Annex C

Stakeholder Workshops and Interviews

Report for

Driving Standards Agency

DSA
DRIVING STANDARDS AGENCY
SAFE DRIVING FOR LIFE

frontline
CONSULTANTS

Stakeholder Workshops and Interviews

Report for Driving Standards Agency

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Executive Summary

To inform the development of DSA's strategy to deliver its vision of *Safe Driving for Life,* Frontline held a series of workshops and interviews with stakeholders. DSA recognised the need both to involve its existing networks and to engage a wider range of stakeholders in opportunities to help shape a future focused strategy. The workshops sought views on issues, potential solutions, risks and a vision for success in the future. The views expressed in this document are those of participants and do not necessarily reflect the opinion of the organisation.

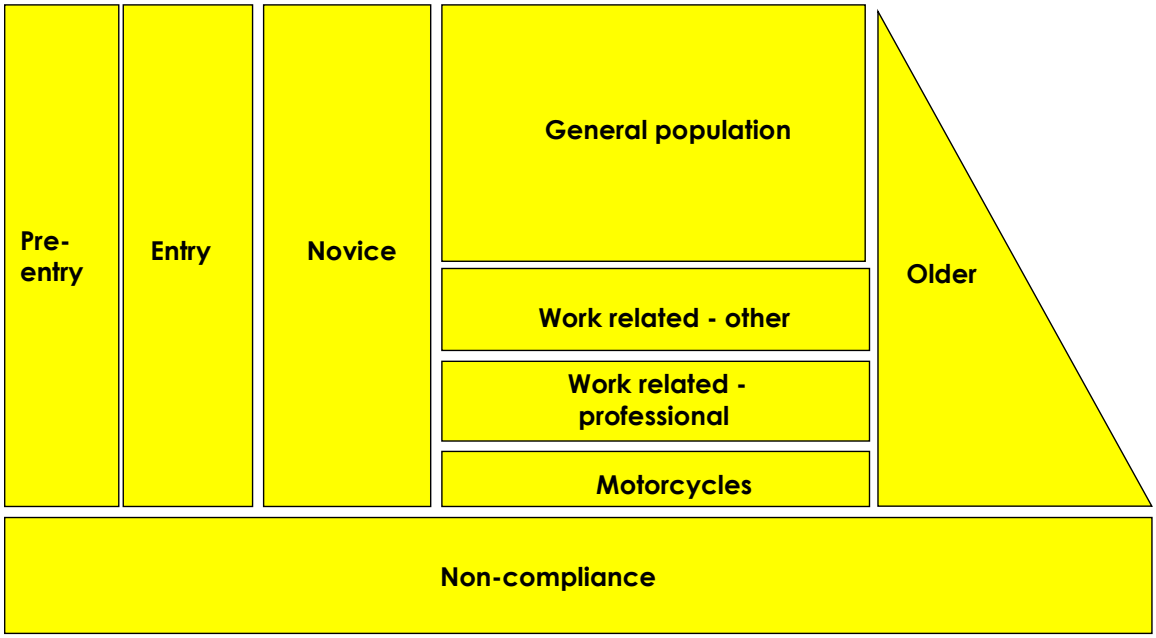
The stakeholders included were a mixture of people and organisations DSA are engaged with, along with new contacts that could help influence DSA's strategy. They include groups with a dual interest in safe driving, eg driving training industry, policy makers, the insurance industry and campaigners, others were sourced taking a broader view of the subject area, eg health professionals, substance abuse experts, groups representing particular segments of the population, such as young people, older people.

The interviews and workshops held in October and November 2006 were designed to ensure;

- specialist topics could be covered in depth
- discussion was generated
- stakeholders had the opportunity to meet others

The number of workshop participants was limited to ensure there were opportunities for meaningful discussion. Some interviews were scheduled after the workshops due to availability, and additional contacts that were suggested in the workshops. These interviews are therefore continuing to ensure people with an interest in, or impacted by, this strategy are involved.

The majority of workshops and interviews were based on specific elements of the 'driver life cycle', ie a segmentation of the driver population, illustrated in the diagram below.



One workshop focused on the industry, which focused on the 'supply chain' (ie driving instructors). A final local economy workshop explored ways for DSA to engage with partners at a local level. In each session issues were identified; while some of these are already well known, the variety of stakeholders added richness to the process, and a range of perspectives were presented. Participants were asked to segment issues according to DSA's ability to influence then and the potential impact on *Safe Driving for Life*. This helped to inform the priority of issues to be addressed.

A variety of potential solutions were also identified which would accelerate realisation of *Safe Driving for Life*. Initiatives suggested included regulation, incentivisation, media campaigns and segment-specific approaches such as providing vouchers for public transport. The key message from all of the workshops confirmed that DSA cannot deliver its vision in isolation. Working with partner organisations is the only way to drive change to deliver the required outcomes in this complex system

Stakeholders were also asked to identify what step change in achievement would look like, ie how do we know when we get there? This revealed interesting results such as the impact on Killed and Seriously Injured (KSI) statistics to redirection of public resources, (eg less pressure on hospitals, police, local authorities) and better standard of living as driving would be more enjoyable. This reinforced the view that DSA's vision is something worth achieving.

A number of themes which were specific to particular segments of the driver lifecycle emerged. In the pre-driver segment the combined influence of parents, school curriculum and the media was identified as extremely important in ensuring the development of a responsible attitude to road safety. The need to raise awareness of good practice and financial benefits arose as a major theme for the work related group. For older drivers, there is consensus around the requirement for an accessible self-awareness and self-assessment methods.

A number of cross-cutting themes were identified as the workshops progressed. One of the key themes was around the need to embed and assess responsible driving attitudes across all driver groups. The importance of effective communication through focused and targeted campaigns was recognised as key in revamping the image of road safety.

The next stage in the process is to use these outputs to develop a 'straw man' proposed model of future DSA. This will be a starting point to lead to an agreed model which DSA will propose to Ministers.

The networks established at the workshop are already at work and the sharing of knowledge and best practice between new contacts has begun, and hopefully will continue as DSA progresses with its strategy.

1 Project Design

1.1 Purpose behind the workshops

DSA commissioned Frontline Consultants to deliver a series of workshops and interviews to engage and garner ideas from a range of external stakeholders to inform the development of its strategy for *Safe Driving for Life*. This constitutes one of the workstreams of the *Raising Driving Standards* programme.

To ensure the development of a robust strategy, participation was invited from a broad range of external stakeholders. These stakeholders included a combination of organisations with whom DSA had previously engaged, and new faces who would potentially be important as the agency shapes its remit to cover *Safe Driving for Life*.

The process of engagement allowed contribution of views about issues and ideas, and later it will involve feedback and validation of proposals. Having now completed this initial stage, we are pleaed to present this report of findings.

1.1.1 Process

The decision around the most suitbable stakeholder engagement process was based around the the following criteria:

Workshop	**Interview**
Topic of shared interest	Specialist topic area
Where group discussion adds value	Senior management
Capture multiple inputs efficiently	To meet demands of diary

1.1.2 Stakeholder groupings

External stakeholder groupings were considered through the segments described below:

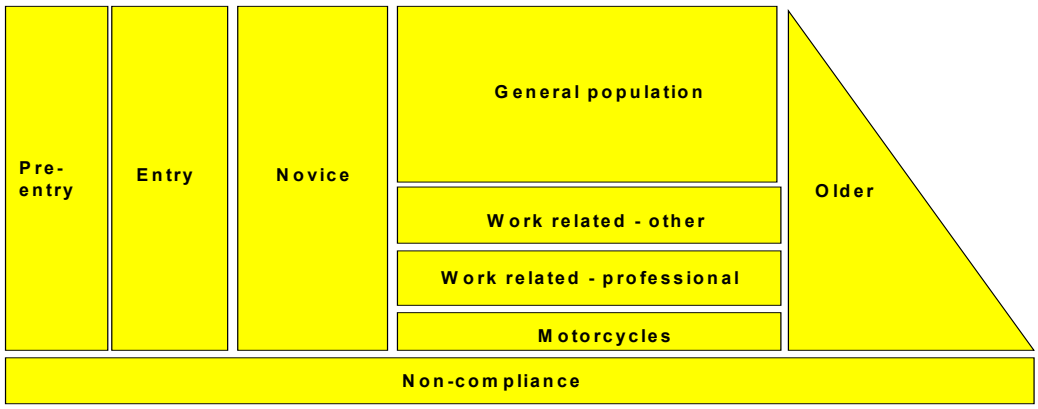
Road Users (and their representatives)	Purpose, eg recreation, work
	Mode, eg car, van, bus, coach, lorry, taxi, motorcycle, cycle, pedestrian
	Age, eg younger, older
	Disability/impairment, eg physical, mental, substance
	Legal status, eg insurance, penalty points
	Region, eg nations
Policy makers	Central and local government departments and agencies including education, criminal justice, environment, health
Road support services	Emergency services – Fire and police
Campaigners and lobbyists	Road safety and wider issue groups
Supply chain	Driver trainers, solutions and infrastructure providers
Industry experts	Academics and researchers

Engagement was sought at a number of organisational levels to ensure that both strategic and operational issues were captured.

1.1.3 Workshop Design

External stakeholders were invited to attend a series of 'market-focused' workshops, based on the driver life cycle. These sessions were designed to take a future-focused view enabling DSA, and other stakeholders, to take a more challenging and better-informed view in developing its strategy, *Safe Driving for Life*.

Segmentation of driver population and lifecycle



For the purpose of the workshops, it was decided to focus on a number of key segments. The segments that were focused on were as follows:

- Pre-driver education (pre-entry)
- Learner driver (entry)
- New qualified driver (novice)
- Work related driving (other, ie non-legislated)
- Older driver (older)
- Driver training and retesting (non-compliance)

An additional workshop (instructor training) was held which focused on the role of learning as a 'supply chain', linking that objective and the millions of drivers on the road.

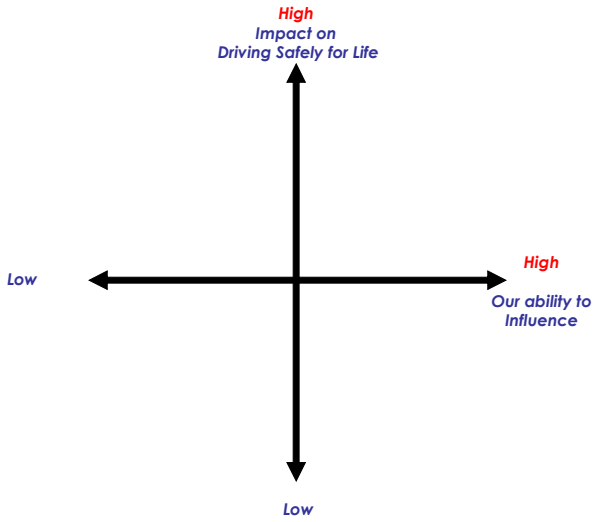
A further workshop (local economy) was held in Nottingham, home to DSA headquarters. This aim of this workshop was to understand how DSA might work more effectively with partners at a local level to deliver *Safe Driving for Life*.

The workshops were positioned to promote discussion of the issues from a broad range of perspectives. They did not aim to identify 'ownership' of the problem or solutions. Nor was it intended that these workshops would represent comprehensive input from all stakeholder groups; rather a small number (15 max) of stakeholders were invited to join in meaningful and highly participative discussion.

A number of tools and techniques were used to engage stakeholders and to ensure that workshop outputs were comparable.

Tools included:

- Mind maps – we presented stakeholders with draft mind maps which they validated and added to
- Impact/influence diagrams – used to identify issues which would have a high impact on *Safe Driving for Life* and understand DSA's ability to influence each of these



Discussions also established:

- How we would know when step change has been achieved
- Accelerators – what solutions might help us to achieve this step change
- Brakes – what might be the constraints that would slow or halt this change taking place

1.1.4 Workshop findings

The following section details workshop findings, focusing on issues identified and potential accelerators and brakes which could affect progress. A sample agenda and attendee lists are attached at Appendices 2 and 3 respectively.

1.1.5

Interview design

Interviews were conducted using a semi-structured approach, allowing for broad range of discussion to identify key issues and potential solutions. Interviews were conducted both face-to-face and by telephone to suit the requirements of the interviewee. The list of interviewees is shown in Appendices 5 and 6.

2 Themes

This section summarises the themes that emerged from the workshops and interviews. They are presented:

- by segment in the driver lifecycle
- cross-cutting themes

2.1 Driver Lifecycle

2.1.1 Pre-Driver

Parental and peer influences are very significant in the formative years of childhood, from the moment the child has awareness of the behaviour of those around him. It is important that this is understood and that positive messages about road safety are disseminated early. While lack of access to the school curriculum is seen as a challenge, there is a strong will to find imaginative ways of engaging with young people. There is an indication of existing good practice, eg delivering programmes to schools in some areas; however, this is fragmented and there is an absence of sharing of this good practice.

2.1.2 Learner driver

The skills involved in controlling a vehicle can be taught and assessed objectively, but it is the 'higher order skills' and attitude when behind the wheel that are the key to safe driving, and there are no objective tests for these. Learners must understand the responsibilities that holding a licence brings.

Assessment of safe driving is difficult – from learner drivers through to older drivers. The driving test should not be seen as an end point in the learning to drive experience, although it is viewed as such by many. There is support for ongoing assessment of driving skills, what this support might look like varied across stakeholders. Suggestions included:

- Self-assessment
- Online
- Automated
- Compulsory
- Incentivised by insurance, or
- Different for offenders, older drivers, newly qualified

Most view compulsory assessment as a backward step, ie safer driving should be seen as a positive choice, not another set of hurdles to jump over.

2.1.3

Newly qualified drivers

The attitudes and beliefs of people at the 'pre-driver' stage have a major impact on how they behave as newly qualified drivers.

The extent and nature of their driving experience will determine how well they drive, ie the more hours driving experience in a variety of weather conditions, on different roads at different times should produce a better driver. There are initiatives proposed, eg graduated licensing, and in place, eg Pass Plus to encourage/enforce newly qualified drivers to have some additional experience of driving before they are launched into night time and motorway driving; however, the results or evidence to support these is not compelling.

2.1.4 Work-related driving (unregulated)

Although 1 in 3 KSIs (killed and seriously injured) appears to occur during work-related driving, understanding of the issues and risks is under-developed, and there is no overt direction from any area of central government, ie no problem owner to push this forward. While there appear to be a few examples of good employment practice, the development of employment policies in this area appear to be at an early stage.

2.1.5 Older drivers

The decision to give up driving has a very significant impact on lifestyle and sense of personal worth, and maintaining mobility, ongoing education and access to driving is the first priority. While most people recognise when the time has come, the transition can be difficult and support is needed in promoting self-awareness and accessible self-assessment. Enforced surrender of a licence should only be used as a last resort and the provision and accessibility of support to drive safely improved.

