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'The Honest Truth' Process Evaluation

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Prepared for: The Honest Truth Partnership

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1 Introduction

1.1 Overview
This report focuses on the assessment and process evaluation of the ‘The Honest Truth’ (THT) educational intervention. THT comprises educational materials and resources delivered through Approved Driving Instructors (ADIs) to inform their students about how to stay safe as the driver or passenger in a vehicle.

The assessment of THT examines the implementation of the intervention and monitors how it is being delivered. The evaluation identifies how the intervention operates and is perceived by the people involved.

This report aims to enable the THT project team to understand the formal content and approach of the intervention from the perspective of behavioural change and psychological knowledge regarding its implementation. There is a specific focus on the mechanisms by which the intervention may bring about desired change.

1.2 Research questions
A number of key research questions were identified for the study:

- How does THT work in practice?
- How and to what extent is THT implemented?
- To what extent is the target group reached by THT?
- How do people perceive THT and engage with it?
  - Is it memorable?
  - Is it perceived well?
  - Is it used as intended?
  - Is it acceptable to the target audience?
- What might it be doing in terms of changing behaviour?
- What are the potential mechanisms at play?
  - Use of behavioural change techniques?
  - Interaction with parents/guardians?
- Are they plausible?
- How would we know?
  - What evaluation design would be required?

1.3 Structure of the report
This report begins by undertaking an assessment of THT. The goals, aims and objectives of THT, THT logic model, and behavioural change techniques for THT are outlined in Section 2. Section 3 details the process evaluation and Section 4 provides conclusions and recommendations.
2 Assessment of THT

2.1 Background of THT

THT was initiated by funding from The Community Partnership following a fatal road traffic collision in 2009. This collision occurred in South Devon; three young people aged nine, seventeen and eighteen were tragically killed in the collision. THT is now a fully equitable partnership with no one single agency having ownership of the project. It is represented by the following partners:

- South Devon and Dartmoor Community Safety Partnership
- Devon County Council
- Devon and Cornwall Police
- Devon and Somerset Fire and Rescue Service
- Approved Driving Instructors (ADIs) who choose to use the intervention in their lessons with learner drivers

THT is a follow on from ‘Learn2Live’. ‘Learn2Live’ is a presentation with an aim of showing students the impact of anti-social driving using real life stories (Learn2Live, 2014).

The original aim of THT was to sign up twenty-five ADIs across the South Devon area and to provide them with resources to enable them to deliver a consistent message around a number of key safety themes. The ADI resource packs were well received and by mid-2011 the partnership had signed up over 300 ADIs from across Devon and Cornwall and interest was being received around the country.

2.1.1 The intervention

THT was designed to deliver eight key safety messages to learner drivers (ages 17-24), and to promote the message ‘small changes save lives’ (if everyone made just one small change in their driving behaviour and attitudes, many lives would be saved). The chosen method for the campaign engages ADIs as the primary source for delivering these safety messages. The eight topics around which messages are designed are:

- Tiredness
- Showing off
- Mobile phones
- Distractions
- Seatbelts
- Speed
- Drink
- Drugs

In addition to the eight key topics, another two (‘Vulnerable road users’ and ‘Insurance’) have been included in some of the materials available, following feedback from ADIs.

Safety messages are represented by specific animals whose characteristics, either physical or behavioural, are believed to represent one of the key safety messages (e.g. a
parrot and mobile phones – parrots speak, and speaking associated with mobile phones). These are paired with a ‘tag line’ with a road safety fact (e.g. ‘Drink stays with you longer than you think’), or an important safety message (e.g. ‘Speed is a limit, not a target). These animals and ‘tag lines’ are available through a number of resources, including cue cards that can be used in the vehicle (while driving lessons are taking place), on posters, or on the THT website.

THT is delivered directly to ADIs through a presentation provided by the partnership. The presentation introduces ADIs to the safety messages, the importance of these for learner drivers, and the ways that the materials developed for the purpose of this project can be used with students. The presentation also includes a number of personal stories from young drivers who have been involved in a collision in some way. These are represented in THT material on the website.

