RoSPA

accidents don't have to happen

Evaluating Managing Occupational Road Risks Activities: A Guide for Employers

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Introduction

Very few organisations operate without using the road, which means that millions of people and vehicles are used for work purposes. Driving or riding is the most dangerous work activity that most people do. It also creates a significant risk to other people who use the road. It is estimated that between one quarter and one third of reported road casualties occur in road accidents involving someone who was driving, riding or otherwise using the road for work purposes.

Employers have clear legal duties to assess and manage the risks that their staff face, and create, when they use the road for work (see www.orsa.org.uk and the HSE Guidelines, 'Driving at Work' for further details).

Employers should adopt a risk management approach and ensure that they have put in place the policies, people and procedures to manage their occupational road risk. Key parts of the risk management cycle are 'monitoring' and 'review', which is where evaluation fits in.

What is evaluation?

Broadly speaking, evaluation is a way of making a judgement about the value, merit or worth of something. When thinking about Managing Occupational Road Risk (MORR) you might have heard the following terms which can all fall under the umbrella of evaluation: performance evaluation, monitoring, measurement, analysis, effectiveness, audit, review, feedback, and case studies. This guide defines evaluation as a systematic and scientific way of understanding if something works and/or if it can be improved.

As an organisation, your overall approach to managing occupational road risk (your MORR policy or strategy) will probably include a number of specific MORR activities or measures, such as driver assessment and training; policies and procedures on journey planning, mobile phones, alcohol, etc; vehicle selection criteria, communication and awareness raising, accident investigation and many others.

Evaluation should form a part of the monitoring and review processes of your MORR strategy, and the results of any evaluation or review should be fedback into your MORR risk management strategy so that improvements can be made.

Ideally, the overall MORR policy would be evaluated. However, this would be a large and complex evaluation because it would need to include evaluating each of the separate activities and policies, as well as how they interact with one another. It will probably be more practical to evaluate specific parts of your MORR system separately, especially if you are relatively new to evaluation.

Therefore, this guide focuses on how to evaluate individual MORR activities. We use the terms "MORR activity" or "MORR measure" to refer to individual elements of your overall MORR strategy, for example, driver training, rather than the overall MORR policy.

If you would like to evaluate the entire strategy then it is likely that you will need some specialist help, from an internal or external evaluation team.

Who should do the evaluation?

Primarily, this guide is aimed at the manager(s) responsible for an organisation's Management of Occupational Road Risk. It is designed to help managers plan, conduct and report on internal, Do-It-Yourself, evaluations of specific MORR activities. This means assessing whether the measures that you have put in place to manage the risks faced and created by your staff who drive, ride or otherwise use the road for work are actually doing what you want them to do and if there is anything you can do to improve them.

The evaluation(s) may be conducted by a specifically appointed person or team of people internally. Alternatively, if you opt for an external evaluation agency to do the work, this guide will help to specify exactly what you wish the external evaluator to do, and help you to ask the right questions and make sure you are getting the best value for money out of any external evaluation company.

Why evaluate?

An evaluation will tell you whether or not individual MORR activities are working. It can also highlight areas for improvement and identify the type of improvements that would be beneficial. But what does that actually mean in practice? Below are some examples of how evaluation can help to contribute to the workings of your organisation:

- **Being a good employer:** Evaluation will help you to see if a specific MORR activity is contributing to a safer driving environment for your employees.

- **Being a responsible organisation:** Evaluation will help you to see if a specific MORR activity is contributing to safer interactions between your drivers and riders and the public.

- **Money:** Evaluation helps to ensure that you get value for money. Managing Occupational Road Risk involves some financial cost and investment and staff time. Knowing if it's effective, and how to improve it, will help you to maximise the cost-effectiveness of your MORR activities, and ultimately, benefit the organisation's bottom line.

- **Time:** Evaluation will help you to understand if the time spent on an activity is worth it, and if not, how that time might be better spent to improve performance.

Evaluation will help managers to implement the monitoring and review parts of their approach to MORR.

Decide which MORR activity to evaluate

It is likely that your overall MORR policy will include a number of different elements, such as a policy document about what staff should and shouldn't do when driving for work, driver training, in-house communications and awareness raising campaigns, telematics and so on. It is better to pick one or two activities that you would like to prioritise and evaluate them individually, rather than try to evaluate all of these elements at once – especially if you are not very experienced in evaluation.

If you are absolutely certain about evaluating all of your MORR activities at the same time, then you will probably need some specialist help, as the evaluation will be large and complex. This may mean paying for an external evaluation agency to do the work. Alternatively, you may have a team in-house who deal with evaluation. If this is the case then you may need to bargain for their time, as this will likely be a considerable undertaking.

This section covers planning the activity that you will evaluate so that when you do your evaluation it will match up seamlessly.

The ideal time to start an evaluation is before you have put a specific MORR activity in place. However, it is perfectly possible to evaluate an MORR activity that is already up and running, and there is specific advice on how to do this throughout this section.

Design an MORR activity

If you are planning to put a new MORR activity in place then do some background research. Find evidence on what MORR strategies and measures have worked for others. There are a number of places you can look to find out this sort of information (see Table 1).

Table 1 Where to research your MORR activity

	Online Link
Scientific journals – articles on individual road safety projects	www.google.com/scholar
Case studies of other companies	www.orsa.org.uk/case-studies/
Scientific reviews – review of the scientific evidence on a certain topic area	www.cochranelibrary.com/ www.roadsafetyobservatory.com/

Decide which existing MORR activity to evaluate

It's likely that you will already have some MORR activities in place and, therefore, you may want to evaluate those before you design something new. In this case, you'll need to decide which activities to evaluate. Don't try to evaluate them all at once as it is unlikely that this will be practical. To prioritise which one(s) to evaluate first you will need to think about where you have the most need for information on how effective the activity is or how to improve it. So you may prioritise the activity that costs the most money, such as driver training, or something that is in most need of updating, such as a MORR policy on a specific issue such as journey planning.

Establish goals, aims and objectives

Setting goals, aims and objectives for your MORR activity describes exactly what you want the activity to achieve. Goals, aims and objectives also specify what it is *possible* to achieve within the parameters of each activity.

What is a goal, aim or objective?

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Goal: A goal is the overall reason(s) for doing a certain road safety activity. This could be something like "To reduce the number of at work road collisions involving our staff".