2.1.6 Instructor training

Characterised by a large number of small scale operators in a market that is perceived as saturated, there is recognition of the need for change towards an increasingly professional industry with an increased business focus and well developed continuous professional development, as a route to greater respect and status. The fragmentation of the driver training industry was viewed as a problem to be addressed, and the 'professionalism' of instructors seen as part of the solution.

2.2 Cross-cutting themes

2.2.1 Social responsibility and compliance

There are important cultural drivers that lead to good citizenship or non-compliance. While some behaviours such as drinking and driving have broadly been agreed as unacceptable, attitudes to speed, for example, have not. Attitudes to safe driving need to be addressed, and the link needs to be made between attitude and behaviour. If people have the 'right attitude' towards safe driving, this does not automatically translate to driving safely because of the underlying 'it won't happen to me' viewpoint. The objective of safe driving being perceived as a positive social attribute was a recurrent theme throughout.

Despite its complexity, substantial benefits are seen in successfully engaging drivers who operate outwith the system. There is a downward spiral for people who lose their licence, then find it difficult to get insurance, cannot afford the driver improvement courses offered, etc. This raised issues about enforcement and the relative scale of financial 'costs' of non-compliance.

2.2.2 Communication and public engagement

Road safety campaigns are seen as 'boring', and messages need to be designed to reach particular segments of the community through channels and, in language, that is meaningful to them. There appears to be a level of public tolerance to the level of road casualties. For all groups there is a lack of awareness in what constitutes safe driving, and what are the skills, knowledge and attitude required. Has this been defined or is it assumed that passing the test is the only requirement for safe driving? The majority of citizens are law abiding and responsible, but need to know what is expected from them. If aware, they would regulate their driving, eg the impact of speeding, what to do if their eyesight is deteriorating, etc.

2.2.3 Incentives and the insurance industry

From newly qualified driver onwards through the driver lifecycle, insurance incentives are viewed as better options than regulation, ie carrot instead of stick. The problem is that in order to provide insurance incentives, the insurance industry needs evidence that initiativisation will affect road safety, as they require a return on this investment.

2.2.4 Understanding the problem

While there is a wealth of research, this is not visibly applied to inform priorities and drive the practical business of 'Safe Driving for Life'. Many individuals and organisations are conducting research; however, there is a lack of analysis and co-ordination of this work.

2.2.5

DSA operating in a dynamic system

Given the complexity of driver safety, it will not be possible for any one agency to deliver solutions in isolation. There is a real need and appetite for partnership working with the organisations that participated in the workshops. There was a favourable response to DSA initiating contact and seeking the involvement of a wide range of bodies in this process.

However, it was noted that partnership working poses some key challenges in terms of prioritisation and workloads, etc.

Building on these themes, we now develop the issues and proposed solutions that emerged from the stakeholder workshops (Section 3) and interviews (Section 4).

3 Issues and Proposed Solutions – Workshops

This section develops the workshop themes and emerging solutions, taking each workshop in turn.

3.1 Workshop scope

The workshops were used to identify the issues, accelerators and brakes identified by stakeholders in relation to each of the seven segments for achieving *Safe Driving for Life*. In the context of the workshops, *accelerators* may be defined as actions which could contribute to achieving success more quickly. Conversely, *brakes* may be defined as barriers/obstacles which could delay/prevent achievement of success.

3.1.1 *Safe Driving for Life* – a vision of success

Each workshop was also asked to identify what successful delivery in relation to *Safe Driving for Life* could look like. As the workshops progressed, it became clear that there was a high degree of commonality of successful outcomes across the range of subject areas, and these are summarised below:

The themes are segmented into four broad areas with significant impact for GB - *safety, economic, social* and *environmental.* Many of the outcomes below will have benefits in two or more areas, and will ultimately reflect improved safety on GB roads.

Safety	***Economic***
GB acknowledged as an **international leader** in road safety	Safer driving leads to a **reduction in insurance** claims, and consequently premiums
Fewer road traffic accidents **resulting in a significant** reduction in the number of people killed or seriously injured **on our roads**	Safer driving **reduces drain on public resources** (NHS, emergency services) allowing them to be redirected to other priorities
Large numbers of drivers participating in **lifelong learning**, voluntarily undertaking advanced driver programmes and enabling safe driving	More efficient driving **reduces outlay** on fuel and maintenance
Older people drive **safer for longer**, supported by a robust assessment system	Fewer accidents **reduces congestion** and reduces time spent on roads
Significant increase in **partnership working**, at both the national and local level	Employers recognise the impact safe driving can have on their **image and brand** and their **bottom line**, leading to healthier and happier staff and delivering a positive economic return
Positive attitude towards road safety, with all – and especially young – drivers taking **pride in safe driving**	Dramatic improvement in work related road safety leads to more self-regulation and a **reduced role for government**

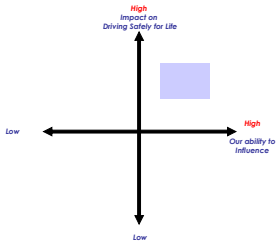
Social	*Environmental*
Fewer driving offences are committed, **reducing convictions** and freeing up court and prison resources Safer driving leads to an **enhanced driver experience**, reducing stress and making people feel happier and healthier Speeding is as **socially unacceptable** as drink driving Local authorities dedicate **fewer resources to road safety** and traffic calming **Urban realm improvements lead to more walking** and increased sense of community Sub-groups of drivers – and young drivers in particular - are **not stigmatised** Safe driving is included throughout the **national curriculum**	Safer driving leads to more efficient driving, **reducing fuel consumption** and helping to achieve target **reduction in CO2** emissions

The following sections provide detailed analysis of outputs from each workshop.

3.2 Pre-Driver Education Workshop

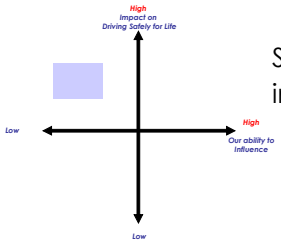
This workshop examined delivery of road safety education to children and young adults.

3.2.1 Issues



Stakeholders identified the following high impact issues, where DSA's ability to influence was perceived as high:

- **Parental engagement** – as important role models tailored road safety messages should be targeted at this group
- **Media engagement** – another key influence on this group, this channel needs to be effectively managed to ensure desired impact is achieved. More accurate reporting of accidents in the press along with increased coverage of 'good drivers' could offer quick wins
- **Status of road safety** – at present, road death statistics in the GB are perceived as acceptable and there is a lack of awareness about the vulnerability of children in particular



Stakeholders identified the following high impact issues, where DSA ability to influence was perceived as low:

- **Identification of global best practice** – lack of awareness of comparable countries' (eg Australasia and America) approach to pre-driver education; uncertainty around EU standards in this area. Potential to introduce international good practice into GB, but there is acknowledgement that schemes do not always translate effectively

- **Fragmented approach** – responsibility for road safety does not lie with one organisation. Consequently, many different government departments/agencies run individual programmes with no single co-ordinating arm

- **Space on the national curriculum** – a high priority but difficulties around developing high quality material and space on an overcrowded curriculum identified as barriers

- **Social influence** – this group is heavily influenced by the media (eg motor programmes, motor sport coverage, gaming industry, portrayal of accidents in soaps and news). These groups have a social responsibility to ensure that they communicate a appropriate messages to this group

Additional issues identified include:

- **School Curriculum** – a wide range of issues were identified:

  - **starting age** – what is the most appropriate age to introduce road safety education?
  - **communication channels** – which channels are most appropriate (eg road safety officers, head teachers, parent teacher associations, governors, local business)?
  - **excluded children** – accessing and influencing this group represents an additional challenge

- **Role of road safety officers** – these individuals potentially have a central role in linking the local government road safety agenda with schools, parents, driving instructors and industry groups. As yet this role has not been defined

- **Identification of best practice in Great Britain –** limited knowledge of best practice and success stories. A number of local authorities are known to be active in this area, but there is a lack of evidence around effectiveness of schemes.

- **Role of instructors** – lack of awareness and clarity around the role of instructors in communicating with this segment

3.2.2

Accelerators

- **Consolidate effort** – more emphasis on partnership working in delivering road safety campaigns/programmes. Potential for DSA to take a central role in validating material used

- **Design and deliver road safety programmes** – it is within the DSA sphere of influence to design a method for delivering road safety programmes which could be implemented across the range of age groups across GB

- **Influence parents** – effective use of media/marketing to raise awareness and appreciation among parents

- **Introduce mandatory education** – road safety included as part of the citizenship agenda at schools

- **Incentivise schools** – potentially managed through OFSTED, and might include the use of key performance indicators

- **Maximise peer influence** – positive peer influence should be encouraged. There is an issue around identifying an influential peer who children would pay attention to

- **Raise profile** – currently perceived as boring, the subject of road safety is need of a 'make over'. A new image needs to be projected to the media and public, potentially including the use of a national driving icon

- **Tackle behavioural change** – a need for an intervention to address attitudes of 16 and 17 year olds towards road safety before they go forward for the driving test

- **Increase awareness** – ensure that the public are more aware and informed about causes and numbers of accidents and road deaths

- **Introduce parent learner agreements** – already popular in the USA and advocated by RoSPA in GB, this agreement is a contract between parents and their child to ensure that the newly qualified driver adheres to certain driving conditions

3.2.3 Brakes

- **Risk associated with partnerships** – inherent risk of partnership working is that is does not translate to positive outcomes in the real world

- **Conflicting agendas** – there is potential for DSA priorities to conflict with other organisations' agendas

- **Maintaining momentum** – road safety is seen as one of many issues competing for attention from this group; there is a real challenge around keeping this subject at the forefront and continually building on improvements

- **Lack of enforcement** – it will be difficult to influence people to conform if offenders are not punished appropriately

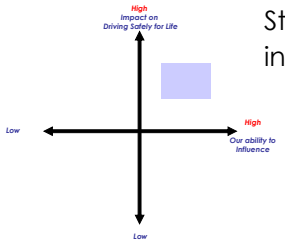
- **Lack of profile** – road safety is not perceived as a high profile issue; the consequences of poor road safety (ie deaths and injuries) appear to be tolerated by society

- **Media stance –** at present the media is not proactive in showing negative impacts of dangerous driving, etc

3.3 Learner Driver Workshop

This workshop examined issues concerning learner drivers; this group is predominantly composed of young adults (aged 17-19) who are preparing for driving tests.

3.3.1 Issues



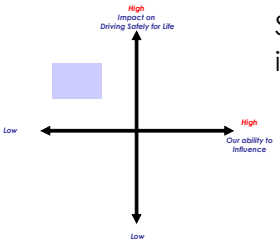
Stakeholders identified the following high impact issues, where DSA's ability to influence was perceived as high:

- **Quality assurance** – DSA is in a strong position to provide quality assurance for training available to learner drivers and CPD (Continuing Professional Development) available to instructors

- **Enforcement/legislation** – there is a view that increased legislation and enforcement is vital, with other measures described as 'tinkering'

- **Driving test** – DSA has a key role to play in ensuring that the test is structured in a suitable way and in maintaining quality control for test delivery. A number of issues were identified relating to the test, they include:
  - **review driving test assessment process** – potential for the test to evolve to include assessment of driver attitudes and general road sense
  - **introduction of random route selection** – instructors should independently select test routes
  - **review standards** – reduce the number of faults allowed to 12
  - **review of driving ability** – after a 6-month period, newly qualified drivers should be reviewed

- **Right to drive** – individuals need to understand the responsibility that driving brings, if individuals do not conform to the laws and demonstrate responsibility, then that right could be withdrawn



Stakeholders identified the following high impact issues, where DSA ability to influence was perceived as low:

- **Changing attitudes** – there is an issue around the need to change attitudes of learners, instructors and parents towards road safety and risk

- **Influences positive/negative** – there are of factors which influence drivers, there is a need for media involvement to create a positive image for safe driving

Additional issues identified include:

- **Legislative framework** – at present there is no legal requirement for professional tuition or input in decision making around readiness for the driving test. There is no requirement for reassessment or graduated licence system

- **Technology** – there are issues about the appropriateness of simulators in teaching driving skills and ambiguity about when technology should be used in the learning process

- **Demography** – changing demographics in GB brought about by an increase of mature drivers. Introduction of new accession states in the EU has resulted in significant numbers of EU citizens living and driving in GB, this creates issues around road familiarisation

3.3.2 Accelerators

- **Produce evidence** – an evidence-based approach will need to be taken if any changes to regulation are made

- **Review driving test** – the driving test should also test driver competencies

- **Review role of ADIs (Approved Driving Instructors)** – ADIs should have final say about learner drivers' readiness for the test

- **Increase local communications** – increase dialogue between Road Safety Officers, ADIs and teachers

- **Change role of media** – encourage media to portray good news stories about positive approaches to road safety

- **Create early awareness** – increase awareness of road safety issues among children and young adults

- **Introduce group training** – potential for peers to learn about road safety issues in a group setting, also the potential for peer review

- **Introduce structured training** – introduce a structured approach to learning to drive, including compulsory tuition from professionals

- **Rewards for good achievement** – drivers who participate in initiatives such as pass plus will receive financial rewards through reduced insurance

- **Prioritise partnership working** – increased emphasis on DSA and industry working together to achieve common goal

- **Attitude/behaviour change post test** – introduction of a mechanism to address issues relating to attitude among newly qualified drivers

- **Benefits for safe driving** – eg Pass Plus

- **Name and shame** – identity fraud to be displayed

- **Shift government attitude** – government begin to take this industry and road safety seriously

- **Ownership of responsibility** – drivers take responsibility for driving safely for life

3.3.3 The Brakes

- **Resources** – money and time, competing priorities

- **Attitude** – how to change attitudes of young people is a problem for society

- **Lack of public buy in** – public somehow sees current statistics around road deaths as tolerable

- **Resistance to change** – change is never something that all are bought in to straight away, there will undoubtedly be areas where resistance occur

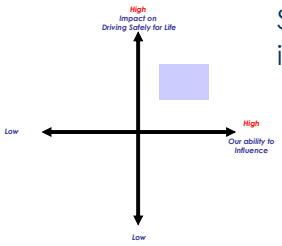
- **Co-operation of ADIs** – need all ADIs to be involved, therefore get messages disseminated to all, which is a problem in this highly fragmented sector.