After this, ADIs are able to sign up to be a part of the THT project, so as to be able to have access to the bespoke THT materials and an online web portal.

THT does not provide a scripted use of the safety materials; instead, ADIs are encouraged to use them however they see fit, depending on individual student needs.

Figure 1: Visual representation of THT delivery method

2.1.2 Personal stories

THT attaches a personal story of a teen who has been involved in an accident to their safety messages. These short stories are available on the THT website, and they narrate
the experience of one or more young drivers as well as the consequences of their decisions.

Students may be encouraged to visit and read these stories, but they are not included on in-vehicle materials or posters.

### 2.2 Goals, aims and objectives

The goals, aims and objectives of THT have been created to provide a structure for the intervention and to determine the progress of the intervention in the future. It is important that clear goals, aims and objectives of an intervention are identified. The most important element of an evaluation is matching what is measured and recorded to the goals, aims and objectives of an intervention.

#### 2.2.1 Goals

The overall goal of the majority of road safety education, training and publicity (ETP) interventions is to prevent road casualties. However, it is difficult to evaluate an intervention by measuring a change in road casualty numbers or rates. This is because it is extremely difficult to link any change in casualties specifically to an individual intervention (Road Safety Evaluation, 2013).

THT goals stated on the website are:

- To help reduce the number of 17-24 year olds killed or seriously injured on our roads by getting road safety messages to young drivers through Approved Driving Instructors (ADIs)
- To become the National Standard in young learner driver education

#### 2.2.2 Aims

The aim of an intervention is the outcome you expect to observe (Road Safety Evaluation, 2013).

THT aims stated in the Business Plan 2014/17 are:

- To reduce anti-social driving amongst 17-24 year olds
- To increase knowledge of the risks and potential consequences associated with the following topics amongst 17-24 year olds when driving:
  - Tiredness
  - Showing off
  - Mobile phones
  - Distractions
  - Seatbelts
  - Speed
  - Drink
  - Drugs
  - Vulnerable road users
 Insurance

- To increase parents'/guardians’ knowledge of the risks and consequences of driving amongst 17-24 years olds
- To encourage ADIs to sign up and use THT resources to enable them to deliver a consistent message around a number of road safety themes
- To work with ADIs to pass THT onto young learner drivers and their parents/guardians
- To promote the key message that ‘small changes save lives’ - if everyone made just one small change in their driving behaviour and attitudes many lives would be saved (e.g. always wearing your seatbelt)
- To obtain charitable status and source funding to create the structure to develop the project and meet the objectives
- To produce a simple, robust and easily reproducible model that can be used to roll out THT across other regions of the country and internationally
- To identify and develop THT messages aimed at specific road user groups such as the MOD, fleet, powered two wheelers, other transport providers, young road users and parents

2.2.3 Objectives

The objectives of an intervention are typically defined as the ways in which you expect to achieve the aims of the intervention. They describe what you expect to change for those you are trying to influence and those who may benefit, by how much and by when (Road Safety Evaluation, 2013).

Objectives should be ‘SMART’:

- **Specific**: clearly identify who will be affected by what is done, and how they will be affected
- **Measurable**: there are ways of measuring the achievement of the objective
- **Achievable**: the objective can be achieved
- **Realistic**: it is realistic, given the available resources
- **Time-bound**: the objective can be achieved within a defined timeframe

2.2.3.1 Intervention objectives

The intervention objectives will depend on the type of evaluation that is undertaken on the intervention.

Ultimately THT is designed to help reduce the number of 17-24 year olds killed or seriously injured on the road. A robust study design such as a randomised controlled trial (a study in which a number of similar people are randomly assigned to two or more groups to test an intervention, NICE 2014) would be required to establish whether THT was reducing those killed or seriously injured. Without this type of evaluation design it is difficult to associate an individual intervention with changes in those killed or seriously injured.
The expected behaviour change associated with an intervention could also be evaluated. This could be achieved, for example, by observing the following behaviours in groups of young drivers who have received, or not received THT:

- Mobile phone use
- Use of seatbelts
- Driving over the speed limit
- Driving under the influence of drink or drugs

An increase in knowledge that has arisen from the intervention could also be measured. For example:

- Learner drivers knowledge about the risks and consequences of driving
- Parents knowledge of the risks associated with young drivers

Even if behaviours or levels of knowledge are measured, an adequate control group is required (randomly assigned groups membership should be used where possible to control for self-selection biases).

