remember most about the event?

3. Can you tell me about any other road safety education you had at school which covered safe driving? [Probe (after a while): school classes; watching road safety TV adverts; Crash Magnets DVD or online; Your Call DVD and worksheets; Cut It Out DVD and road safety adverts].

4. Was SDSA different from these other approaches? [If so] In what ways?

5. Did you learn anything from SDSA that you didn't know before? [Probe (after initial responses): risks for young drivers; drinking and driving; distractions; driving too fast]

6. Has SDSA influenced your attitude to driving?

7. Can you remember how you or other pupils felt or reacted after the event?

8. In the longer term, would you say the SDSA event has had any lasting impact on your attitudes to driving? If yes, in what way? Why do you think that might be? If no, why do you think this is?

9. What factors have influenced your decision about when to start driving? Did SDSA have any influence on your decision?

10. What do you think have been the main influences on your attitude to driving? [Probe: educational input – like SDSA; driving lessons; watching other drivers; learning from experience].

11. Would you say that SDSA has had any impact on the way you drive? [Probe: taking risks; drinking and driving; distractions; speed limits].

12. Has SDSA influenced how you are as a passenger [Probe: reducing distractions for the driver; challenging dangerous behaviour].

13. Do you think SDSA and other educational approaches could be enhanced in any way to increase their impact on driving behaviour in the longer term?