- **Resistance from Europe** – need to align ourselves with European directives, however should not be seen as a minimum standard

3.4 New Qualified Driver Workshop

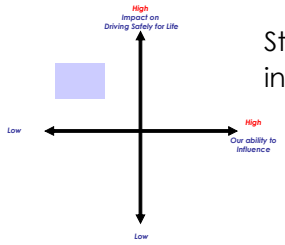
This workshop examined issues relating to new qualified/novice drivers who have recently acquired their driving licence.

3.4.1 Issues



Stakeholders identified the following high impact issues, where DSA's ability to influence was perceived as high:

- **Volition** – converting attitude to road safety into actions, this is particularly relevant for younger drivers. Methods for achieving this include role play, planning, visioning and self-control therapy
- **Lack of a toolkit for safe driving** – knowledge gap around 'what makes a driver safe', a need to identify other competences apart from passing the test
- **Training to pass a test rather than drive safely** – young people need to be coached to drive safely, currently they are directed through steps which will enable them to pass a test
- **Lack of driving experience** – accepted as a factor in KSI for young drivers, experience builds post test but not quickly enough for many



Stakeholders identified the following high impact issues, where DSA ability to influence was perceived as low**:**

- **Non-compliance** – this exists not only within this group, but across all stages of the driver life cycle. Non-compliance includes tax evasion and benefit fraud
- **Negative peer/social pressure** – possibility to restrict young drivers from carrying passengers, thereby avoiding peer pressure influencing the driver. However, this would be a regulatory solution
- **Attitude towards driving and other road users responsibility** – need for a change in behaviour and attitudes, this is relevant in the pre- and post-qualification stages
- **Awareness of consequences** – young people do not always think through the consequences of their actions and have a sense of infallibility (ie 'it won't happen to me')

Additional issues identified include:

- **Insurance** – young drivers are more than twice as likely to make an insurance claim and the value of their claims are three times higher than for older drivers
- **Penalties** – potential to revert to learner status if a new qualified driver receives 6 points on their licence during the first two years

- **Driver behaviour** – there is a wide range of issues relating to behaviour:
  - *road experience* – lack of experience means that this group is less able to scan the horizon for hazards. Their limited experience may effect their reactions to wet roads and bends in the road. They may be more likely to risk taking drink and drugs while driving at night
  - *driver attitude* – there are a range of factors which influence this group, these include; peer pressure, media, parents, sense of control, individual norms and sense of responsibility. We also encounter the concept of the 'competitive driver' among this group
  - *distractions* – these may be external (eg adverts) or internal (eg arguments with passengers, use of mobile phones, audio devices etc)
  - *habits* – this group may have bad driving habits, or may be susceptible to developing bad habits once they have passed their test

- **Additional themes** – a number of cross-cutting themes were identified as key influencers on driver safety among this group:
  - culture
  - a sense of responsibility
  - respect
  - social inclusion

3.4.2 Accelerators

- **Review training structure** – introduce a modular course with basic training plus add-ons, eg night driving, motorway driving etc; this was viewed positively by most

- **Generate early awareness** – a need for ongoing education – starting at preschool for road safety as a pedestrian, then from 13/14 onwards about safe driving in schools

- **Undertake pre-driver profiling** – an approach where training is tailored to suit the driver profile which would focus on attitudes and likelihood to drive safely

- **Increase parental responsibility** – parents need to be more directly involved in the process and develop an increased awareness of issues surrounding young drivers. They are perceived to have a high influence over young drivers and their example and input could have a positive impact

- **Define competencies** – need to know what the competencies are (DSA working on) in order to support people in acquiring them and test for them

- **Introduce graduated licences** – to follow provisional but prior to full to account for time to build experience possibly in different vehicles, roads, at night etc

- **Increase buy in** – drivers need to buy in to safe driving, need awareness campaigns

- **Introduce more effective enforcement/incentives** – police talking to offenders rather than introduction of more speed cameras (ie explaining the risk and consequences)

- **Ensure effectiveness of education** – there is a need to understand the learning triggers, what are the actions that need corrected, practiced, etc

- **Provide a helpline** – could be used for people involved in near misses, people could be coached through what happened and how to prevent accidents in the future.

- **Improve Highway Code** – focus on what people should do rather than what they should not with scene setting on why it is important

- **Introduce mandatory log book** – this would be filled in by the instructor at the end of each lesson

3.4.3 Brakes

- **Driver training industry** – too established, set in ways, reluctant to change

- **Consistency among user groups** – if we set new qualified drivers apart or make generalisations about their driving behaviour, there is a danger that this group will be stigmatised. This may result in alienation and lead to non-compliance.

- **Conflicting strategies** – if for example we limit the number of passengers that new qualified drivers can carry then we send out a message that conflicts with green policy, eg no passengers for young people conflicts with green policy

- **Yardsticks for 'good driving'** – linked to competencies

- **Negative side effects of policies** – Newly qualified drivers may be attracted to the black economy if policy is perceived as too strict

- **Satisfaction with road safety statistics** – society tolerates current statistics – road safety in general is better than other countries so not seen as a high priority

- **Perceived financial impact** – a fear from government and individuals that improved road safety involves a high level of financial investment

- **Oversimplified messages** – not taking individuals attitudes, pressures on people into account ie one size fits all solutions

- **Schools – pressure on curriculum** – already excessive demands on young people, so putting driving on the agenda when not at driving age may be a tall order

- **Road safety image** – perceived as a dry topic, there is a need for a change in perception

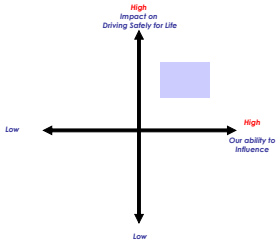
- **Excessive regulation** – personal responsibility, negative social influences

- **Parental role** – key in terms of their example and their involvement and influence on young drivers from pre driving through the driving lifecycle

3.5 Work Related Driving

This workshop examined issues relating to non-professional drivers, ie commuters and those individuals who use their cars to fulfil their role (eg sales staff visiting clients). In contrast to professional drivers, there is no legislation in place to restrict the number of hours that this group spends in car.

3.5.1 Issues

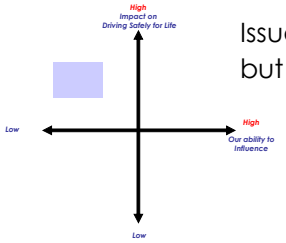


Stakeholders identified the following high impact issues, where DSA ability to influence was perceived as high:

- **Employer awareness** – there is a need to raise awareness of employer responsibility and also opportunities. Employers need to understand the dangers such as employee fatigue, pressure to use mobile phones etc, and of the potential economic and staff morale benefits that could be realised by improving work related road safety

- **Driver/employee awareness and attitudes** – a need to change driver attitudes on issues such as speed and concentration. Increase driver awareness of the risks associated with being on the road, and how to recognise, understand and manage them

- **Employee health** – encourage employers and drivers to be aware of the effect of driver health on capability – employers should proactively identify employee illnesses that may impair ability to drive, such as sleep apnoea, and not allow these employees to drive for work



Issues identified that would have a high impact on work related road safety but that DSA may have less ability to influence were:

- **Organisational culture** – encouraging organisations to develop and adopt a culture that prioritised driver effectiveness – employers to recognise that driving is a skill that requires the full attention of drivers to maximise safety. Therefore from an employer perspective, driving should be considered as 'dead time'

- **Technology** – It was also noted that the promotion of safer and appropriate vehicles and technology has a significant role to play in improving work related road safety (examples given included detectors with audible warnings to improve safety of left hand turns, devices that prevented mobile phones receiving calls while driving)

Additional issues include:

- **Commuting** – UK drivers undertake the longest daily commutes in the EU, with a high proportion (55%) of this group believing that this is the quickest way to get to work

- **Scale of problem** – a high proportion of company vehicles are involved in collisions and accidents. Over half of new registered vehicles in the UK are company cars

- **Light commercial vehicles** – This is a lightly regulated group and accounts for 4% of the UK's vehicle population. This vehicle group is disproportionately represented in fatal collision figures

3.5.2 Accelerators

- **Increase transparency** – road accidents should be reported under RIDDOR (the Reporting of Injuries, Diseases and Dangerous Occurrences Regulations) which sit under the auspices of the Health and Safety Executive

- **Launch media campaigns** – there is a need to emphasise that the road is a public space – a range of solutions were proposed:
  - develop and deliver a targeted information campaign to encourage drivers and businesses to focus on work related road safety
  - create a specific campaign to inform drivers of how to drive safely in road works – and other similar high risk situations – to protect workers on the site
  - create a national TV 'character' to front a national road safety awareness campaign, who becomes so well known that they become a national treasure. Another approach to this could include getting a high profile celebrity associated with traffic to become a safe driving at work ambassador. One advantage of the successful implementation of either of these approaches would be to transform the image of road safety amongst drivers (employees) and make it something that they talk about 'down the pub'

- **Increase enforcement** – more road safety enforcement to reduce unsafe behaviour

- **Modify school curriculum** – increase the role of road safety in the school curriculum.

- **Revise instructor training** – require driving instructors to achieve and maintain a higher standard of driving ability and safety before they can become instructors (advanced driving courses)

- **Stimulate union/employee involvement** – unions are very active in other areas of employee safety, and so could be encouraged to drive improvements in this area

- **Develop targeted programmes** – develop an employer outreach programme, with champions to highlight the benefits that can be realised by improving work related road safety (both direct and indirect)

- **Modify legislation** – amend the language of criminal charges relating to deaths on the road to ensure that they mention 'fatality'. This would help to make the link in the public's head between irresponsible driving and injuries and deaths

- **Revise driving test** – include a second module in the driving test that relates to driving for work, and how to do so in a safe manner. New drivers who do not obtain/pass this element of the test would then be restricted from driving for work

- **Establish intelligent speed limits** – develop 'intelligent speed limits' that take account of road conditions, weather and volume of traffic and amend the speed limit accordingly

- **Adopt a zero tolerance approach** – implement and achieve a policy that targets a reduction in road deaths to the same number as on railways, and ideally zero

- **Introduce car modifications** – introduce automatic speed controls on cars that prevents drivers from speeding

- **Provide business incentives** – provide employers with direct business incentives to implement and deliver appropriate work related road safety policies

- **Introduce mandatory re-training** – introduce compulsory retraining for all drivers after a specific time period (eg 5 years)

- **Promote life long learning approach** – adopt a lifelong education approach to work related road safety/driving – extend driver education beyond passing a driving test, and regularly update driving skills and knowledge

- **Develop incentives** – develop incentives to change the attitudes of both drivers and employers to work related road safety/driving (suggestions included tax breaks, breaks on road tax, incentives from insurers)

3.5.3 Brakes

- **Engagement** – a lack of understanding of when and how to best approach and engage with companies on work related road safety to achieve maximum impact

- **Isolated interventions** – where interventions do take place, they are often single visits and do not result in a sustained relationship, with the result that work related road safety often slips down companies agendas as more immediate priorities emerge

- **Low business awareness** – low awareness at a board level of the potential benefits of improving work related road safety. Low perception and understanding of the risk at both the corporate and individual level

- **Conflicting employer priorities** – mostly around steps to maximise the productivity of employees time while driving

- **Apathy** – most people perceive road safety as a boring subject that is irrelevant to them

- **Investment** – requirement for upfront investment by companies (eg in training or vehicles) before economic return is realised

- **Lack of clarity around personal benefits** – what's in it for me?
  - individuals do not appreciate the potential benefits of improving safety on the roads, for example reducing the amount of time and resources to deal with – and inconvenience caused by – incidents on the road (police, NHS, fire brigade, congestion)
  - individuals do not appreciate the responsibilities that come with their rights as road users

- **Organisational culture** – some organisations account for the risk in using the roads and associated incidents in their balance sheets as opposed to working to reduce them, a culture that needs to change

- **Campaign overload** – lack of continuous awareness campaign/campaign overload

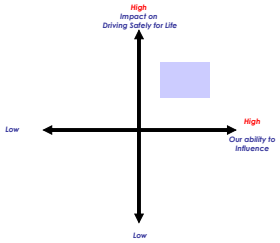
- **Lack of hypothecation** – ie fines from speed cameras do not go to improving road safety

- **Ownership of responsibility** – individual employees do not envision themselves as having a role to play in work related road safety – their perception is that if falls within the domain of their employers

3.6 Older Driver Workshop

This workshop looked at issues affecting the growing numbers of older drivers (aged 60+) on GB roads.

3.6.1 Issues



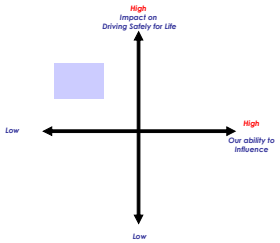
The issues where DSA ability to influence and impact were high are as follows:

- **Incentives to engage** – people need incentives to encourage them to self assess/declare, eg potential to obtain cheaper insurance
- **Self-awareness** – older drivers need to know about and understand the guidelines to recognise the signs that their driving ability is potentially impaired
- **Lack of ongoing education** – no further driver training available to older drivers
- **Self-declaration** – improvement in reporting procedures are required
- **Assessment** – process for assessing needs to be clearer and better communicated. At present individuals undertake a self-assessment once they reach 70 and decide if they are capable to continue to drive
- **Communication/media** – this is very important, there is a lack of information in the public domain. Media coverage is largely negative eg negative portrayal of mature drivers in recent documentary
- **Licence withdrawal a last resort** – relies on self declaration, reluctance from professionals to fulfil their role

Issues where DSA ability to influence was medium but impact was high:

- **Mobility preservation** – keeping people mobile should be a priority rather than focusing on stopping people driving
- **Self-Assessment** – DSA is limited as it is down to the individual but the agency has a role in making people aware of what is and isn't safe, what their responsibility is, etc

The issues where DSA ability to influence was low but impact would be high were as follows:



- **Car design** – general car design should make it safer for people to drive, not just for older drivers

Additional issues identified include:

- **Insurance** – insurance for older drivers tends to be expensive, this is due to increased claim costs. It is also for older drivers to access cheapest prices given low levels of internet access among this group
- **Health issues** – Older drivers suffer from a range of cognitive and physical disorders which may effect their ability to driver safely. There is also around the patch coverage provided by mobility centres.