### 2.2.3.2 Implementation objectives

Implementation objectives are objectives relating to the outputs (the work that needs to be undertaken).

Currently THT does not have implementation objectives. The implementation objectives for THT could incorporate the following areas:

- Number of ADI seminars to deliver
- Number of ADIs signed up to THT
- Number of ADIs signed up to the electronic newsletter
- Number of ADI resource booklets provided
- Number of leaflets provided to young learner drivers and parents
- Number of posters distributed
- Number of events to attend using THT banners
- Amount of traffic on THT website
- Number of followers on Twitter and Facebook
- Number of additional road safety partnerships delivering THT
2.3  Logic model

A logic model is a method of determining the ‘theory of change’ for an intervention. The ‘theory of change’ is how the intervention may bring about the desired change. This is shown through the causation chain of inputs (resources), outputs (delivered activities/services) and outcomes (intended change). Logic models can assist in the monitoring and evaluation of interventions. This occurs by identifying what to measure as the indicators of success (outcome), and when there outcomes are expected to be achieved.

2.3.1  Inputs

Inputs are the resources for the intervention e.g. staff costs

THT inputs identified through the website and THT Business Plan 2014/17 are:

- Project delivery group
- Website development via Learn2Live
- THT material development
- ADIs
- Young learner drivers
- Parents/guardians

2.3.2  Outputs

Outputs are the actual work that results from the inputs to an intervention e.g. the services or products you develop and deliver.

THT outputs are:

- Strapline ‘Small Changes Save Lives’
- ADI presentations
- ADI resource pack (resource booklet, set of in car prompt cards, window sticker, tri-fold leaflet summarising the key information and risk factors for both young drivers and their parents or guardians and contact cards containing the details of the THT website, and Facebook and Twitter profiles)
- A3 and A4 posters to promote the eight key safety messages
- Full set of pull up banners for presentations and specific events
- A5 information flyers for thematic campaigns for use by all agencies
- Website (useful information and links to other information sources as well as a postcode searchable database of all associate ADIs within it)
- Facebook page
- Twitter account
- Electronic newsletter for ADIs (mailing list of approximately 1,500)
2.3.3 Outcomes (short and long term)

Outcomes are the changes that result from an intervention. For road safety interventions, these are typically changes in attitudes, knowledge, behaviour, or combinations of these. Outcomes can be very short term (i.e. immediate changes that happen straight after the intervention) or long-term (typically measured over months or years).

2.3.3.1 Short term

Some examples of short-term outcomes that might be desired and in some cases are supported by evidence for THT are:

- Young learner drivers have increased knowledge about the risks and consequences of the key road safety messages (e.g. mobile phones) – desired
- Parents/guardians have increased knowledge about the risks associated with young learner drivers – desired
- Number of ADIs with THT resource packs increases – supported by evidence
- ADIs use their resource packs with the majority of their young learner drivers – desired
- Over 1,300 ADIs signed up across Devon, Cornwall, Hertfordshire, Swindon and Wiltshire – supported by evidence
- Initial international interest gained – supported by evidence

2.3.3.2 Long term

Some examples of longer-term outcomes (but could potentially be short term) that may be desired for THT are:

- Reduction in those aged 17-24 years old undertaking anti-social driving
- Reduction in road casualty rates for those aged 17-24 years old
- All ADIs signed up across Devon & Cornwall using the resource pack and getting road safety messages to young drivers
- Continued use of THT resources by ADIs
- Road users remember the key message that ‘small changes save lives’
- Charitable status obtained
- Sustainable funding is secured
- Simple, robust and easily reproducible model for THT established and rolled out across other regions of the country and internationally