Aims: Your aims are a statement of **what** and **who** you hope to change as a result of the MORR activity. For example, "To increase awareness of good journey planning in drivers who attend an educational workshop" or "To increase the frequency of tyre checks by staff"

Objectives: Objectives are the specifics of what you want to get out of the MORR activity. It is likely that there will be a handful of objectives associated with each MORR activity. Each objective might look something like this "To increase the number of tyre checks by 20% within three months of implementing a new tyre checking policy"

Objectives should be SMART, which stands for:

- **S**pecific – Drill down to exactly what you are planning to change

- **M**easurable – Can you measure it? For example, tyre safety as a standalone term isn't measurable but things like the number of tyre checks, or the number with acceptable tyre tread depth, are measureable.

- **A**greed – Often a MORR activity will involve a number of staff members. For example, the person who checks the tyres, the person who ensures that checks are being completed by that person, someone who is involved with the cost of tyre replacement, and so forth. It is, therefore important that you get everyone on board when setting objectives, so they are agreed by all those who will be involved in their implementation.

- **R**ealistic – Is it feasible that you will achieve the objective? Think about what you can actually control. For example, if you want tyres changed more frequently, do you have the time, staff and the budget to be able to do so? Will the lease company allow tyres to be changed at 3mm tread depth rather than 2mm?

- **T**ime-bound – When do you want to achieve the objective by?

Your objectives are what you will measure for the evaluation. For example, if your objective is "to increase the number of tyre checks by 20% within three months of implementing a new tyre checking policy" you will need to take measurements of the number of tyre checks taking place over that period.

Try to think of your goals, aims and objectives like a funnel shape – they start broad with goals and then keep getting more specific until you reach your objectives.

Review your goals, aims and objectives

Writing goals, aims and objectives isn't an easy process. You'll need to review them yourself and ideally get someone else to review them too – especially when you need agreement from others about what they are.

It's common, when going through this process, to get some goals down but to struggle with drilling down into the detail of the objectives. It is often not possible to set your objective as something like "to see a reduction in the number of at work road collisions". It's just too broad and virtually impossible to measure. You cannot be sure that any change in road collisions involving your organisation' staff is a direct result of one specific MORR activity.

For example, you may increase the number of tyre checks on vehicles but at the same time drivers may have received some road safety training, or there was less rain that month so the roads were less slippery, the amount of time spent on the road may have been lower that month, and so forth. How do you know that the reduction in collisions was all due to your tyre safety initiative and not to do with all these other factors?

To help manage this problem, always keep in mind what it is possible to achieve by your one activity and that activity alone. Using the SMART rules for creating objectives will help you to spot these types of issues and create goals, aims and objectives that are much more suitable.

Existing MORR activities

It is equally important to set goals, aims and objectives for MORR activities that are already in place. Although this might seem a bit backwards, it's still important as this will tell you what to measure in the evaluation, and will help everyone to be clear about the purpose of these activities.

If some objectives were set at the time the activity was introduced, check whether they are SMART, and if not adapt them to make them SMART. If formal objectives were not set when the MORR activity was set up then you will have to create some from scratch.

Why do I need to set goals, aims and objectives?

Setting goals, aims and objectives is like laying the foundations for a house – you can build the house but without good foundations, it's more likely to fall apart later on.

Having a good set of goals, aims and objectives will mean that:

- Your **MORR activity** is much more focused and well planned. It forces you to think about what is important and what you can realistically achieve.

- Your **evaluation** is much more focused and well planned. Your objectives are what you will measure for the evaluation.

Develop a logic model

A logic model may sound like a complicated concept but it's really just a glorified project plan. It's a way of checking whether what you are doing has any chance of achieving what you want. It's usually set out on a single piece of paper and follows a trail from what you put into an MORR activity to what you want to get out of it. An example is provided on the following page.

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Goal: "To reduce the number of at work road collisions involving our staff"
AIM(S): To increase the frequency of tyre checks by staff

OBJECTIVES		INPUTS		OUTPUTS		OUTCOMES	
						SHORT TERM	LONG TERM
To increase the number of tyre checks by 20% within three months of implementing a new tyre checking policy	⇨	Staff time – writing and implementing the policy, conducting tyre checks, recording results of tyre checks, organising replacement tyres, communicating the new policy	⇨	Tyre checking policy document, communication methods	⇨	20% increase in the number of tyre checks within the first three months of implementing the tyre checking policy	Reduce the number of collisions involving poor tyre maintenance as a contributory factor
				Training sessions (venue, refreshments, etc) for staff		All staff trained on what damage and tread depth to look for.	
				Training sessions (venue, refreshments, etc) for managers		All managers trained on ensuring staff are adhering to the policy	
		Cost of replacement tyres		New tyres			

Inputs are the resources for your project i.e. your costs.
Outputs are the actual work you do with those resources – the service and/or products that you develop and deliver.
Outcomes are the result of that work and can be short-term (immediate changes) or long-term (changes that happen after a period of time

External Factors (outside of your control) that may affect success of the intervention: Tyre damage could contribute to a collision on a journey, even though the tyre was in good condition to start with.

Assumptions (your beliefs about how the intervention outputs will cause the intended outcomes): Staff will have time to make the checks, staff will be willing to make the checks.

The information that needs to be put into each part of the logic model is:

- **Goals, Aims and Objectives:** You will have already created goals, aims and objectives before creating your logic model (see section Establish goals, aims and objectives).

- **Inputs:** Any resources that you put into the project. This includes financial costs but also any staff time, materials and so forth.

- **Outputs:** What happens as a direct result of the inputs. For example, an input might be money and an output might be a training day, and its associated costs, such as venue, catering, etc.

- **Short-term Outcomes:** Immediate changes that you want the outputs to achieve. For example, immediately after a training day the staff should have improved their knowledge of x, y and z.

- **Long-term Outcomes:** Changes over time that you want the outputs to achieve. For example, after a training day staff put what they have learned into practice.

- **External Factors:** Anything outside of your control that could impact on the success of your MORR activity. For example, some members of staff may be absent on the training day.

- **Assumptions:** Anything between the outputs and outcomes stage that you take for granted. For example, staff may already be aware of the information that is provided in a training session.

Identifying external factors and assumptions may indicate ways you could adjust the activity in order to take them into account. For example, if it's likely that some staff will miss the training session, a repeat session can be scheduled. If an assumption is that staff may already know the information, perhaps the training day can focus on ways of using the information, or focus on a different topic.