- **Withdrawal of driving licences** – a number of issues were raised around this:
  - *identification of people unable to drive* – at present it is often difficult to identify this group as we rely on self-assessment and GPs/friends/family to notify the DVLA. There are complex issues around patient confidentiality to consider
  - *support when driving stops* - once the older driver gives up their licence, there are issues around accessing public transport and the role of mobility and healthcare professionals
  - *refusal to stop driving* - a sensitive issue where doctors may not wish to discuss with the DVLA in case they damage their local reputation.
- **Accidents** – a lack of information around the types of accidents that older drivers are most frequently involved in and the typical nature of injury suffered

3.6.2 Accelerators

- **Provide incentives** – eg reduced insurance premiums for older drivers

- **Enhance media role** – this may include portrayal of older drivers in soaps. There is a need for a high profile individual to feature in a nationwide campaign targeted at this group. We have seen this working well with Nigel Mansell involved in media campaigns aimed at children

- **Raise awareness around assessment** – a need to raise awareness among this group about route to assessment, how the process works, etc

- **IT-based self assessment** – potential to offer web/CD Rom assessment which could start earlier than 70, eg 60

- **Organise roadshows** – a national roadshow providing a range of information services and assessment services. This could involve DSA representation as well as mobility specialists, opticians etc

- **Provide clear guidance** – there are no automatic triggers for GPs at present to undertake assessment once their patients reach 70. In addition there are no clear guidelines for individuals whose ability to drive comes into question if they have suffered from a stroke/heart attack, etc

- **Encourage family to take responsibility** – we should be cautious of over-reliance on GPs, the older driver's family should also take responsibility

- **Reduce the risk** – there is potential to issue guidelines to older drivers which would help them to manage the risk (eg advice to take shorter journeys, travel only on familiar roads, avoid night driving, etc)

- **Pilot telematics technology** – potential to install a black box in car which could provide a feedback report on skills

- **Introduce TV series** – 'low gear' demonstrating a positive approach to road safety

- **Review accountability of medical profession** – there is a need to provide formal training to GPs and to raise levels of awareness

- **Encourage cross government working** – an increased need for medical social assessments (at present there are people on the blind register who have valid driving licences)

- **Introduce continuous assessment** – a robust system should be designed which would monitor driving ability on a continuous basis. There is potential for this to be delivered by the medical profession

- **Marginalise offenders** – marginalise those who do not self declare, this involves a change of attitude

- **Provide travel subsidy** – travel allowance of £50 per week

- **Increase driving age** – increase legal driving age to 21

- **Consolidate operations** – query over why DSA and DVLA are different organisations

- **Develop Arrive Alive Classic** – develop a paper based theory test, successful candidates could receive discounts from insurance companies

3.6.3 The Brakes

- **Fear of change** – a perception among older drivers that any changes may result in loss of licences

- **Lack of evidence** – no research or international good practice to learn from, therefore uncertainty around whether the approach will work

- **Lack of expertise** – a need to involve people who understand the issues not those with vested interests.

- **Lack of available transport alternatives** – loss of licence may result in need for greater investment in public transport

- **Scale of administration required** – if we go down the route of continuous assessment, this will require a large scale administration process

- **Difficult to enforce** – it would be potentially difficult to enforce sanctions relating to older drivers, at present there are sanctions against driving under the influence of drugs but again is problematic to enforce

- **Entrenched public attitudes** – people believe it is their right to drive and will not be willing to give this up

- **Marginalisation of older drivers** – perceived as singling out older people

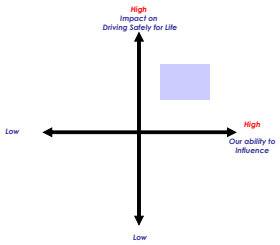
- **Public paranoia** – potential for any interventions to be misconstrued as ageism

- **Complexity** – a high number of parties involved so difficult to gain consensus

3.7 Driver Retraining and Testing

This workshop looked at road safety issues affecting retraining and testing of drivers who have their licences their licences revoked.

3.7.1 Issues



The issues where DSA's ability to influence and impact were high were:

- **Coherent legislation** – existing legislation is not clear nor is it widely communicated or consistently enforced

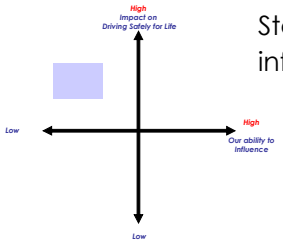
- **Inappropriate speed** – an area that the group can tackle and could make a difference to, this does not exclusively relate to young people: it is also an issue for business drivers

- **Quality of engagement** – people that are in the system but do not know about/understand their responsibilities, eg older people; also cultural issues, ie people of some faiths believe that if a child is killed it is God's will

- **Specialised training** – needs to be tailored for the individual not one size fits all but with standards and quality control, unsophisticated at present

- **Pre-emptive rehabilitation** – we should not wait until it's too late, the problem should be tackled before people offend

- **Engaging driver underclass** – this relates to people with chaotic lifestyles and the judicial merry-go-round. There is a question around dealing with people who sit outside the system, in this case a multi-agency approach may be required



Stakeholders identified the following high impact issues, where DSA ability to influence was perceived as low:

- **Driver attitude and control strategy** – ie how you change people's attitude and make the link between attitude and behaviour
- **Drink drugs fatigue (medium influence)** – difficult for DSA to address, broader societal problem, need multi-agency approach
- **Beliefs, perceptions and attitudes** – culture, what society thinks is acceptable, is speeding ok, is it ok to take one drink and drive?

Additional issues identified included;

- **Non-GB drivers** – there are a number of issues around commercial drivers, car drivers and validity of licences/awareness of GB standards
- **Court disposal courses** – there is an issue around whether these should be tailored specifically for young people
- **Persistent offenders** – attitudinal change and education will be important factors in breaking the cycle of offending for this group
- **Revoked driving licences** – a vast number of drivers circumvent the system and continue to drive
- **Standards and quality** – quality control is an important factor when considering retraining and retesting, continuous improvement should be applied

3.7.2 Accelerators

- **Retrain v ban** – instead of imposing a ban once a new driver earns 6 points on their licence, options to retrain should be considered. This would help to keep people within the system
- **Provide robust training** – introduce more robust training; this could be classroom based and could be delivered over one month
- **Introduce mandatory post test training** – potential for post test training to be made compulsory
- **Introduce Continuing Professional Development for ADIs** – potential for improved ADI training, this will broaden this groups' remit and will impact on recruitment
- **Reward good driving** – where drivers take extra training they could receive reward points on licence which would have a positive impact on insurance premiums
- **Develop image of ADIs as a recognised profession** – there is a need to 'professionalise' the ADI industry, eg Kirklees Pass Plus approach

- **Revive traffic police** – insufficient resource, more likely to be caught for parking than going through a red light

- **Improve enforcement** – more enforcement of legislation required

- **Provide retraining for all –** introduction of periodic retraining and retesting for all – diagnosis and briefing, self assessment product

- **Introduction of incentives** – people from deprived areas may not be able to afford insurance, however they might be able to afford pay as you go insurance

- **Review government provision** – the government may take a role in providing insurance for high risk groups

- **Provide older driver assistance** – external help/assessment for older drivers – this group is not so good at judging speed; however, there is a danger that their life expectancy reduces when licence taken away

- **Moderate car design** – make it impossible to speed, to buy an unsafe car, to drink, needs to have good visibility (100 kids killed pa in US on their parents' driveways)

- **Abolish car insurance** – no car insurance, levy on petrol and diesel instead – green option

- **Global Positioning System danger management systems –** control speed people drive at, especially younger and older drivers, all drivers under 26 and alcoholics

- **Review driver curriculum –** set a fixed curriculum for the driving test, present test does not go far enough

- **Review of instructor training** – training should be reviewed and provided on a modular level, one module for teaching learners and additional modules for different training segments (eg HGV)

3.7.3 Brakes

- **Financial constraints** – business case for securing funding difficult especially in local/central government

- **Enforcement** – lack of focus and commitment

- **Lobby groups v silent majority** – government only hears the views of lobby groups and not those held by individuals effected

- **Apathy** – this is a priority area of interest for the public

3.8 Instructor Training Workshop

This workshop focused on the role of driving instructors and focused on the role of learning as a 'supply chain', linking that objective and the millions of

drivers on the road. This workshop followed a different format and focused on issues impacting on the industry at present and aspirations for the future.

3.8.1 Issues

- **Saturated market** – a number of issues were raised around this:
  - *dichotomy in industry* – franchises looking for new instructors, yet sole traders cannot get enough clients
  - *high levels of churn*- a high number of market entrants and similarly high volumes of individual exiting the industry
  - *established career path* - franchise→no franchise→franchise→exit industry. Instructors tend to enter through a franchise, once they are up and running decide to go solo, find that they are unable to cope with business and marketing, re-enter franchise and often the industry soon after.
  - *high volumes of ADIs* – circa 40,500 ADIs in GB compared with 27,000 in 1980

- **Competitive market**– a number of issues were raised around this:
  - *high levels of price competition* – instructors competing for business on price (average lesson cost £22 in 2006)
  - *limited pool of business* – instructors are chasing limited business opportunities
  - *lack of solidarity* - contributing to undercutting in cost of lessons

- **Lack of uptake/development of new sectors**– new sectors and issues included:
  - *driver improvement schemes* – a new niche for instructors but currently only taught by a small pool of ADIs
  - *fleet register* – unreliable in terms of generating new business

- **Isolated/fragmented market**– a number of issues were raised around this:
  - *preference for isolation* – majority of instructors are happy to work alone
  - *difficulties around engagement* – this is a fragmented group who often do not wish to engage with representative organisations

- **Ageing profession**– an attractive proposition for 3rd/4th career

- **Test**– a number of issues were raised around this:
  - *skills* – focused on high level skills compared with ten years ago
  - *eco*-driving – now emerging as an issue for the test
  - *learner focus* – enhanced focus on learner needs, however lack of consistency in approach
  - *lesson requirement* – increase in the minimum number of lessons
  - *pass rate* – this has fallen over the last decade

- **Legislation** – potential for new Road Safety Bill to change industry

3.8.2 Aspirations

- **'Professionalise industry'**– examples of how this could be achieved include increased Continuing Professional Development, introductions of log books to record progress. Ultimately ADIs should be regarded as an industry of businessmen.

- **Increased/more sophisticated use of technology**– examples discussed include:
  - *simulators* – potential to be used for training and testing
  - *Galileo* – European satellite navigation system to be used to restrict car speed (also resulting in eco driving)
  - *understanding* – IT used to test learner's understanding as well as knowledge
  - *intelligent testing* – introduction of IT-based intelligent testing with potential for group training

- **Smaller industry** – industry size will contract and this will result in:
  - *multi-tiered industry* – basic level of instructor working alongside highly qualified professionals
  - *improved status* – industry viewed as more professional and niche

- **Shared responsibility** – onus will be on both instructor and pupil to chart progress in electronic logs

- **Transparency** – instructor pass rates will be available to inform parents'/ pupils' instructor selection

- **Revised test** – test will change significantly with greater emphasis on post-test training. The impetus for change will come from European legislation

- **Future profile of instructor** – more professional through increased emphasis on Continuing Professional Development and a more vigorous selection process

3.8.3 How do we get there?

- Formal training should be compulsory for learner drivers

- Test will become more sophisticated necessitating people needing training before taking it (people will not pay for training on skills they will not be tested on)

- Introduction of road safety education in schools

- ADIs required to sign off that learners are ready to take the driving test

- Further assistance from DSA to provide Continuing Professional Development for instructors

- Supply and demand for instructors reaches equilibrium, this will be brought about by:

- *information* – more accurate information available about potential earnings
- *business advice* – instructors able to avail of practical advice to run their businesses
- *screening* – more screening of candidates upfront to prevent fallout
- *government health warnings* – upfront communication from government that only one in seven instructors qualify

3.9 Local Partners Workshop

This workshop focused on the potential for DSA to work with partners at a local level to improve *Safe Driving for Life*.

3.9.1 Issues

The following issues were identified:

- **Young drivers** – young drivers were identified as representing the greatest area of risk in relation to road safety. Key issues identified included:
  - attitudes – noting factors such as peer pressure, appetite for risk, inexperience – lack of responsibility and speed.
  - high insurance premiums – causing young drivers to drive without insurance

- **Driver attitudes** – multi-tasking while driving, road rage, reluctance to wear seatbelts, and a risk taking approach to driving

- **Older drivers** – key issues included:
  - retesting - potential requirement for retesting, as the number of older drivers increase
  - excessively slow driving – hazardous to other drivers
  - ageing effects – unlikely to recognise the impacts of this (eg slower reactions) on driving ability

- **Education** – delegates segmented education into two distinct areas:
  - adult driver responsibility – aim to increase awareness of driver responsibility, promoting advanced driver training (especially for high risk groups) and consider the introduction of periodic retesting. Periodic retesting could be linked to changes in risk profile, such as number of miles driven, type of driving (for work), or size of performance of vehicle (in line with the motorcycle test, where you are required to undertake further training before you can use a more powerful machine)

- work related road safety – need to target both employees and employers. Employees need to be made aware of how to drive safely and avoid distractions, while employers should be made aware of the potential benefits of improving work related road safety (economic benefits), their responsibilities (health and safety) and ultimately remove pressure on employees to be productive while driving

- **Work-related road safety** – the need to improve road safety among individuals driving for work

- **Enforcement** – more enforcement of current laws, including mobile phone use, speed and drink driving

- **Formative good practice** – awareness and attitude of pre- and young drivers to effect behavioural change

- **Rural roads** – high levels of killed and seriously injured on rural roads

3.9.2 Accelerators

Accelerators/solutions were suggested for a number of key issues:

- **Work related road safety:**
  - risk assessment programmes – employers to use mechanisms to identify high risk drivers
  - leadership from council – Nottingham Council to establish work related road safety policies and require contracts to comply (draft strategy exists)
  - identify and disseminate good practice – look to other local employers
  - focus on areas of low regulation – increase regulation and requirement for safe driving on passenger transport (eg taxis)
  - review driving licence – review flexibility of current driving licence, which allows standard licence holders to drive vans and performance cars
  - explore potential for cross-agency working – potentially difficult as there is no captive audience

- **Formative good practice:**
  - increased partnership working – need to ensure that efforts are consistent and that awareness of activities is increased
  - identify alternative opportunities to access target groups – potential among youth clubs and youth offender groups
  - revise test – introduce road safety requirement (including testing attitudes of young drivers)
  - introduce probation licence – newly qualified drivers caught speeding forced to display green 'P' plate and adhere to reduced speed limits
  - centralised communications – improved partnership working through all road safety marketing communications issued through one agency

- **Rural roads:**
  - reduce injuries/fatalities – reduce numbers killed and seriously injured on rural roads
  - reduce speed on rural roads – lower speed limit
  - increase road engineering investment – increased investment in rural roads to encourage slower driving
  - improve public transport – reducing number of journeys particularly in danger situations such as drink driving at night

3.9.3 Brakes

Brakes were identified for a number of key issues:

- **Formative good practice:**
  - crowded school curriculum – restricts delivery of road safety education
  - lack of awareness – potential beneficiaries/organisations unaware of what is available
- **Partnership working:**
  - geographic disparity – which can create operational problems around meetings
  - local mentality – where people cannot see the benefits of joined up working
  - conflicts of interest – where partners' strategies and agendas do not fit
  - 'partnership overload' – where organisations are invited to contribute to a high number of partnerships.
  - Establishing the 'right' partnerships – difficulties in achieving appropriate partnerships (involving correct organisations and achieving buy-in at the right level)

3.9.4 Where could DSA intervene at a local level?

- Work with all government departments who have any remit in this area to agree a common set of principles and priorities
- Coordinate partnerships, marketing and awareness raising
- Work to achieve national consistency on the 'big messages'
- DSA to develop closer relationships with Approved Driver Instructors as they are the public face of DSA, and therefore safe driving for life

3.10 Workshop Conclusions

These workshops provided an ideal opportunity for DSA and representatives from approximately 50 organisations to engage in meaningful discussion about achieving *Safe Driving for Life*.