2.3.4 External factors

Factors that are outside of the control of the THT project team need to be considered as these may affect the success of the THT. Some examples include:

- Funding limitations
- Inability of THT partners to participate
Inability of ADIs and parents/guardians to participate

2.3.5 Assumptions

The beliefs about how the intervention outputs will cause the intended outcomes should also be considered. Some examples for THT include:

- ADIs will use THT materials
- Young learner drivers have a lack of knowledge regarding the key road safety messages
- Young learner drivers will use the website resource and read the information
- Different ADIs will implement the themes consistently
- Raised awareness/safer attitudes will result in behaviour change
2.3.6 Logic model summary

Figure 2 shows THT logic model. Examples are provided for each of the key components highlighted in Section 2.3.1, 2.3.2, 2.3.3.

<table>
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<th>Objectives</th>
<th>Inputs</th>
<th>Outputs</th>
<th>Outcomes</th>
</tr>
</thead>
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<tr>
<td>Intervention objectives e.g. reduce the number of 17-24 year olds killed or seriously injured on the road</td>
<td>Project delivery group</td>
<td>Strapline ‘Small Changes Save Lives’</td>
<td>Learner drivers have increased knowledge about the risks and consequences of the key road safety messages (e.g. mobile phones)</td>
</tr>
<tr>
<td></td>
<td>Website development via Learn2Live</td>
<td>ADI seminars</td>
<td>Parents/guardians have increased knowledge about the risks associated with young learner drivers</td>
</tr>
<tr>
<td></td>
<td>THT material development</td>
<td>ADI resource packs</td>
<td>Number of ADIs with THT resource packs increases</td>
</tr>
<tr>
<td>Implementation objectives e.g. number of ADI presentations delivered</td>
<td>ADIs</td>
<td>A3 and A4 posters</td>
<td>ADIs with THT resource packs increases</td>
</tr>
<tr>
<td></td>
<td>Young learner drivers</td>
<td>Website</td>
<td>ADIs use their resource packs with majority of their young learner drivers</td>
</tr>
<tr>
<td></td>
<td>Parents/guardians</td>
<td>Facebook page</td>
<td>Initial international interest gained</td>
</tr>
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Figure 2: THT logic model
2.4 Behavioural Change Techniques

2.4.1 Background
A number of behavioural change techniques (BCTs) have been identified in the wider behaviour change literature (typically focused on health behaviours) as having the potential to increase the effectiveness of interventions. A focus on BCTs can improve the chances a given intervention has in actually bringing about a change in behaviour.

Abraham and Mitchie (2008) defined 26 BCTs. This list was developed further by Michie et al. (2011) into 40 BCTs to assist people with changing their physical activity and healthy eating behaviours. Hurst (2011) considered how the 40 BCTs were being used in current road safety education, training and publicity interventions delivered by Cornwall Council (see Appendix A).

2.4.2 ‘The Honest Truth’ BCTs
Table 1 identifies which BCTs are currently adopted by the THT through our assessment of the intervention.