Review your logic model

The details of a logic model can be tricky to pin down. Don't worry, this is normal and is part of the purpose of creating a logic model i.e. to check your logic. Make sure you have someone else review the model to check that each step directly flows into the next. Make sure the final model is agreed by anyone involved in the project.

Top Tips

- Get specific! Try not to use woolly terms, pin down exactly what you will do and what you can **realistically** change by doing it. E.g. instead of improving tyre safety write about what you will do to achieve that, such as completing tyre checks.

- Make sure that what you are actually doing matches your objectives. You won't increase tyre checks just by writing a document about it – think about all the practicalities that will need to go along with it.

What about existing MORR activities?

Even if you have already got an MORR activity in place it is still worth creating a logic model for it. It acts as a point of focus for all those involved in the project and enables you to check the 'logic' of your activity – is it likely to achieve what you want? It is also an easy way for newcomers to the project to get a handle on what you are trying to achieve. The logic model will also form the basis of the evaluation.

Planning your evaluation

By this point you will have selected just one or two MORR activities to evaluate. Your selection will have been based on where there is the most need for the evaluation information.

What do you want to find out from your evaluation?

There are two main types of evaluation. Your choice between them will depend on what you want your evaluation to do:

1. Improve the design and/or delivery of your MORR activity

2. Measure how effective your MORR activity is

You can focus on one of these elements for your evaluation or you may want to look at both at the same time. Your choice will usually be influenced by how well established your MORR activity is.
This section will give you more information and help to guide your decision about the best type of evaluation for your MORR activity.

Improving the design and/or delivery

If your MORR project is relatively new and you're doing a small scale test then you may want to focus on improving the design and/or delivery. For example, you're unsure of some of the practicalities that will go into a new tyre checking policy so you do a small scale trial run. The evaluation will help you decide what improvements need to be made before you roll out the policy any further.

Measuring effectiveness

You may want to focus only on measuring effectiveness if a) you have done some testing and decided what the final MORR activity will look like or b) the MORR activity is a practice that is already well established in the workplace. For example, you have tested the practicalities of how a new tyre checking policy works and now you want to see how employees respond to the policy and if the number checking their tyres increases or collision rates involving poor tyres decreases.

Top Tip
Where possible start your evaluation BEFORE you implement any MORR activity: Evaluation isn't something that you just tack on the end of a project. Ideally, start the evaluation before you put your MORR activity into practice because you will be able to collect some information and data before changes are made (baseline data) and then measures how much change occurred as a result of what you put in place.

Doing both (looking for improvements <u>and</u> testing effectiveness)

It's likely that when it comes to evaluating your MORR activity you'll want to test its effectiveness *and* improve the design and/or delivery. That's absolutely fine; you can incorporate both of these elements into one evaluation.

Doing Your Evaluation

Whilst doing your evaluation be sure to keep a note of what you are doing. Record the decisions you made and why, and details of what happened, such as how many people took part in the evaluation. This will help you to keep track of what is happening and will form the basis for your written report or analysis later on.

Choose your evaluation methods

Type of Evaluation: Quantitative vs. Qualitative

Evaluation methods can usually be put into two basic categories: quantitative or qualitative. Quantitative evaluation is where you measure quantities i.e. you're looking to put a number on something. For example, 80% of workers feel that they don't have the time to check their tyres before they go out on a job run.

Qualitative evaluation is the opposite; it instead focuses on quality i.e. you're looking to get really in-depth information with rich detail. These methods are typically used to explore why something is happening. A qualitative evaluation, therefore, might investigate reasons why workers do not feel they have the time to check their tyres.

Ideally, you will include both quantitative and qualitative elements in your evaluation to gain a full understanding of what you are trying to investigate. Due to time and cost pressures, however, it is likely that you will focus more on one element than the other. But how do you know which is most useful for your evaluation, quantitative or qualitative? Your decision will come as a result of weighing up a number of factors.

If you are looking to improve the design and/or delivery of your MORR activity (see Planning your evaluation: Improving the design and/or delivery), qualitative methods might help you to get at the detail of how best to make those improvements. Alternatively, if you are looking to measure effectiveness (see Planning your evaluation: measuring effectiveness), it might be best to use quantitative methods, so you can put a number on just how effective something was.

Practical factors will also be important. Typically, quantitative methods ask a lot of people some short and snappy closed questions (or other numerical measures such as the number of accidents or telematics data). Qualitative methods, however, tend to ask a small group some in-depth, open ended questions which tends to take more time than quantitative methods. Based on this you will need to weigh up if workers will have the time, flexibility and will to take part in the evaluation.

What methods can I choose from?

There are lots of different methods that fall into the category of either a quantitative or qualitative evaluation. The main method used for quantitative evaluation is usually some sort of questionnaire or survey. If you use telematics in your vehicles, this is also a good quantitative method as it provides a great deal of numeric data about how someone is driving. You might also collect other data to supplement the findings, such as the number of collisions, average mileage or findings from licence checks.

The main method used in qualitative evaluation is usually some sort of interview. This can be one-to-one or with a group of participants.

Questionnaires and surveys mainly contain closed questions. People answer by choosing from a pre-defined set of options, i.e. tick box type questions. The main ways to deliver a survey are to distribute a paper questionnaire or to create an online version. Make your choice based on what is most practical for those answering the survey – if they are not office based, they may not have access to a computer during working hours. Also think about the balance between how much it costs to print questionnaires versus creating an online version.

Interviews mainly contain open questions so those taking part can provide rich in-depth detail. An interview is usually based on a number of key topic areas. The interviewer can then dig for more information in direct response to what people have said. It's similar to how an interview on a chat show works.

There are different ways of doing interviews. You can do them one to one or you can do a focus group. A focus group is similar to an interview but you put questions to a small group of people rather than one at a time.

When choosing the type of interview to conduct, consider practicalities. One to one interviews can be done either face to face or over the phone. Focus groups, however, are usually done face to face so the person asking the questions can see how people interact with one another and make sure that no-one is left out. It might be easier to speak to everyone at one time but getting everyone to commit to one time and place can sometimes be tricky.

More information about questionnaires, interviews and other methods can be found in the methods table of the appendix.