Key outputs include the identification of a number of high impact issues where DSA was perceived to have high ability to influence. This information provides an important starting point in informing DSA's future strategy.

In addition, identifying those high impact issues, where DSA was perceived as having relatively low ability to influence is also valuable. This allows the DSA to challenge existing perceptions, understand if these issues are strategically important in the future and where necessary/possible take steps to increase the agency's influence.

Workshop participants articulated their perceptions around what success in delivering safe driving for life looks like. Establishing this vision allows DSA to explore their potential role as a delivery agent.

The follow section looks at themes and issues which have been developed from a series of one-to-one interviews with a range of stakeholders.

4 Issues and Proposed Solutions – Interviews

As expected, there is overlap between the issues and solutions identified in the workshops and those that emerged in interviews. This section represents the main issues and solutions from a series of one-to-one interviews. Further interviews are scheduled, these will validate the findings established thus far. The list of interviewees and interviews pending are attached in Appendices 5 and 6.

4.1 Key issues

The main issues that emerged from interviews were as follows:

4.1.1 Pre-Driver

- **Critical to shape attitudes at this stage** – bad attitudes to driving are formed at this stage, ie a high proportion of young boys pre-17 who are questioned think they are going to be good drivers; this is a dangerous view

4.1.2 Learner driver

- **People are being taught to pass a test, not to drive safely** – ADIs are taking people around test routes and teaching them by rote
- **Instructors do not coach candidates on theory or Hazard Perception tests** – should their role include this?
- **Practical driving test** – issues on predictive validity and duty of care, ie if people have an accident following their test
- **Hazard perception test** – not ideal, penalised if you recognise the hazard too quickly or too slowly, looking at 'what happens next' scenarios could be more useful

4.1.3 Newly qualified driver

- **Causes of accidents** – Driving skill is a small contributor to accidents involving young drivers; it would be more helpful to look at their motivation for driving and lack of assessment of risk
- **Compliance with legislation is viewed as 'safe driving'** – people pass the test and are not encouraged to think about safe driving for life

4.1.4 Older driver

- **Frailty vs incompetence** – as older people are more likely to be frail they are taken to hospital for assessment after accidents where a younger person would not thus increasing accident statistics for older people – frailty is the issue not incompetence

- **Safer than walking?** – Stopping someone driving once a week to their local supermarket may result in them walking once a day to their local shops, this might put them at more risk of accident

4.1.5 Work related

- **Enforcement of Health & Safety Executive guidelines** – the guidelines are agreed but not enforced rigorously
- **Conflicting interests** – employees face a decision between work performance and good road safety, in most cases work wins.
- **Emergency services** – no clear standards for road safety training among police forces

4.1.6 Retraining and retesting

- **Retesting** – the driving test is not predictive of anything therefore periodic retesting would not add any value
- **Drink driving** – people perceive the down side as being caught and banned rather than causing an accident

4.1.7 Instructor training

- **Only 22% of those who apply to be ADIs are successful** – it is a part-time job for some, the industry is fragmented
- **DSA has no input over training ADIs** – lack of standardisation, need the right people to deliver the training and this would improve standards. ADI, LGV and motorcycle trainers do not see themselves in the business of road safety
- **No continuous assessment** – are subject to test checks but does not account for standard of teaching in intervening periods

4.1.8 General

- **DSA is not perceived as the organisation of choice to talk about road safety** – AA, RAC or DVLA are used more by the media; DSA profile is low
- **Any new costs need to be recoverable against fees** – why should the candidate spend money on changing all drivers' attitudes?
- **Growing number of immigrants** – presents a challenge in terms of driving standards and attitudes
- **Data** – lots of data around on driving, accidents etc, but how well is it being used?
- **Evaluation of initiatives** – many initiatives but they are not evaluated 'properly' eg no control groups

- **Road safety messages are boring** – government messages are boring and hard to believe, driving safely should be viewed as positive

4.2 The proposed solutions

The main suggestions that emerged from interviews were as follows:

4.2.1 Pre-Driver

- **In the curriculum** – education on safe driving could be included within the subject of citizenship, start age 11/12

4.2.2 Learner driver

- **Simulators** – current pilot between Nottingham University and BSM with a 5-hour programme covering car controls, risk awareness
- **Profiling** – the learning and testing process could be tailored for the profile of the learner to take into account their specific requirements, ie young males may be taught in a different way to older women
- **Attitudes and predictive test** – should be added to the driving test as a better indication of how they will drive

4.2.3 Newly qualified driver

- **Pay as you go insurance** – should be more effectively marketed to discourage young people driving at night
- **Mild social deviance questionnaire** – may be a better predictor of safe driving than the test and depending on outcome, could target education packages
- **Perception of norms** – need to change the young people's perception of norms, ie is it normal to speed, drink and drive etc and start this before they drive when norms have not been formed
- **Risk assessment** – having young people imagine serious accidents where they are personally to blame will affect their perception of personal risk and should therefore impact on their driving
- **Positive peer pressure** – talking to young people in workshops and facilitating discussion is more effective than lecturing; could this be introduced as mandatory following test?

4.2.4 Older driver

- **Driving assessment** – an assessor accompanies an older driver around familiar and unfamiliar routes (info provided by questionnaire completed in advance) and provides feedback on driving, eg not so safe on unfamiliar roads so consider sticking to regular routes (if deemed unfit to drive this could pose a problem eg if the assessor reports this, people will be less likely to volunteer to be assessed)

- **Framework for people potentially unfit to drive** – guidance on what to do outlining responsibilities for the individual, the family of the individual or the GP, not just about ending driving life but continuing with support available

- **Ongoing communication** – safe driving now is very different to when people learned to drive, eg some were taught using hand signals, needs to be ongoing reinforcement of what is safe. Also information to prompt people to consider their driving skills as they get older, ie proximity to required amenities may not be an issue at 60 but may be an issue at 70. It may be possible to deliver pre-retirement classes to help people consider their options

4.2.5 Work related

- **Risk evaluation questionnaire** – to be completed by employees who drive for work, eg red amber green scale, those at high risk being red. If red, employers should arrange or require retraining/retesting, eg speed awareness and this would fulfil their obligation

4.2.6 Retraining and retesting

- **Retraining** – whenever a driver identified as someone who has caused unusual risk eg a near miss, they could be directed towards a remedial training channel (ie on line, training course, helpline etc). This would be an excellent way to help them not to repeat the mistake

- **Official courses for driving offenders** – many different organisations trying to deliver this, eg RoSPA but there should be an official standard in place

4.2.7 Instructor training

- **Continuing Professional Development for ADIs** – currently 90% do nothing to keep themselves up to date, but DSA has started work on this

- **Assessment of attitude and aptitude of ADIs as part of recruitment process** – would act as a predictor sift to help potential ADIs from wasting time and money in training and testing

4.2.8 General

- **Continuous assessment** – set up a website as a central point for advice and guidance on driving with online tests for drivers to assess their competence with feedback and suggested remedial action. This could be linked to insurance incentives for people taking the tests – not linked to pass or fail but rewarding the responsibility of self-assessment. This is being researched by Nottingham University

- **Assessment protocol** – to be defined for all driver groups with corresponding training, education activities and an insurance incentive provided for completing it

- **Use of media** – regular 'better driving' tips on TV

- **Psychological profiling** – use psychological profiling on a representative sample to determine the 'state of the average driver'. Develop the profile of an ideal driver. Design strategies to influence culture and overcome 'national shortfalls'. Do regularly to measure progress

4.3 Interview conclusions

Over 20 individuals have been interviewed, with a further 20 interviews scheduled to take place over the coming weeks. These will be used to validate findings to date.

As with the workshops, individuals identified a range of issues relating to life cycle segments and worked through discussions to establish potential solutions to these issues. There was an overlap of issues and solutions identified in the workshops and in the interviews.

The following section examines how the information base developed thus far will be used to develop DSA strategy and what next steps look like.

5 Next steps

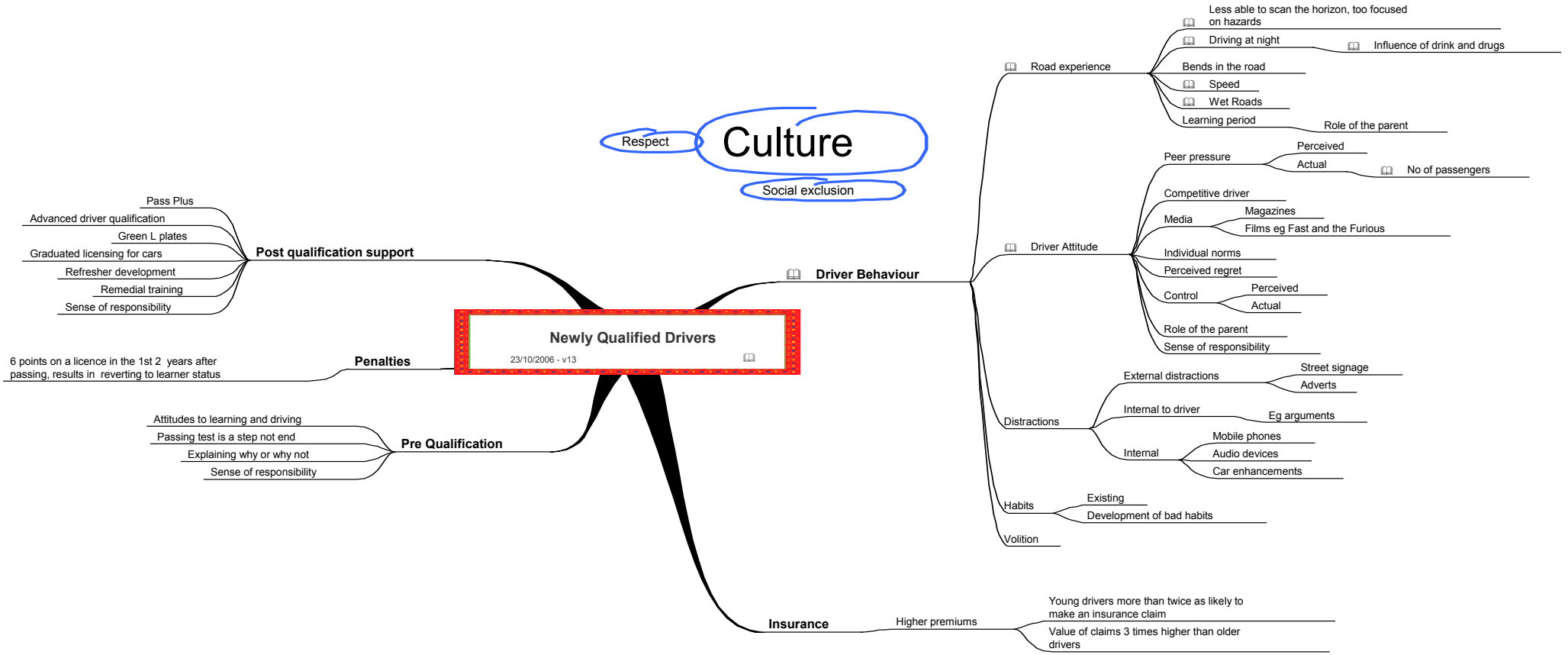
The findings from the workshop and interviews will inform the next stage of the work that will set the strategy to deliver *Safe Driving for Life*. This research, accompanied by the parallel piece of work on stakeholder mapping, will inform the development of a 'straw man', ie a new organisational model for DSA outlining how it can achieve its vision. This will be tested with staff and stakeholders in a workshop format.

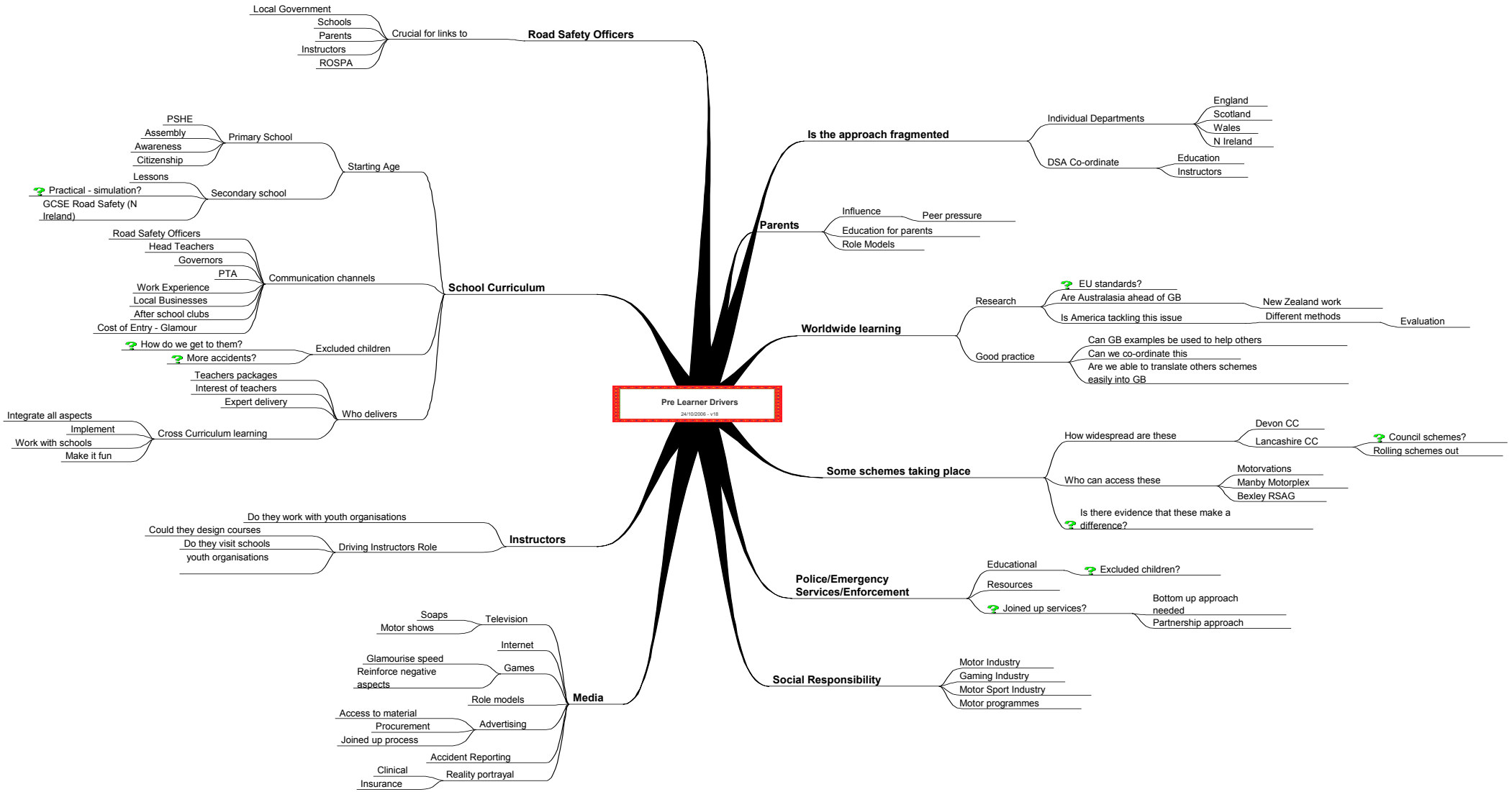
On completion of this review, a series of options taking the model to the next level of detail will be generated and assessed by staff and stakeholders. The output of this stage will be the endorsement of one model to be proposed to Ministers.