<table>
<thead>
<tr>
<th>Behavioural Change Technique</th>
<th>Definition</th>
<th>THT Application Example</th>
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<tbody>
<tr>
<td>Provide information on consequences of behaviour in general</td>
<td>Provides information about the relationship between the behaviour and its possible or likely consequences in the general case, usually based on epidemiological data, and not personalised for the target</td>
<td>THT website/ADI resource booklet ‘What’s the truth’ key information about vulnerable road users e.g. ‘The driver was at fault in most collisions involving a cyclist and a car’</td>
</tr>
<tr>
<td>Provide information on consequences of behaviour to the target</td>
<td>Provides information about the benefits and costs of action or inaction to the target based on the target’s characteristics</td>
<td>THT website/ADI resource booklet ‘What’s the truth’ information on young drivers and collisions whilst tired e.g. ‘Young drivers are statistically more likely to crash because they are twice as likely to undertake a journey whilst feeling tired’</td>
</tr>
<tr>
<td>Provide information about others’ approval</td>
<td>Provides information about what others think about the behaviour and whether others will approve or disapprove of any proposed behaviour change</td>
<td>THT website/ADI resource booklet ‘What’s the truth’ information about female passengers and speaking up if the driver is not driving safely</td>
</tr>
<tr>
<td>Behavioural Change Technique</td>
<td>Definition</td>
<td>THT Application Example</td>
</tr>
<tr>
<td>------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Provide normative information about others’ behaviour</td>
<td>Provides information about what other people are doing</td>
<td>THT website/ADI resource booklet ‘What’s the truth’ e.g. ‘Many people simply take the fronting (young person is the most frequent user on the car but the insurer is falsely told that a parent/guardian is the main driver) route because they do not realise that this is illegal’</td>
</tr>
<tr>
<td>Fear arousal</td>
<td>Involves presentation of risk and/or mortality information relevant to the behaviour as images designed to evoke fearful response</td>
<td>THT website/ADI resource booklet ‘What’s the truth’ e.g. ‘You are twice as likely to die in a crash if you don’t wear your seatbelt’</td>
</tr>
<tr>
<td>Use of follow up prompts</td>
<td>Sending letters, making telephone calls, visits or follow up meetings after the main intervention has been completed</td>
<td>In-vehicle materials used by ADIs to support the key messages. Posters distributed with the key messages</td>
</tr>
<tr>
<td>Agree behavioural contract</td>
<td>Must involve written agreement on the performance of an explicitly specified behaviour so that there is a written record of the target’s resolution witnessed by another</td>
<td>Student parent young driver agreement</td>
</tr>
</tbody>
</table>

### 2.4.3 Summary

A number of BCTs are currently adopted by THT and are outlined in Section 2.4.2. The process evaluation will indicate whether the BCTs are being implemented in practice. Recommendations will also be provided about how additional BCTs could be incorporated into the intervention.
3 Process evaluation

3.1 Approach

Process evaluation focuses on how the intervention operates and is perceived by the people involved (Sentinella, 2004). It seeks to determine what the intervention actually does to result in change.

A focus group was carried out with learner drivers. The purpose of the focus group was to gain feedback from learner drivers about their views of the intervention and how they used it. In-depth interviews were carried out with ADIs and parents to explore their views of the intervention and how they used it. The areas for discussion for both the focus group and interviews were based on the findings from the assessment of THT.

3.2 Method

3.2.1 Focus group

3.2.1.1 Participant recruitment

Participants were recruited by the THT Partnership for the focus group and interviews. The following recruitment criteria for participants were provided to the THT Partnership by TRL:

- All aged 17-24 years old
- A split of male and female young learner drivers

ADIs were initially contacted and were asked to give invitation letters (see Appendix B) and an information sheet containing details about the focus group and location (see Appendix C) to young learner drivers.

3.2.1.2 Focus group topic guide

A topic guide was created to guide the discussion (see Appendix D). The topic guide covered the following areas:

- The general driving experience of participants while learning to drive
- THT awareness and involvement
- THT key messages
- Improvements that could be made to the THT intervention

3.2.1.3 Procedure

On arrival participants were reminded and provided with the information sheet (see Appendix C) detailing the aims of the focus group and further details about the study. Participants were then required to sign a consent form (see Appendix E). The focus group was recorded using a Digital Voice Recorder (DVR). A TRL researcher facilitated discussion while another TRL researcher took notes.
3.2.1.4 Method of analysis

The focus group was recorded using a DVR. A qualitative data analysis approach was applied. This approach relies on the processes of describing phenomena, classifying them, and seeing how various concepts interconnect (Dey, 1993). A number of different methods may be used to achieve this. For this study, data obtained were analysed using Thematic Content Analysis (e.g. Berelson, 1952) to detect emerging themes from the discussions. After the focus group, the two facilitators had a debriefing session where themes identified from the data collection were discussed to develop a structure for analysis.