> **Top Tips**
> Don't rush to choose your methods or create your questions before you've set your aims, objectives and logic model: It can be tempting to rush to get something on paper, especially when you're under time pressure. RESIST that temptation! Without a solid set of aims and objectives the questions you create will be fuzzy – they will not get the information you want them and you may have to go back and do it again.
> It's useful to have a copy of the aims and objectives in front of you when you're creating your questions to keep them focused. Keep them at hand too if you make any changes to your questions.

Start where people really are (not where you think they are)

If possible, start gathering evaluation data **before** you start your MORR activity. It is important to do so to get an idea of your starting point. Keeping with the tyre checking example – to know if you have made a 20% increase in tyre checks after implementing a new policy, you will need to know how many tyre checks were taking place before the new policy is introduced. Do not assume the starting point is zero. Some people might be checking their tyres regularly as a result of previous training or as best practice that they have learned elsewhere else or due to other reasons. The same theory applies to implementing a training session – you can't assume all of your audience know nothing about the learning outcomes.

There are a number of ways that you can collect your before data- here are some of the most popular and practical options.

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Name	Description	Visual Representation		
		Before	Intervention	After
Before and after with a comparison group	Select two groups of people to take part. Collect data from your audience before the intervention. Do the intervention but only with **one** group (the other group is your comparison group). Collect the same data again, from both groups, after the intervention. Compare the change between the before and after data for both groups. Subtract the comparison group change from the amount of change in the test group.	Test group; Comparison group	Road Safety Intervention; Do nothing	Test group; Comparison group
After with a comparison group	Select two groups to take part. Do the intervention but only with **one** group (the other group is your comparison group). Collect data from both groups **after implementing the activity only**. Compare the difference in the after data between both groups.	~~Test group~~; ~~Comparison group~~	Road Safety Intervention; Do nothing	Test group; Comparison group
Before and after (no comparison group)	Select one group to take part. Collect data before you do the intervention. Collect data again after the intervention. Compare the difference between the before and after data.	Test group	Road Safety Intervention	Test group
After-then-before (post reflection)	Select one group to take part. Do the intervention with that group. Collect data after the intervention. Split your questions into before and after. Get people to answer on what they are doing now (after) and what they **remember** they were doing before. Compare the (remembered) before and after data.	~~Test group~~	Road Safety Intervention	Test group

Strongest ← → Weakest (left vertical axis)

Most Difficult ← → Easiest (right vertical axis)

The arrows, either side of the table, illustrate the trade off between the strength of your evaluation (i.e. how reliable and valid it is) and how easy or difficult it will be to run in a practical sense. The stronger your evaluation, the more confident you can be that what you find out is a true picture of what is actually happening. Stronger evaluations, however, are likely to take more time and money to complete in practical terms. On the flip side, the easiest evaluations to conduct also tend to be the weakest in designs, which means you cannot be as confident that your findings are a true picture of what is happening.

What if I find something I wasn't expecting at the before stage?

It's not unusual to find something you were not expecting whilst collecting the before data. For example, you might find that some or most of your drivers are already doing tyre checks, before you've made any policy changes. Alternatively, you may find that your drivers already know some of the information that's going to be relayed to them in a training day. If you do find something unexpected then look back at your logic model and your MORR activity. Will your activity do enough to make a difference to the outcomes? Do you need to adapt what you are doing to make it more worthwhile? You could, for example, focus a training session on where workers need the most help to improve.

Collecting the data

After choosing your method you will then need to start writing some questions so that you can collect your evaluation data. Questions for surveys should mainly be closed i.e. have tick box options. For interviews or focus groups they should be open e.g. How? What? Why?

- See the Question Writing Rules section of the appendix for advice on how to write questions

- See the Conducting Interviews or Focus Groups section of the appendix for further advice

If you are going to use telematics data, there are some further considerations to keep in mind. As with any other methods, get some data from the telematics on driving before you make the MORR change that you will measure. Allow some time for the telematics results to stabilise before you make any changes – initially drivers might alter their behaviour as they adapt to the presence of a recording device in the vehicle. If multiple drivers are using one vehicle then you will also need to think about how you will separate the data from different drivers.

For more advice on telematics see "Driving for Work: Telematics" (1)

Who should I ask to take part in the evaluation?

If you are a small or medium size organisation you can include all your staff who drive, ride or otherwise use the road for work in the evaluation. If you are a larger organisation, you don't need to have all members of staff taking part in the evaluation; you can select a subgroup of employees instead. This subgroup should be a fair reflection of the rest of the workforce (so no cherry picking the most safety conscious members of staff!). The easiest way to make sure the subgroup will truly represent the rest of the staff is to select who takes part randomly.

For surveys try to have at least 30 people take part, but ideally more than 50 is best. For interviews and focus groups, you won't need as many people to be involved because you will be more interested in depth of information. You'll need around 4-12 people to take part per focus group (not including those asking the questions). The number of focus groups you will need to do will dependent on how large your business is. As a rule of thumb, once you find the same themes are coming up in interviews or focus groups and you're not finding anything new, that's the point that you can stop.

Ethics

Any evaluation should also take ethical issues into account. The first thing you will need to consider is getting agreement from those you have asked to take part. Staff should always have a choice about whether they want to take part – you can encourage participation, but where possible you shouldn't try to force their decision. Nevertheless, there may be some circumstances where employees are required to provide information, due to other working practices, that can then be used as part of the evaluation. Licence checks or conducting accident investigations are good examples.

Staff should also know what taking part in the evaluation means for them. How much time will it take? Is there a chance it might negatively affect them? Consider writing a small paragraph for people to read before they decide whether to take part.

Ideally, any information collected from those taking part should be kept confidential and anonymous. That means removing **any** information that might identify who they are in the write up. Within a small company or a small team this may be impossible because sometimes it is easy to infer who the person is from the surrounding information (what they said, what they do in their job role, the topic they are talking about). If this is the case then those taking part need to be aware that they might be identified, before they decide whether to take part.

Analyse the data

Where you have used closed questions, analysis consists of summarising the number of answers for each question, for example, "only 27 respondents (6%) said they take rest breaks every two hours on long journeys". This might mean putting values into a table or a graph. Make graphs and tables really clear so that someone can understand what they are trying to illustrate without a long detailed explanation, but do also summarise the meaning of the graph or table in the surrounding text. For example, "Table 1 shows that only 6% of our drivers take a rest break every two hours on long journeys, 45% take a break every three hours, 37% every four hours and 12% never take a rest break on long journeys."