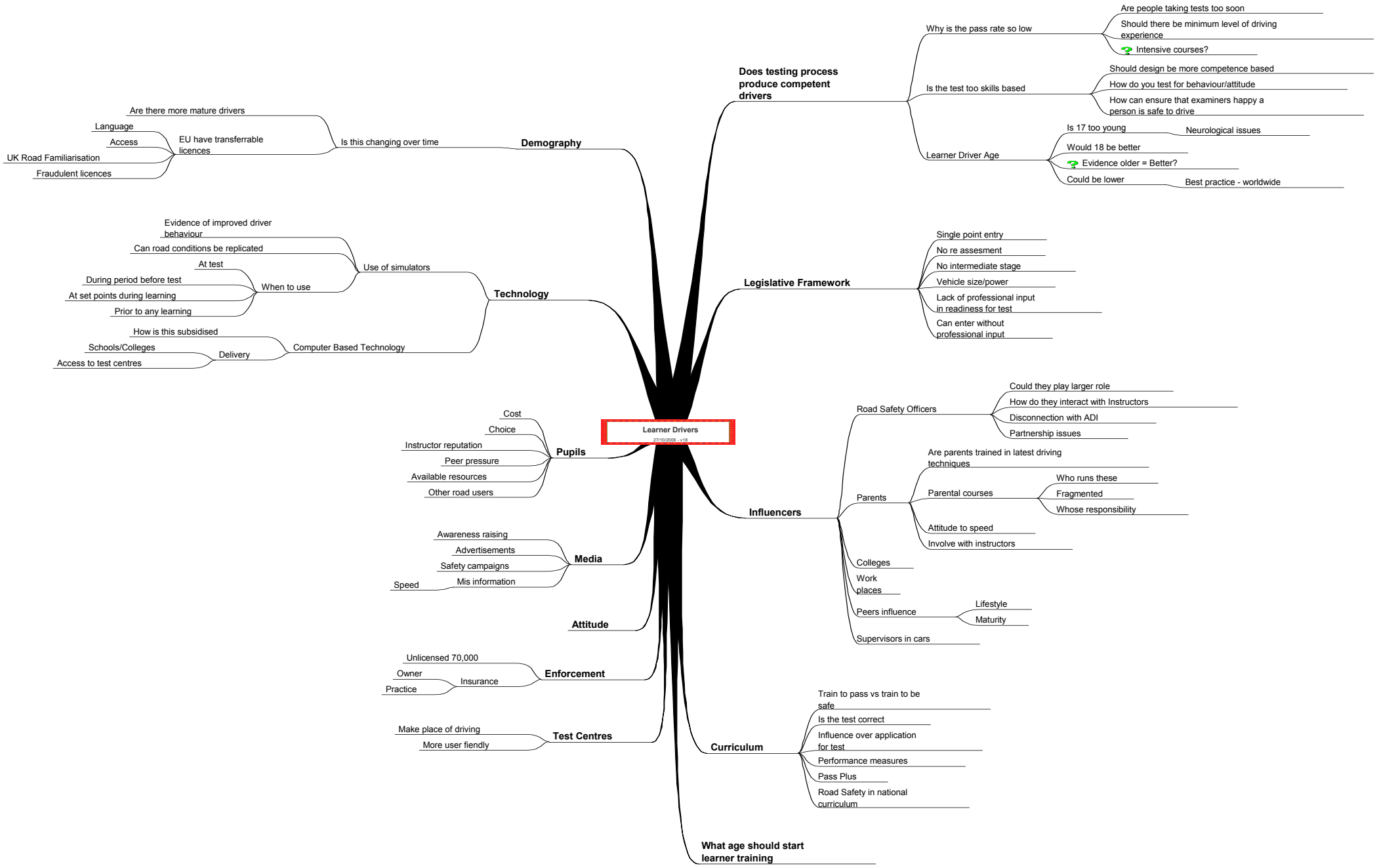
Appendix 1

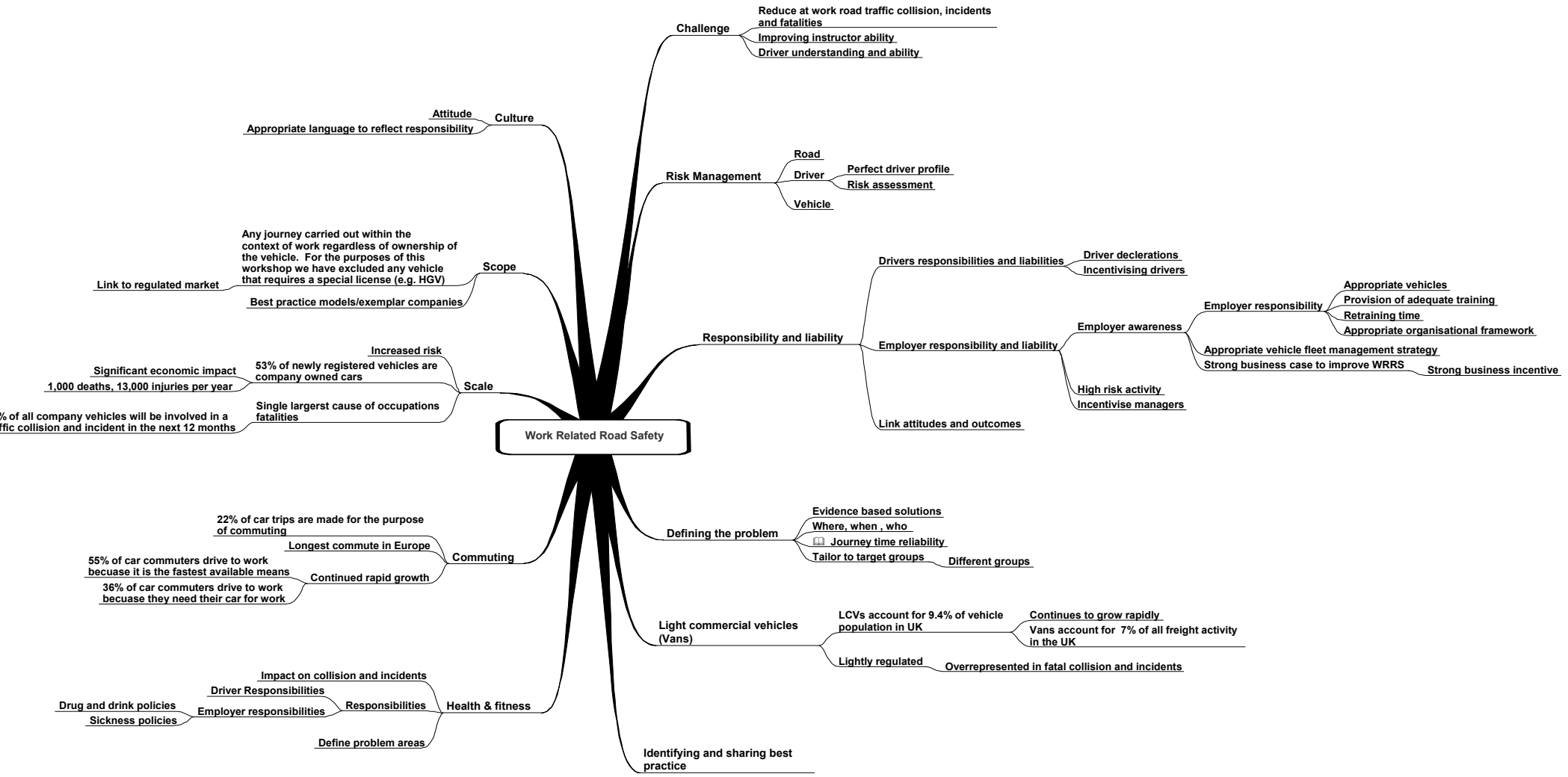
Mind Maps

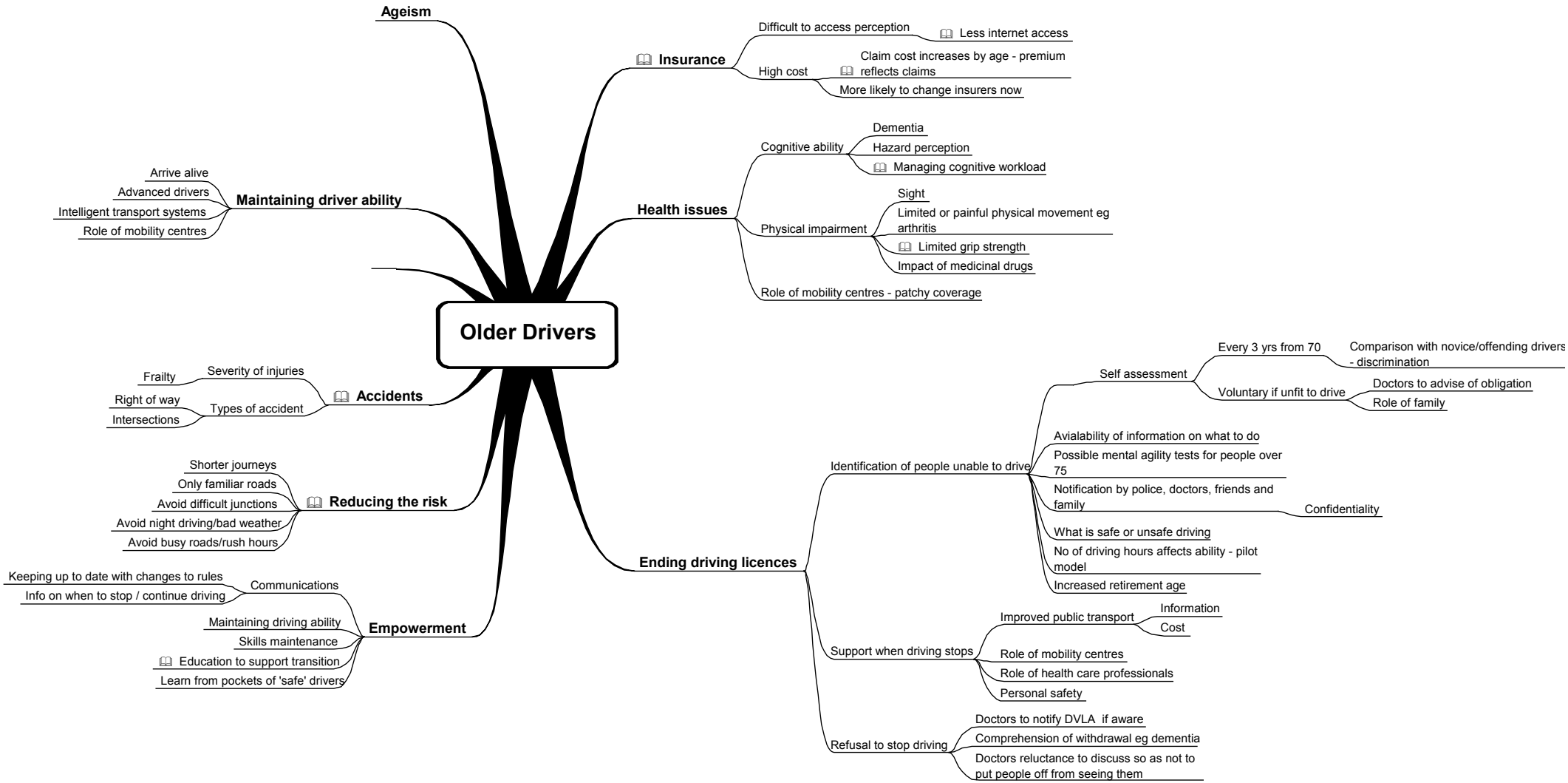
- Newly Qualified Drivers
- Pre Learner Drivers
- Learner Drivers
- Work Related Road Safety
- Older Driver
- Driver Retraining and Retesting
- Local Economy