3.2.2 Interviews

3.2.2.1 Participant recruitment

ADIs were contacted initially through seminars and were provided with an invitation letter (see Appendix F) and an information sheet providing details about the interview (see Appendix G).

In order to recruit for parent/guardian interviews, ADIs were instructed to either provide the invitation (see Appendix H) and information sheet (see Appendix I) directly to parents/guardians or through the learner driver.

After the initial introduction was made, TRL staff then proceeded to contact those who agreed to take part directly.

3.2.2.2 Interview guide

A topic guide was created for interviews with the ADIs (see Appendix J) and parents/guardians (see Appendix K) to guide the discussion. The topic guide for ADIs (see Appendix J) covered the following areas:

- ADI engagement with THT
- ADI use of THT
- ADI suggested improvements for THT

The topic guide for parents/guardians (see Appendix K) covered the following areas:

- What their perceived risks associated with young novice drivers are
- Road safety knowledge of parents/guardians
- Parent/guardian knowledge and involvement with THT
- Parent/guardian suggested improvements for THT

3.2.2.3 Procedure

Participants were contacted and reminded about the information sheet detailing the aims of the interview and further details about the study. Participants were then required to provide verbal consent and the researcher signed the consent form on their behalf (see Appendix L). The interview was recorded using a digital voice recorder (DVR). The researcher took notes during and after the interview.
3.2.2.4 Method of analysis

The interviews were recorded using a DVR. A similar approach was used to the focus group (see 3.2.1.4). After the interviews, the two researchers had a debriefing session during which emerging themes were discussed to develop the structure for analysis.

3.3 Results

3.3.1 Focus group

The focus group lasted for two hours. Nine learner drivers attended; five females and four males. Five participants were 17 years old, one was 18, one was 19 and two were 21.

Throughout this section, key findings and themes are illustrated using verbatim quotes from attendees.

3.3.1.1 General driving experience

The minimum period for learning to drive in the sample was approximately a month and the maximum length was a year.

The initial icebreaker activity involved discussing the learner drivers’ experiences of learning to drive. There were mixed feelings and emotions about this. Some learners noted that they really don’t enjoy learning:

“*It feels like I’ve been doing it so long that I don’t really like learning to drive anymore.*” – Female learner

“I constantly need to be walked through everything in driving, because I’m shocking.” – Male learner

Others noted that despite some initial fears, they were now more relaxed:

“I was quite nervous about driving at first, but I think I’ve sort of got over my fear of that.” – Female learner

3.3.1.2 Awareness and involvement in THT

When initially asked about THT learner drivers mentioned Learn2Live. Some had been made aware of THT through the Learn2Live presentation. Banners for THT had been present at the Learn2Live presentation and the PANIC app had been introduced.

“They go to Pavilions and they tell us about...what’s that line? Yes, the thing that they tell you, like, stories about accidents and stuff.” – Female learner

“I think that when you mentioned the PANIC app, I think I’ve heard of that. But that was through learn2live, that you were speaking about earlier.” – Male learner

However they then outlined the difference between Learn2Live and THT.

“They have the same stuff there though, *like the same that they have little posters of honest truth and stuff like that.*” – Female learner

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1 The PANIC app is designed to help people in the first few moments after they have been involved in a car crash. It was developed as part of the Learn2Live intervention.
“And I know my driving instructor has them in his car [referring to THT materials].” – Female Learner

Some of the learner drivers had been made aware of THT whilst learning to drive.

“My driving instructor told me about it a couple of weeks ago.” – Male Learner

Two of the learner drivers had limited awareness of THT. One had recently visited the website to find out more about THT prior to the focus group.

“Only what I looked up on the internet about a week ago before this. I hadn’t heard of it before that, to be honest.” – Male learner

Awareness levels seemed to depend on a learner driver’s ADI. Those with the highest engagement with THT had ADI’s who bought up a different message in each driving lesson.

“At the start of my driving lesson, (ADI) will grab the little card that he has on the dashboard, and he’ll be like, oh, were going to put the monkey out today.” – Female learner

Other ADI’s tended to mention THT on an ad-hoc basis.