For open ended questions, one of the easiest ways to analyse them is to look for themes in the answers. What points keep coming up again and again? What points were particularly poignant? After identifying the themes write a short summary of the findings and select a few quotes which help to illustrate them. For example, "One of the main concerns raised was that unrealistic time schedules which force delivery drivers to exceed speed limits. A typical comment was:

"The only way I can meet my delivery schedule is to drive at 35mph to 45 mph in town as much as possible" (Focus Group Member 1)

What does the data tell you?

Once you've collected and analysed your evaluation data, it's time to decide what it means. What is the information telling you? How does one question or one theme relate to another? Ultimately you are trying to answer the big question - did your MORR activity achieve what you wanted it to? Jot down some notes at this stage – they will form the basis of the Conclusions section of your evaluation report.

Once you have understood what you found out from your evaluation, decide what you should do as a result. Did you find what you were expecting? Are there any improvements that you could make to the MORR activity? Do you need to do something else entirely? Again, make some notes whilst you are thinking about this – they will form the basis of your Recommendations in the final report.

> **Top Tip**
> Don't underestimate the amount of time you will need to do analysis, especially where you have used open ended questions.

Write Up Your Evaluation

The following describe the main sections of an evaluation report:

Introduction: Introduce the problem i.e. why did you implement the MORR activity? Why you chose to do that MORR activity over something else. If you did some background research on what MORR activities were likely to work for you, include what you found here. Finish off by describing your aims and objectives. The Introduction should be relatively short.

Methods: Here you should describe how you did your evaluation. E.g. did you want to find out the effectiveness of an activity and/or improve it? Describe what methods you chose. Remember earlier in the "Doing Your Evaluation" section when it said "make a note of the decisions you make"? Find those notes as they will be invaluable. This section should be concise but include enough information so that someone else could repeat what you did.

Results: Describe what you found. Include any graphs or tables you created in the analysis, as well as a running commentary of what they show. For interview results describe each of the themes you found and use a small number of quotes to help illustrate each theme. This section may be the longest part of the report.

Conclusions: In this section provide a summary of what the results show overall. Were the objectives met? What do the results actually mean in the wider context of your problem? If you made some notes after going through the "What does the data tell you?" section then use them.

Recommendations: What would you recommend on the basis of what you have found out? If the objectives were not met what do you advise should be done about it? Are there any further improvements that could be made?

Executive Summary (Optional): Include an Executive Summary if you have a particularly lengthy report. Summarise what the report says. Make it the last thing you write but insert at the start of the report.
Further tips on report writing can be found in the appendix.

Review and Feedback

After putting in the time and effort of doing an evaluation don't let the report sit on a shelf. The whole purpose of an evaluation is to see if something is working and to improve it. If the MORR activity didn't work in its current form, can you change it or do you need an entirely new approach? If it did work, are there any improvements that would make it even better?

Once you have written the report have a meeting with those who look after MORR. Discuss the evaluation report, paying particular attention to the conclusions and recommendations. Where possible, actions should be assigned to particular members of staff to ensure that the recommendations are completed. Follow up to make sure these changes have been made.
Consider publishing the report on the organisation's website or on other websites, such as www.RoadSafetyEvaluation.com or www.orsa.org.uk. Publishing your report will help to demonstrate how seriously your organisation takes MORR, and will help others to benefit from your work.

Further Reading

www.RoadSafetyEvaluation.com An online resource with lots of additional advice and information on how to conduct road safety evaluation projects. It also hosts the E-valu-it toolkit – a set of questions about your evaluation project to complete before your start the evaluation. It will then recommend give a set of recommendations about how to do the evaluation.

www.orsa.org.uk Website for the Occupational Road Safety Alliance. The case studies page has a number of examples of how businesses have implemented road safety.

www.RoadSafetyObservatory.com An online resource which provides key facts and reviews of scientific research relating to road safety. There is a topic area dedicated to driving for work but dependent on your MORR activity other areas may also be relevant.

Department for Transport. *Guidelines for Evaluating Road Safety Education Interventions.* 2004. A guidance document on how to evaluate road safety education programmes. Useful for if you are evaluating an educational workshop but the advice should also apply to other forms of road safety activities.

RoSPA. *ScootSmart: A Case Study in Evaluation.* 2014. A case study report on an organisation conducting their own evaluation on scooter training in schools. It's a good document for learning about what the practical challenges are in conducting your own evaluation.

Kara. H. *Research and Evaluation for Busy Practitioners: A Time-Saving Guide*. 2012. This is a book on research and evaluation. Good for if you want some more detail than this guide but it's still accessible for those who aren't experts in evaluation.

References

1. **RoSPA.** *Driving for Work: Telematics.* www.rospa.com/roadsafety/info/driving-for-work-telematics.pdf , 2014.

The Royal Society for the Prevention of Accidents

Evaluation Question Set for Managing Occupational Road Risk

Introduction

The aim of the E-valu-it toolkit is simple: it is intended to help you to design and carry out evaluation so that you can improve the effectiveness of your MORR activities. It is a set of questions that help you to plan your evaluation. **.** Once your answers are in the toolkit it provides you with some recommendations and a partially completed report template.

E-valu-it is one part of a larger website (www.roadsafetyevaluation.com) which contains lots of information about evaluation, specifically in road safety education, training and publicity (ETP). It is now regularly used by road safety teams in local authorities across the country. We also wanted to provide those working in MORR with a questions set to use when evaluating their MORR activities.

We use the term "MORR activity" to refer to individual elements of your overall MORR strategy, for example, driver training, rather than the overall MORR policy or strategy. This question set goes alongside the MORR evaluation guide, which suggests the evaluation of one or two individual activities, rather than the overall MORR policy or strategy. (Evaluating Managing Occupational Road Risk Activities: A Guide for Employers)

The original toolkit questions and examples were written to address the specific needs of road safety practitioners in local authorities. The following question set has been adapted so that it uses examples more suited to those who are managing work related road safety. Print out this set of MORR questions and examples and refer to them as you answer the E-valu-it questions online. The link to the toolkit can be found on the home page of www.roadsafetyevaluation.com.

Remember, the questions in the **online** toolkit will not have changed, but by using these revised questions and examples you can still get a set of recommendations to suit your work. The **blue text,** in this question set, highlights where there are differences between this question set and the online version.