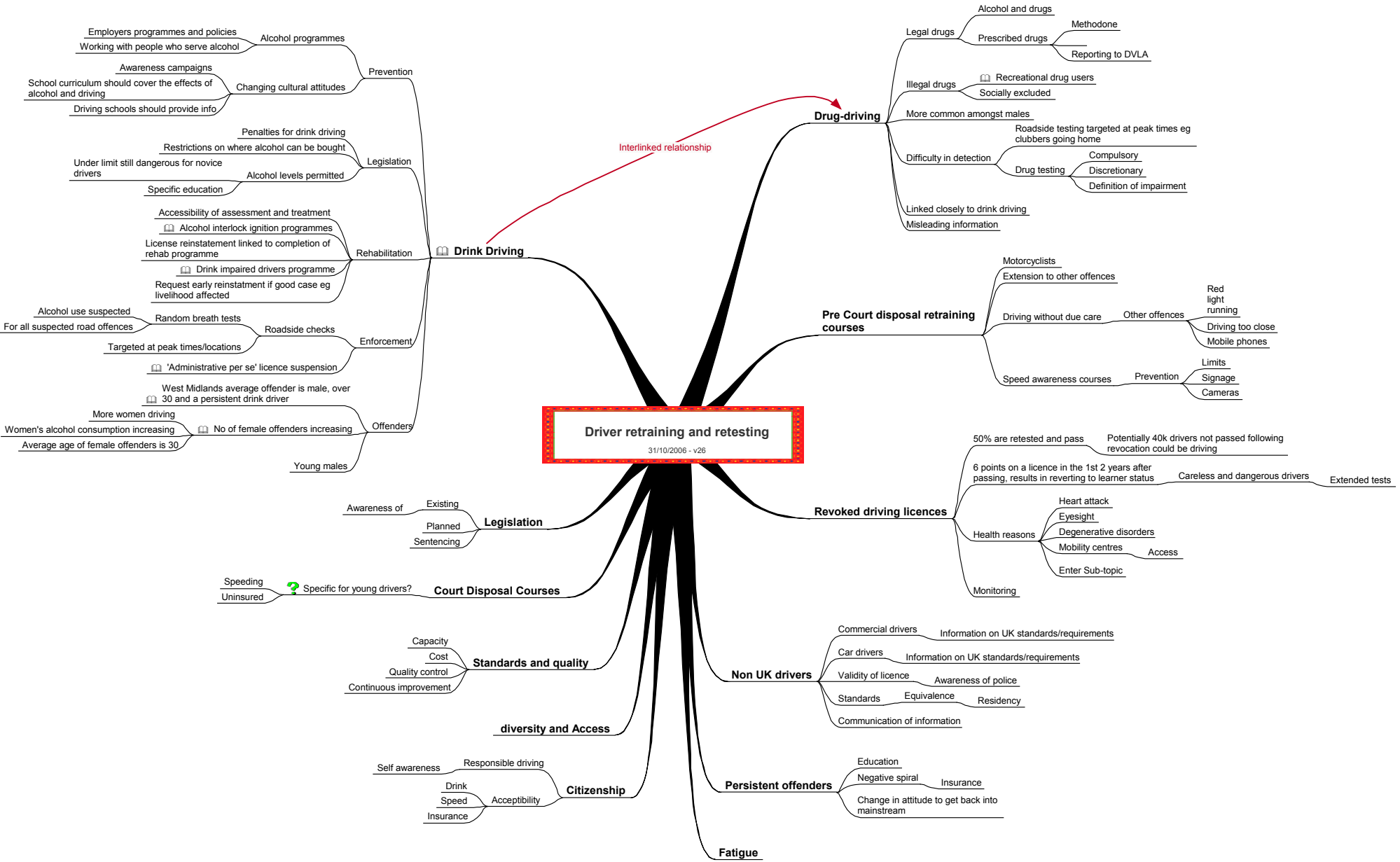

Newly Qualified Drivers
23/10/2006 - v13
Culture
Respect
Social exclusion
Post qualification support
Pass Plus
Advanced driver qualification
Green L plates
Graduated licensing for cars
Refresher development
Remedial training
Sense of responsibility
Penalties
6 points on a licence in the 1st 2 years after passing, results in reverting to learner status
Pre Qualification
Attitudes to learning and driving
Passing test is a step not end
Explaining why or why not
Sense of responsibility
Driver Behaviour
Road experience
Less able to scan the horizon, too focused on hazards
Driving at night
Influence of drink and drugs
Bends in the road
Speed
Wet Roads
Learning period
Role of the parent
Driver Attitude
Peer pressure
Perceived
Actual
No of passengers
Competitive driver
Media
Magazines
Films eg Fast and the Furious
Individual norms
Perceived regret
Control
Perceived
Actual
Role of the parent
Sense of responsibility
Distractions
External distractions
Street signage
Adverts
Internal to driver
Eg arguments
Internal
Mobile phones
Audio devices
Car enhancements
Habits
Existing
Development of bad habits
Volition
Insurance
Higher premiums
Young drivers more than twice as likely to make an insurance claim
Value of claims 3 times higher than older drivers

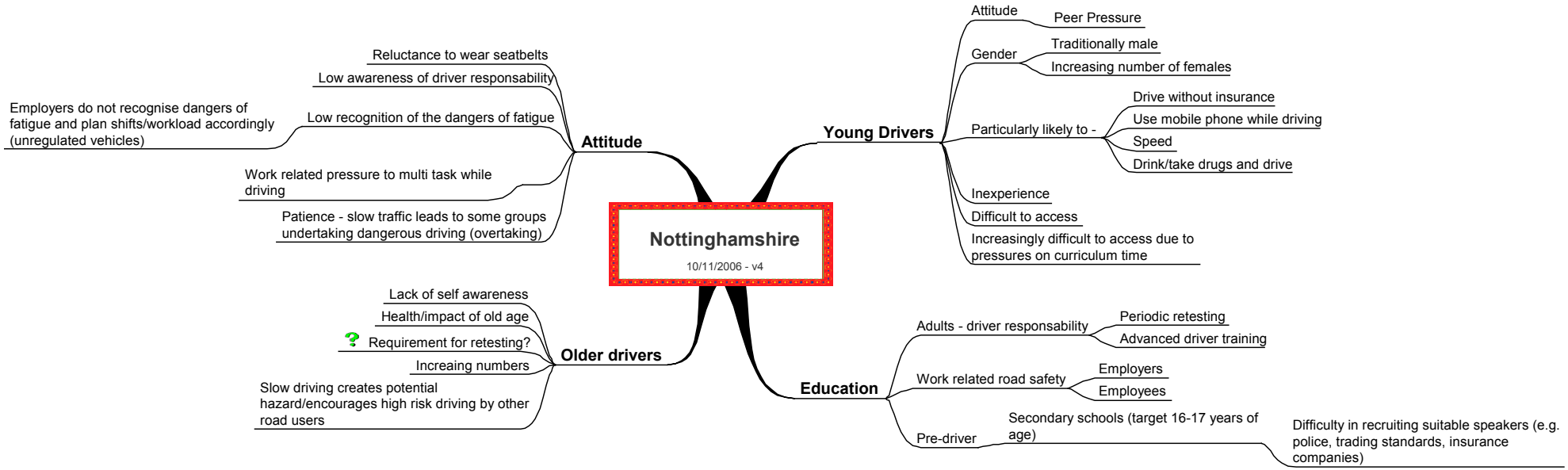

Pre Learner Drivers
24/10/2006 - v18
Road Safety Officers
Crucial for links to
Local Government
Schools
Parents
Instructors
ROSPA
School Curriculum
Starting Age
Primary School
PSHE
Assembly
Awareness
Citizenship
Secondary school
Lessons
Practical - simulation?
GCSE Road Safety (N Ireland)
Communication channels
Road Safety Officers
Head Teachers
Governors
PTA
Work Experience
Local Businesses
After school clubs
Cost of Entry - Glamour
Excluded children
How do we get to them?
More accidents?
Who delivers
Teachers packages
Interest of teachers
Expert delivery
Cross Curriculum learning
Integrate all aspects
Implement
Work with schools
Make it fun
Instructors
Driving Instructors Role
Do they work with youth organisations
Could they design courses
Do they visit schools
youth organisations
Media
Television
Soaps
Motor shows
Internet
Games
Glamourise speed
Reinforce negative aspects
Role models
Advertising
Access to material
Procurement
Joined up process
Accident Reporting
Reality portrayal
Clinical
Insurance
Social Responsibility
Motor Industry
Gaming Industry
Motor Sport Industry
Motor programmes
Police/Emergency Services/Enforcement
Educational
Excluded children?
Resources
Joined up services?
Bottom up approach needed
Partnership approach
Some schemes taking place
How widespread are these
Devon CC
Lancashire CC
Council schemes?
Rolling schemes out
Who can access these
Motorvations
Manby Motorplex
Bexley RSAG
Is there evidence that these make a difference?
Worldwide learning
Research
EU standards?
Are Australasia ahead of GB
New Zealand work
Is America tackling this issue
Different methods
Evaluation
Good practice
Can GB examples be used to help others
Can we co-ordinate this
Are we able to translate others schemes easily into GB
Parents
Influence
Peer pressure
Education for parents
Role Models
Is the approach fragmented
Individual Departments
England
Scotland
Wales
N Ireland
DSA Co-ordinate
Education
Instructors


Learner Drivers
27/10/2006 - v18
Does testing process produce competent drivers
Why is the pass rate so low
Are people taking tests too soon
Should there be minimum level of driving experience
Intensive courses?
Is the test too skills based
Should design be more competence based
How do you test for behaviour/attitude
How can ensure that examiners happy a person is safe to drive
Learner Driver Age
Is 17 too young
Neurological issues
Would 18 be better
Evidence older = Better?
Could be lower
Best practice - worldwide
Demography
Is this changing over time
Are there more mature drivers
EU have transferrable licences
Language
Access
UK Road Familiarisation
Fraudulent licences
Technology
Use of simulators
Evidence of improved driver behaviour
Can road conditions be replicated
When to use
At test
During period before test
At set points during learning
Prior to any learning
Computer Based Technology
How is this subsidised
Delivery
Schools/Colleges
Access to test centres
Legislative Framework
Single point entry
No re assesment
No intermediate stage
Vehicle size/power
Lack of professional input in readiness for test
Can enter without professional input
Influencers
Road Safety Officers
Could they play larger role
How do they interact with Instructors
Disconnection with ADI
Partnership issues
Parents
Are parents trained in latest driving techniques
Parental courses
Who runs these
Fragmented
Whose responsibility
Attitude to speed
Involve with instructors
Colleges
Work places
Peers influence
Lifestyle
Maturity
Supervisors in cars
Pupils
Cost
Choice
Instructor reputation
Peer pressure
Available resources
Other road users
Media
Awareness raising
Advertisements
Safety campaigns
Mis information
Speed
Attitude
Enforcement
Unlicensed 70,000
Insurance
Owner
Practice
Test Centres
Make place of driving
More user fiendly
Curriculum
Train to pass vs train to be safe
Is the test correct
Influence over application for test
Performance measures
Pass Plus
Road Safety in national curriculum
What age should start learner training


Work Related Road Safety
Challenge
Reduce at work road traffic collision, incidents and fatalities
Improving instructor ability
Driver understanding and ability
Risk Management
Road
Driver
Perfect driver profile
Risk assessment
Vehicle
Culture
Attitude
Appropriate language to reflect responsibility
Scope
Any journey carried out within the context of work regardless of ownership of the vehicle. For the purposes of this workshop we have excluded any vehicle that requires a special license (e.g. HGV)
Link to regulated market
Best practice models/exemplar companies
Scale
Increased risk
53% of newly registered vehicles are company owned cars
Significant economic impact
1,000 deaths, 13,000 injuries per year
Single largerst cause of occupations fatalities
% of all company vehicles will be involved in a ffic collision and incident in the next 12 months
Responsibility and liability
Drivers responsibilities and liabilities
Driver declerations
Incentivising drivers
Employer responsibility and liability
Employer awareness
Employer responsibility
Appropriate vehicles
Provision of adequate training
Retraining time
Appropriate organisational framework
Appropriate vehicle fleet management strategy
Strong business case to improve WRRS
Strong business incentive
High risk activity
Incentivise managers
Link attitudes and outcomes
Defining the problem
Evidence based solutions
Where, when , who
Journey time reliability
Tailor to target groups
Different groups
Light commercial vehicles (Vans)
LCVs account for 9.4% of vehicle population in UK
Continues to grow rapidly
Vans account for 7% of all freight activity in the UK
Lightly regulated
Overrepresented in fatal collision and incidents
Identifying and sharing best practice
Health & fitness
Impact on collision and incidents
Responsibilities
Driver Responsibilities
Employer responsibilities
Drug and drink policies
Sickness policies
Define problem areas
Commuting
22% of car trips are made for the purpose of commuting
Longest commute in Europe
Continued rapid growth
55% of car commuters drive to work becuase it is the fastest available means
36% of car commuters drive to work becuase they need their car for work


Older Drivers
Ageism
Insurance
Difficult to access perception
Less internet access
High cost
Claim cost increases by age - premium reflects claims
More likely to change insurers now
Health issues
Cognitive ability
Dementia
Hazard perception
Managing cognitive workload
Physical impairment
Sight
Limited or painful physical movement eg arthritis
Limited grip strength
Impact of medicinal drugs
Role of mobility centres - patchy coverage
Maintaining driver ability
Arrive alive
Advanced drivers
Intelligent transport systems
Role of mobility centres
Accidents
Severity of injuries
Frailty
Types of accident
Right of way
Intersections
Reducing the risk
Shorter journeys
Only familiar roads
Avoid difficult junctions
Avoid night driving/bad weather
Avoid busy roads/rush hours
Empowerment
Communications
Keeping up to date with changes to rules
Info on when to stop / continue driving
Maintaining driving ability
Skills maintenance
Education to support transition
Learn from pockets of 'safe' drivers
Ending driving licences
Identification of people unable to drive
Self assessment
Every 3 yrs from 70
Comparison with novice/offending drivers - discrimination
Voluntary if unfit to drive
Doctors to advise of obligation
Role of family
Avialability of information on what to do
Possible mental agility tests for people over 75
Notification by police, doctors, friends and family
Confidentiality
What is safe or unsafe driving
No of driving hours affects ability - pilot model
Increased retirement age
Support when driving stops
Improved public transport
Information
Cost
Role of mobility centres
Role of health care professionals
Personal safety
Refusal to stop driving
Doctors to notify DVLA if aware
Comprehension of withdrawal eg dementia
Doctors reluctance to discuss so as not to put people off from seeing them

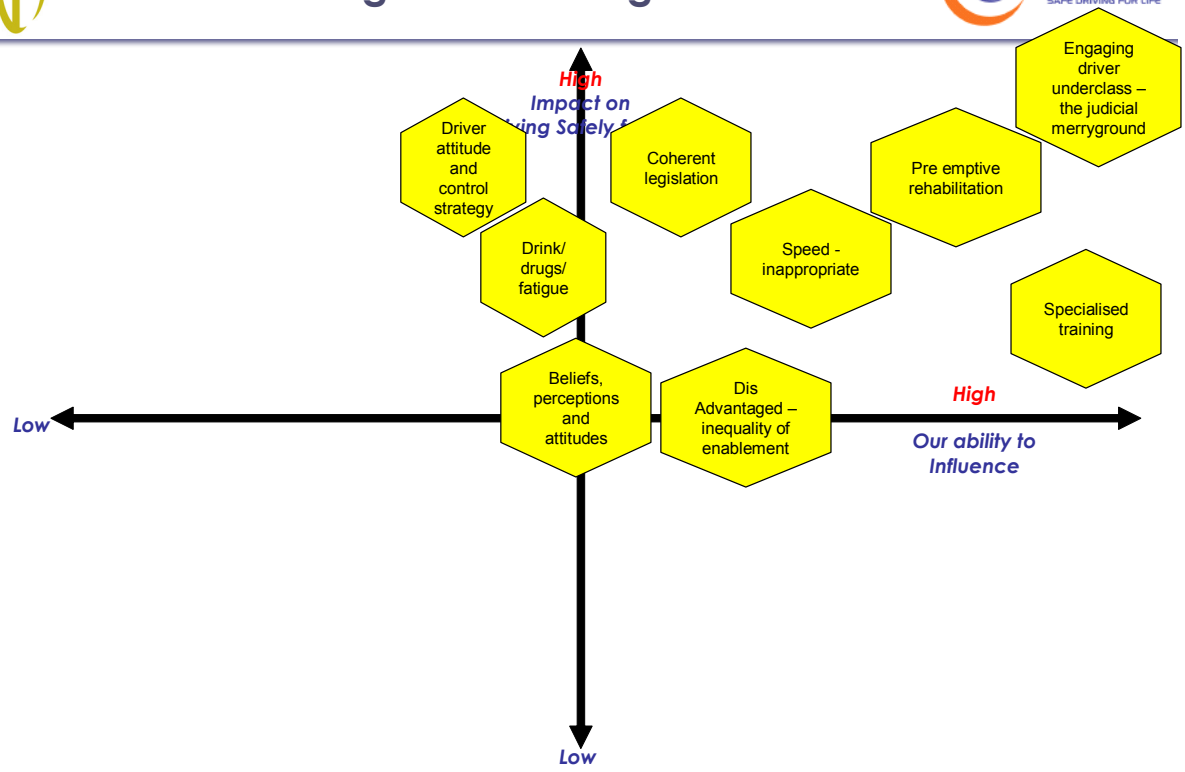

Driver retraining and retesting
31/10/2006 - v26
Interlinked relationship
Drink Driving
Prevention
Alcohol programmes
Employers programmes and policies
Working with people who serve alcohol
Changing cultural attitudes
Awareness campaigns
School curriculum should cover the effects of alcohol and driving
Driving schools should provide info
Legislation
Penalties for drink driving
Restrictions on where alcohol can be bought
Alcohol levels permitted
Under limit still dangerous for novice drivers
Specific education
Rehabilitation
Accessibility of assessment and treatment
Alcohol interlock ignition programmes
License reinstatement linked to completion of rehab programme
Drink impaired drivers programme
Request early reinstatment if good case eg livelihood affected
Enforcement
Roadside checks
Alcohol use suspected
Random breath tests
For all suspected road offences
Targeted at peak times/locations
'Administrative per se' licence suspension
Offenders
West Midlands average offender is male, over 30 and a persistent drink driver
No of female offenders increasing
More women driving
Women's alcohol consumption increasing
Average age of female offenders is 30
Young males
Drug-driving
Legal drugs
Alcohol and drugs
Prescribed drugs
Methodone
Reporting to DVLA
Illegal drugs
Recreational drug users
Socially excluded
More common amongst males
Difficulty in detection
Roadside testing targeted at peak times eg clubbers going home
Drug testing
Compulsory
Discretionary
Definition of impairment
Linked closely to drink driving
Misleading information
Pre Court disposal retraining courses
Motorcyclists
Extension to other offences
Driving without due care
Other offences
Red light running
Driving too close
Mobile phones
Speed awareness courses
Prevention
Limits
Signage
Cameras
Revoked driving licences
50% are retested and pass
Potentially 40k drivers not passed following revocation could be driving
6 points on a licence in the 1st 2 years after passing, results in reverting to learner status
Careless and dangerous drivers
Extended tests
Health reasons
Heart attack
Eyesight
Degenerative disorders
Mobility centres
Access
Enter Sub-topic
Monitoring
Non UK drivers
Commercial drivers
Information on UK standards/requirements
Car drivers
Information on UK standards/requirements
Validity of licence
Awareness of police
Standards
Equivalence
Residency
Communication of information
Persistent offenders
Education
Negative spiral
Insurance
Change in attitude to get back into mainstream
Fatigue
diversity and Access
Citizenship
Self awareness
Responsible driving
Acceptibility
Drink
Speed
Insurance
Standards and quality
Capacity
Cost
Quality control
Continuous improvement
Legislation
Awareness of
Existing
Planned
Sentencing
Court Disposal Courses
Specific for young drivers?
Speeding
Uninsured


Nottinghamshire
10/11/2006 - v4
Attitude
Reluctance to wear seatbelts
Low awareness of driver responsability
Low recognition of the dangers of fatigue
Employers do not recognise dangers of fatigue and plan shifts/workload accordingly (unregulated vehicles)
Work related pressure to multi task while driving
Patience - slow traffic leads to some groups undertaking dangerous driving (overtaking)
Young Drivers
Attitude
Peer Pressure
Gender
Traditionally male
Increasing number of females
Particularly likely to -
Drive without insurance
Use mobile phone while driving
Speed
Drink/take drugs and drive
Inexperience
Difficult to access
Increasingly difficult to access due to pressures on curriculum time
Older drivers
Lack of self awareness
Health/impact of old age
Requirement for retesting?
Increaing numbers
Slow driving creates potential hazard/encourages high risk driving by other road users
Education
Adults - driver responsability
Periodic retesting
Advanced driver training
Work related road safety
Employers
Employees
Pre-driver
Secondary schools (target 16-17 years of age)
Difficulty in recruiting suitable speakers (e.g. police, trading standards, insurance companies)

Appendix 2

Issue Segmentation

Driver retraining and retesting



DR0403-205

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Appendix 3

Sample Workshop Agenda

Driving Standards Agency

Raising Driving Standards Workshop

Purpose

The purpose of this workshop is to gather stakeholder views and comments that will contribute to the *Safe Driving for Life* strategy being developed by DSA. These sessions are designed to take a future-focused view enabling DSA, and other stakeholders, to a take a more challenging and better informed view in the strategy development.

Process

This workshop is one of a series on segments of the driver lifecycle that the strategy process has identified as significant in delivering *Safe Driving for Life*.

Content

09.45 – 10.00	Coffee
10.00 – 10.20	Introduction
10.20 – 10.30	A view of the future?
10.30 – 11.15	What does *Safe Driving for Life* need to 'think about' – is this list of issues complete?
11.15 – 12.30	What are the 'key issues' that need to be addressed?
12.30 – 13.00	Lunch
13.00 – 13.10	Reflection – Does what we did before lunch look right?
13.10 – 14.45	What does a step-change improvement in driver safety 'look like' to you and your organisation?
14.30 – 15.00	How could you and your organisation contribute to making the step-change in *Safe Driving for Life* happen? Thanks, close and next steps

Appendix 4

Workshop Attendance Lists

- Pre-Driver Education
- Learner Driver
- Newly Qualified Drivers
- Work Related Road Safety
- Older Driver
- Instructor Training
- Driver Retraining and Retesting
- Local Partner

Pre-Driver Education

Tuesday 24 October 2006

Attendee list

Gill Balshaw	AA The Driving School
Alan Esam	AA The Driving School
Joe Mulligan	British Red Cross
Stevie Gregson	Driver Vehicle Testing Agency
David Craig	Driver Vehicle Testing Agency
Ann Finch	Lancaster County Council
Geoff Webb	Motorvation
Ann Morris	Staffordshire Council Crash Team
Neil Mycock	Staffordshire Council Crash Team
Collette Bennet	Staffordshire Council Crash Team
John Meredith	Her Majesty's Stationery Office
Jill Lewis	Driving Standards Agency
Celia Hague	Driving Standards Agency
Melanie Young	Driving Standards Agency
Liz Heaton	Driving Standards Agency
Colin Maddock	Driving Standards Agency

Facilitators

Brian Mellon	Frontline Consultants
Gwen Earl	Frontline Consultants
Martin Silk	Frontline Consultants

Learner Drivers

Wednesday 25 October 2006

Attendee List

Gill Balshaw	AA The Driving School
Alan Esam	AA The Driving School
Bill Lavender	British School of Motoring/RAC
Paul Staple	BSM/RAC
Peter Laub	Driving Instructors Association
Trevor Watty	Driver Vehicle Testing Agency
Richard Grindrod	Driving Instructors Democratic Union
John Lepine	Motor Schools Association
Alicia Dunne	National Caravan Council
Pat Wells	Transport Research Laboratory
John Bridge	Driving Standards Agency
Peter Ward	Driving Standards Agency

Facilitators

Brian Mellon	Frontline Consultants
Gwen Earl	Frontline Consultants
Martin Silk	Frontline Consultants

Newly Qualified Drivers

Monday 23 October 2006

Attendee list

Kate Hopton	Association of British Insurers
Andrew Charlton	Association of Chief Police Officers
Stevie Gregson	Driver Vehicle Testing Agency
David Morgan	Institute of Advanced Motorists
Sheila Ranger	RAC Foundation
Kevin Clinton	The Royal Society for the Prevention of Accidents
Paul Smith	Safe Speed
Mark Elliott	Transport Research Laboratory
John Bridge	Driving Standards Agency
Colin Maddock	Driving Standards Agency
David Leibling	Driving Standards Agency Non-Executive Director

Facilitators

Brian Mellon	Frontline Consultants
Gwen Earl	Frontline Consultants
Debbie Fisher	Frontline Consultants

Work Related Road Safety

Wednesday 1 November 2006

Attendee list

Adrian Walsh	RoadSafe
Andy Freeman	Health and Safety Executive
Rob Castleman	Highways Agency
Britta Lang	Transport Research Laboratory
Colin Thornlicroft	Driving Standards Agency
Cynthia Barlow	RoadPeace
David Orell	Skills for Logistics
Graham Feest	Association of Industrial Road Safety Officers
Julie Smith	Highways Agency
Lloyd Brown	Institute of Advanced Motorists
Mark Edwards	Drive and Survive
Mark James	Confederation of Passenger Transport
Peter Ward	Driving Standards Agency

Facilitators

Gwen Earl	Frontline Consultants
John Deffenbaugh	Frontline Consultants
Nick Downes	Frontline Consultants

Older Driver

Friday 27 October 2006

Attendee list

Fiona Bewers	The Caravan Club
Kate Hopton	Association of British Insurers
Mike Foy	Care Directions
Alan Burnett	Help the Aged
Helen Winer	NHS - Worcestershire PCT
Roger Bullock	Royal College of Psychiatrists
Dr Heather Major	Driver and Vehicle Licensing Agency
Sheila Hunter	University of the Third Age
Deirdre Walsh	Driver Vehicle Testing Agency
Tracy Savill	Transport Research Laboratory
Andrew Burr	Department for Transport
Jill Lewis	Driving Standards Agency
Colin Maddock	Driving Standards Agency

Facilitators

Brian Mellon	Frontline Consultants
Gwen Earl	Frontline Consultants
Debbie Fisher	Frontline Consultants

Instructor Training

Thursday 26 October 2006

Attendee list

Alan Esam	AA The Driving School
Deirdre Walsh	Driver Vehicle Testing Agency
Gill Balshaw	AA The Driving School
Ian Green	Approved Driving Instructors Federation
John Lepine	Motor Schools Association
Nigel Harries	Driving Standards Agency
Peter Laub	Driving Instructors Association
Peter Huntingdon	GoSkills
Richard Grindrod	Driving Instructors Democratic Union
Robin Cummins	British School of Motoring
Steve Garrod	Driving Instructors Association
David Morgan	Institute of Advanced Motorists

Facilitators

Gwen Earl	Frontline Consultants
Brian Mellon	Frontline Consultants
Anne O'Reilly	Frontline Consultants

Driver Retraining and Retesting

Tuesday 31 October 2006

Attendee list

Sandy Bowman	Association of Chief Police Officers in Scotland
Ian Edwards	Alpha to Omega Motoring
Dave Nixon	Durham Constabulary
Kathryn Broadbent	Kirklees Highway and Transportation Service
Gareth Jones	Magistrates Association
Bertrand Redonnet	National Treatment Agency
Mark Elliott	Transport Research Laboratory
Andrew Burr	Department for Transport
John Bridge	Driving Standards Agency
Peter Ward	Driving Standards Agency
Alicia Dunne	National Caravan Council
Ian Powell	Association of National Driver Improvement Scheme Providers

Facilitators

John Deffenbaugh	Frontline Consultants
Gwen Earl	Frontline Consultants
Debbie Fisher	Frontline Consultants

Local Partners

Wednesday 8 November 2006

Attendee List

Ian Marshall	Government Office East Midlands
Liz Rickards	Nottinghamshire County Council
Susan Smith	Nottinghamshire County Council
Julie Brown	Nottingham City Council
Rob Willis	Parent Governor
Trevor Greaves	Magistrates Bench
Dave Storey	Nottinghamshire Fire & Rescue Service
Peter Ward	Driving Standards Agency

Facilitators

John Deffenbaugh	Frontline Consultants
Gwen Earl	Frontline Consultants
Nick Downes	Frontline Consultants

Appendix 5

Interviews completed

Interviews – completed

Organisation	Contact
BRAKE	Adam Casper
Driving Research Group	Lisa Dorn
Kirklees Highways and Transportation Agency	Kathryn Broadbent
Local Authority Road Safety Officers Association	Simon Ettinghausen
NHS (Stophill Hospital)	Dr Ana Talbot
NHS Warwickshire	Dr Jimmy Paul
NHS Warwickshire	Dr Mohamed Irfan
Nottingham University	Dr David Crundall
PACTS	Robert Gifford
Safe Speed	Paul Smith
Norwich Union	Nigel Bertram
Pearson	Paul Howarth
Home Office, Respect Task Force	Juliette Mountford
SPEED	Mike McDowall
DVLA	Clive Bennett
Department for Transport	Liz Hunter
Welsh Assembly	Meryl James
Warwickshire Speed Cameras	Louise Lyle
Caravan Council	Fiona Bewers
Durham Constabulary	Dave Nixon
Connexions	Jo Baker

Appendix 6

Future interviews list

Interviews – future

Age Concern	Gretel Jones
Department of Education, Scotland	Michael McDonnell
Government Office East Midlands	Jeremy Lodge
Government Office East Midlands	Joanne Moore
The Royal Society for the Prevention of Accidents	Kevin Clinton
Reading University	Frank McKenna
BRAKE	Cathy Keeler
Probation Service	George Barrow
Napier University (Transport Research Institute)	Steve Stradling
Freight Transport Association	Duncan McCormack
Road Haulage Agency	Tbc
Confederation of British Industry	Janet Asherson
Mobility Advice and Vehicle Information Service	Yvonne Browne
University College London (Centre for Transport Studies)	Richard Allsop
UK Youth	Pauline Taylor
Help the Aged	Alan Burnett
Motability	Stephen Green
Mobilise	Douglas Campbell
Partman Group	David Poley
Author of Mind Driving	Stephen Haley
Queens Medical Centre, Nottingham	Dr Ramzi Freij