The answers you select and anything you write in text boxes will appear in your Evaluation Report Template at the end. You will be able to edit this at a later date, so your answers can be in note form, or more detailed information, as you prefer.

Before You Begin

It will be useful to have a clear idea of the aims and objectives of your MORR activity. Questions about aims and objectives are compulsory and although you can skip these questions and go on, E-valu-it will not be able to generate any recommendations unless you complete these.

We also recommend you complete a logic model for your MORR activity. Information on how to create aims and objectives or a logic model can be found in: Evaluating Managing Occupational Road Risk Activities: A Guide for Employers.

This will help you to summarise the key information about your MORR activity, what you will actually do and what you expect the outcomes to be. Having this information to hand will enable you to complete the online question set more quickly.

There are 19 questions in all, some of which have more than one component. This may seem like a lot but you can save your work and return to it at another time. All your responses will appear in the report template, saving you time at the writing up stage, so it is worth persevering.

Questions

Q.1. What is the road safety issue that your **MORR activity** is intended to address? (For example: **How infrequently drivers check their tyres for sufficient tread depth, correct pressure and damage.)**

Please give details:

Q.2. Why have you chosen to focus on this specific issue? (i.e. how can you demonstrate that there is a need for an **MORR activity**?) *Please select all that apply and provide details of your selection(s) in the box provided.*

- [ ] Anecdotal observation
- [ ] Systematic observation **(such as telematics)**
- [ ] Research and evaluation reports
- [ ] Complaints from the public
- [ ] **Internal expertise**
- [ ] Casualty data
- [ ] **Vehicle damage data**
- [ ] **Accident investigation**
- [ ] Recorded traffic offences
- [ ] Demographic data **(groups of employees that might be at greater risk e.g. novice drivers or those who have particularly high mileage rates)**
- [ ] There is no evidence yet
- [ ] Other

Please give details:

Q3. What elements does your **MORR activity** include? *Please select all that apply and provide details of your selection(s) in the box provided.*

☐ Large scale presentation (e.g. **Company-wide presentation**)

☐ Small scale presentation (e.g. Presentation to a **specific group of staff, high mileage drivers**)

☐ Training courses (e.g. **Staff or volunteer training**)

☐ Poster campaign

☐ Leaflet campaign

☐ Web-based publicity (e.g. YouTube video clip **about seatbelt use**)

☐ Website **or intranet page which holds information on your MORR practices**

☐ E-learning

☐ Diversionary measure (e.g. Speed awareness **course for those who have received a speeding ticket**)

☐ Self-selecting training (e.g. Refresher driver training)

☐ One-to-one advice and training

☐ SMS messaging

☐ Other **e.g. workbooks**

Please give details:

Q.4. What information do you have to support your chosen **MORR activity**? (i.e. why do you think your particular **MORR activity** will be effective in addressing the specific issue identified in question 3?) *Please select all that apply and provide details of your selection(s) in the box provided.*

☐ Continuation of existing practice

☐ Replication of an **MORR** practice elsewhere

☐ Research and evaluation reports

☐ Professional/expert advice

☐ There is no information yet

☐ Other

Please give details:

```



```

Q5. Have you identified aims for your **MORR activity**?

☐ Yes   ☐ No

Q5a. What and who do you hope to change by your **MORR activity**?
This is your aim and should relate to a measurable outcome. For example: **To increase the frequency of tyre checks by drivers.**
Please give details:

```



```

Q.5b. By when do you hope to achieve your aim(s)?
For example: **Within three months of drivers being trained on how to conduct tyre checks.**

Please give details:

```



```

Q.6. Have you identified objectives for your **MORR activity**?

☐ Yes   ☐ No

Q6a. Please state your objectives. Your objectives should be very specific, realistic measurable and time based, and are the 'how' of your **MORR activity** – how you intend to achieve your aims.

> For example: To increase the frequency of tyre checks by drivers by 20%, within 3 months after receiving training on how to conduct tyre checks

Q7. Is your **MORR activity** delivered alone or in conjunction with **other activities**? **(For example, if the activity is an education workshop to promote seat belt use, are you also doing other things to increase seat belt use)** (Please select one).

☐   **Other activities** (such as a seat belt reminder system or in-cab camera in the vehicle).

Enforcement **activities** (such as observations of seat belt use and penalties for not wearing a seat belt).

☐   **No other or enforcement activities**

☐   Both **other** and enforcement **activities**

Q8. Does your **MORR activity** consist of a single type of **activity** or is it a programme of **activities**? (please select one)

☐ Stand-alone **activity** (e.g. just a **tyre checking policy**)

☐ Programme of **activities** (e.g. **a tyre checking policy and driver training**)

Q9. Approximately how many people will be exposed to your **MORR activity**? For example: **120 members of staff were invited to take part in a road safety workshop.** This helps to target your **MORR activity**. (Please enter number)

> **120**

☐   Don't Know

Q10. Of those, how many do you realistically expect to actively engage with **the MORR activity**? For example: **You would not expect full attendance as some staff will be absent or unable to attend due to other work commitments.** (Please enter number).

| 100 |

| | Don't Know

Q11. Of those actively engaged how many do you expect to influence? For example: 95 of the 100 who attend, will alter the way they drive in one or more ways (Please enter number). Choose one figure to enter in the box below.

| 95 |

| | Don't know

Q12. Start date of the **MORR activity**: (dd/mm/yy)

| 04.01.2015 |

Q13. End date of the **MORR activity**: (dd/mm/yy)

| 01.02.2015 |

| | Not known

Q14. What do you expect the total financial cost of the **MORR activity** to be?

| |

| | Don't Know

Q14a. Does this financial cost include staff time?

☐ Yes ☐ No

Q14b. What proportion of the total budget for the **MORR activity** are you expecting to spend on its evaluation? *(Please select one)*

☐ Zero %

☐ 1-4 %

☐ 5-10 %

☐ More than 10%

☐ Don't Know

Q15. Who is going to lead your evaluation? (Name and role)

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Q16. Does anyone within your team, or a partner agency, have experience with statistical analysis? *(Please select one)*

☐ Yes   ☐ No

Q17. What is the purpose of the evaluation? (Think about what you intend to use the results for). *(Please select one)*

☐ To improve the **MORR activity**

☐ To show the effectiveness of the **MORR activity**

☐ Both

Q18. What stage are you at in planning your **MORR activity**? *(Please select one)*

☐ Planning

☐ Planned but not delivered

☐ Delivering

☐ Delivered

There are three ways to measure progress towards your aim(s). Please read through the following options and decide which type(s) of indicator you intend to use to answer Q19.

In the example below remember that the <u>aim</u> of the MORR activity was: To increase the frequency of tyre checks by drivers. The <u>objective</u> was: To increase the frequency of tyre checks by drivers by 20%, within 3 months after receiving training on how to conduct tyre checks .

Option 1: Monitoring indicator. For example: How many drivers have been trained on how to conduct tyre checks.

Option 2: Short-term outcome: For example: The frequency at which tyre checks are being made by individual drivers.

Option 3: Long-term Outcome: For example: The number of collisions involving poor tyre maintenance as a contributory factor.

Q19. How do you intend to measure progress towards your aim(s)? (You can select more than one)

☐ Option 1: Monitoring Indicator

☐ Option 2: Short-term Outcome

☐ Option 3: Long-term Outcome

Q19 (1a). Please describe the data you will use for monitoring:

> For example: The number of drivers who have been trained on how to conduct tyre checks.

Q19 (2a). Please describe the data you will use for your short-term outcome.

> For example: The frequency at which tyre checks are being made by individual drivers.

Q19 (2b). How can the data tell you if you have achieved your aim? This is your 'theory of change'.

> For example: An increased awareness of how and when to do tyre checks may increase the frequency at which tyre checks are made by drivers.

Q19 (2c). What is your baseline for your short-term outcome?

> For example: How often were drivers conducting tyre checks before the tyre check training?

Q19 (2d). By how much do you hope to change the situation you are measuring in the short-term outcome?

> For example: a 20% increase in the number of tyre checks made by drivers within the first three months after being trained on how to do so.

Q19 (3a). Please describe the data you will use for your long-term outcome. For example:

> For example: The number of collisions involving poor tyre maintenance as a contributory factor.

Q19 (3b). What is your baseline for your long-term outcome?

> For example: The number of collisions involving poor tyre maintenance as a contributory factor, before any training on tyre checks took place.

Q19 (3c). By how much do you hope to change the long-term outcome you are measuring?

> For example: To reduce the number of collisions involving poor tyre maintenance as a contributory factor by 30%.

Only to be used in conjunction with the E-valu-it Toolkit at: www.roadsafetyevaluation.com

Appendix

1. Evaluation Methods Table

2. Question Writing Rules

3. Conducting Interviews or Focus Groups

4. Report Writing Tips

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Appendix A: Methods Table

Survey Method	Description	When to Use
Questionnaire	A series of questions given to participants to complete. Questions can be open or closed but most are closed with set response options, e.g. 'Yes or No', or: 'Almost always, Quite Often, Sometimes, Rarely, Never'. Can include opinion polls, multiple choice questions, and attitude scales. An example of an attitude scale would be asking respondents to rate how strongly they agree or disagree with a range of statements.	You are looking for very particular information. You are interested in self-reported opinions, attitudes, or behaviours. You want to collect a limited amount of data from a large number of people. You want to be able to perform statistical analysis.
Structured Interview	Very similar to a questionnaire except in a structured interview the questions are asked by an interviewer, and not just given to the participants to complete themselves. This could be done over the phone or face-to-face. The interviewer asks the same questions, in the same way, and in the same order, to every participant (this is why it is called a structured interview).	You are looking for very particular information. You are interested in self-reported opinions, attitudes, or behaviours. You want to collect a limited amount of data from a large number of people. You want to be able to perform statistical analysis. You are unsure if respondents can read and write well.
Semi-structured Interview	A more loosely structured interview, where not all questions are pre-determined. The questions act as a guide. The interviewer has a list of topics to ask about, with some more specific questions relating to those topics in mind. The interviewer can respond to answers given, and probe further - as you would in a conversation. The questions do not have to be asked in the same way to everybody, and the interviewer can add or expand on questions as appropriate. The questions are always open ended. The loose structure means that some basic questions will be asked of everyone, making it easier to compare responses of different	You are looking for detailed information about people's views, experiences, and feelings. You want qualitative data from a reasonable sized sample. You want to explore issues, some of which may be sensitive.

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	participants.	
In-depth Interview	The least structured of all the interviews. The researcher develops a 'topic guide' of the issues to be explored and has an idea of the type of questions to ask within those topics. There may be other relevant topics introduced by the participant that the researcher had not previously thought of. Provided these relate to the aim of the study, the researcher is free to explore those topics, and allow the participant to guide the interview.	You want very detailed information about a few individuals' views, experiences, or feelings. You want to understand the participants' perspective as much as possible. You want the participant to 'tell you about' the issue you are interested in. You want to learn about an issue, rather than confirm or refute a pre-conceived theory about people's thoughts or behaviour. You are asking about very sensitive issues.
Focus Groups	A semi-structured interview with a group of people who share some characteristic(s), e.g. they may all be van drivers. Usually a minimum of 4 and a maximum of 12 people form a group, plus the facilitator. It is helpful to have two facilitators. A focus group is more than a group of individuals responding to the same questions. Responses emerge from the group interactions, with people discussing views with each other, and reflecting. Data is normally analysed qualitatively.	When you want to know about a particular groups' views, experiences, or feelings. When you want to know the degree to which those views are shared by the individual members of the group. When you are researching a group of people you have not had much contact with before, and you want to understand their points of view better. When you want to find out initial responses to a proposed or pilot intervention.

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Non Survey Methods

Method	Description	When to Use
Observation	Visual observation of people's behaviour, either by the researcher or a camera. People's behaviour/actions are observed in real time, and in a natural setting. Provides mostly descriptive data but these do allow for inferences. For example: if you observe a theatre in education presentation and record that some audience members were crying, you can assume that they were affected emotionally by the presentation. Similarly, if participants are not paying attention to a presentation, or are talking about unrelated matters with the person next to them, you can assume that they are not engaging with the presentation. If repeat observations are made over time you can make some inferences about cause and effect. There are different types of observation study. For instance, they can be structured: where you make observations of certain people and certain behaviours, at set time intervals, or unstructured. In unstructured observations you record anything you think is of interest, at any time. Structured observations provide more quantitative data.	When you are interested in behaviours that you can observe occurring in a public place. When you want to monitor the process of something, training sessions for instance, and you want to observe how they were actually delivered. When participants might not be *willing* to give you the information you want, using other methods. For example, not all participants may admit to using hand-held phones while driving, if asked in a survey. When participants might not be *able* to give you the information you want, using other methods. For example, participants in a training workshop may not be aware of the true degree of particular types of interaction between trainer and trainees.
Document Analysis	The study of existing text documents relating to an intervention. This is secondary data as it is data already created for a purpose other than your evaluation. This could be attendance records, statistics, minutes, work schedules and timetables, complaints, publicity materials, newspaper reports, diaries, and so on.	When you want additional information to fill out, or support, what you already know through other methods of data collection. When you cannot easily collect the data first-hand, especially when the intervention started before the evaluation was planned. When you need base-line data, for instance, the percentage of 17-24 year olds involved in road crashes in your area.

Appendix 3: Question Writing Rules

These rules should be used equally whether you are writing questions for a questionnaire or interview. Don't underestimate how difficult it is to write questions. It's important to get them right. Rubbish in means rubbish out i.e. you won't be able to make any useful conclusions based on the results if you do not get the questions right.

- Keep questions **short.**

- Avoid asking **two questions** in one e.g. "How enjoyable and informative did you find this workshop?" 'Enjoyable' and 'Informative' are two separate things.

- Make questions **unambiguous** – ensure everyone will understand the question in the same way. E.g. the word crash might include bumps in the car park to some people and not others.

- Avoid **jargon and abbreviations** e.g. Syndicate or ADI (Approved Driving Instructor)

- Avoid **leading** questions e.g. "how enjoyable did you find the training?" Instead use "please rate how enjoyable or unenjoyable the training was".

- Avoid using **two negatives** in one question e.g. How much do you agree with 'I would never not wear a seatbelt'?

- Avoid **surplus** questions – are you tacking-on a question just because you can? Does the question ask something different to the other questions? You'll be restricted by time too (questionnaires should take around 10-20 minutes, interviews and focus groups should last around 30 minutes-1 hour 30).

- Use **closed questions** for questionnaires and **open questions** for interviews or focus groups. (You can use a small number of open questions in a questionnaire or a small number of closed questions in an interview but keep them to an absolute minimum).

- **Pre-test** questions – Select a small number of those you are going to ask the questions to and get them to answer the questions. If possible, also have a colleague review your questions against this checklist.

- Be **specific** about what you are asking – e.g.

❌ 'Please rate this course on a scale of 1-5, with 1 meaning Poor and 5 meaning Excellent'

✔️ 'Please rate the following aspects of this course on a scale of 1-5 with 1 meaning Poor and 5 meaning Excellent' (Opportunity to ask questions, Knowledge of presenters, Use of Examples...)

Appendix 4: Conducting Interviews or Focus Groups

Writing a topic guide

A topic guide is provides the structure and content for an interview or focus group. It's similar to a questionnaire but much less restrictive. Instead you prepare a list of around 5-10 key topic areas that you want to cover. You might also prepare some suggested follow-up questions for each topic. Your questions should still follow the rules around question writing.

As interviews or focus groups are more flexible you don't need to "stick to the script". Aim to cover all the topics but you don't need to do so in a set order; try to follow the natural flow of the discussion. The topic guide is there to help you focus the conversation but also to follow up on any points of interest. This might mean creating questions on the spot and so it's more difficult to stick to the rules of question writing. The easiest trap to fall into is asking a leading question. Try to be conscious of this and practice with a colleague before-hand.

The practicalities of doing an interview or focus group

- **Record the conversation:** You won't capture everything by writing notes, there could be some really important points that you miss if you do not record the conversation. Your workplace may already have the capacity to record calls, if not there are devices than you can purchase that attach to the telephone. Use a Dictaphone to record focus groups, preferably using two at the same time. Be sure to get permission to record the conversation from those taking part. Transcribe the recording after the interview or focus group.

- **Numbers:** For focus groups have two interviewers – one to lead the questions and the other to look after refreshments or potential interruptions. Each focus group should consist of 4-12 people (not including interviewers). One or two focus groups will probably give you the amount of information you need. For interviews have around 10-15 individuals taking part, although large businesses may need more to cover the full scope of the company.

- **Length:** Interviews or focus groups should take around 30 minutes -1 hour 30 minutes to complete. As interviews are one-to-one they will tend to come at the lower end of this bracket. Focus groups are at the higher end to account for the input of a number of people.

- **Have a short introduction at the start of the group:** Have everyone introduce themselves at the start of the focus group, maybe say a line about themselves too. This will help the group feel comfortable talking with one another and help anyone typing up the conversation later to distinguish who is who. If someone is not comfortable using their real name allow them to use a nick name or a fake name.

Appendix 5: Report Writing Tips

Get yourself organised

- Set a deadline for completing subsections of the report as well as for the final version.

- Start writing the Introduction section when you start the evaluation project, even if it's a rough draft. This will be the time when you are deciding what road safety intervention to do and why, which is what you need to describe in your introduction.

- Start writing the Methods section as you are doing the evaluation, even if it is a rough draft. Make a note of what you did for the evaluation and why.

- Build in some time for you, your team and key stakeholders to review a draft version of the report before the deadline for the final version.

- Keep the project folder on your computer organised. Make sure anyone new on the project can easily find their way around. Have a 'previous versions' folder where you keep old drafts of documents; only keep the latest version of documents in the rest of the folder.

Writing style and format

- Try to use simple, concise and short sentences. E.g., don't write "There are different ways of going about doing interviews", write "There are different ways of doing interviews"

- Write in plain English, without jargon or acronyms where possible. If these are used make sure they are defined at least on their first mention in the document. E.g. Education, Training and Publicity (ETP).

- The length of the report should suit your audience. For example, middle management may need more detail than senior managers, if they are the ones implementing the report's recommendations. Where reports are lengthy consider writing an Executive Summary section.

- Use headings to help break up the report.

- Give tables and graphs a title and a number. They should also be able to be understood independently, without any reference to the text surrounding it.

- If you quote or talk about someone else's idea then credit them for it. Cite it in the text and use a references page if necessary.

- Don't assume the appendix will be read. If the report doesn't make sense without that item then put it, or a summary of it, in the main part of the report. Restrict the appendix to things like copies of questionnaires or topic guides.

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