“Sometimes at the start, sometime after you’ve done some driving, sometimes at the end.” – Male learner

### 3.3.1.3 THT Messages

Learner drivers were asked about the main purpose of THT. The feedback suggests that learner drivers are reasonably clear about the focus on raising awareness of risks, and improving safety:

“To create awareness of different things you can, like, experience on the road. Like driving yourself and other drivers, like, what they could be doing.” – Female learner

“I get the impression it’s just to make you aware of various...make it easier to remember the different factors that you should be considering when driving, and think about that maybe you wouldn’t usually.” – Male learner

“Just to reduce accidents, maybe, for younger people.” – Female learner

The learner drivers recalled the majority of the animals. The order of recall was; dog; cheetah; peacock; donkey; parrot; hog; monkey; rhino; chameleon. It may be that the messages behind those animals that were easily remembered may themselves be the most easily remembered.

All of the messages associated with the animals were remembered apart from the one associated with the donkey. The learner drivers had to be prompted about the cat.

Messages were easier to recall when there was a clear link with the animal.

“Possibly it’s like when there’s a direct correlation, so a cheetah you think of it as like being pretty and showing off, because that’s what it does with its tail. I think the ones where it’s a bit obscure wouldn’t come to mind as quickly.” – Female learner

“None of us remembered the cat, for some reason...” – Male learner
However, despite their awareness of the messages none of the learner drivers recalled any of the taglines associated with the animals. When prompted about the taglines some learner drivers remembered them and thought they were useful, although the dissociation between perceived recall and actual recall should be noted.

“*I think it’s a good reminder.*” – Female learner

“*I think as far as having the tagline, because people of our age are less likely to...we’re more likely to look at the tagline and remember that, than stop and read the whole thing. So at least with the tagline, if we don’t read it, we get a rough idea of what it’s about and can remember it.*” – Male learner

“*It’s short and straight to the point, so it sticks in your mind, so it makes it easier to forge.*” – Female learner

Another message and animal were suggested by the learner drivers for THT. This included driving to what you can see, anticipating the road ahead through hazard perception.

“*I reckon it should have had an extra one, which is drive to what you can see.*” – Male learner

The learner drivers seemed to perceive the images of animals as a helpful prompt to remember the road safety messages.

“*It makes you think about, like, being safe more.*” – Female learner

“*Having pictures of something that you can kind of remember what it looks like, makes you remember the whole thing more, rather than just like a big chunk of text which just kind of goes in one ear and out the other.*” – Female learner

Using animals was seen as positive and presented road safety messages in a different way. The stories were also easy to relate to.

“*So the honest truth is good, because of all the associations and the taglines that you can just bring up in your lessons.*” – Female learner

“*The fact that it’s so cheesy makes it work a little bit.*” – Male learner

Some of the messages were not seen as being related to the driving lesson. For example, arriving at a driving lesson under the influence of drink or drugs (associated with the dog and chameleon). It was therefore perceived as being difficult to apply the message to the real world.

“*You’re not going to be taking alcohol or drugs in your driving lesson, and stuff like that. So I don’t think they relate very well to the lesson you’ve just had in that you can pick one and say, right, so we’ve just done this.*” – Male learner

The behaviours addressed through THT material were perceived by learner drivers as being relevant to both young learner drivers and experienced older drivers.

“*I don’t know that it’s any more common with anyone else, to be honest. I think it’s drilled into younger people a lot more than it is with older people who have driven for a long time, because when they were learning to drive it wasn’t as documented. So I don’t know that its necessarily more common, but I think it needs to, like, be continued, that its constantly in people’s faces, so that they know not to act like it.*” – Female learner
The audience for THT was outlined as being for those aged 17-24 years old and learner drivers. There was general agreement among the learner drivers that this is the correct audience for THT messages.

“I definitely think it’s good for, like, new drivers that are young, because when you’re young, like my age, you get...I don’t know, I get really excited, like, at the thought of me being able to drive by myself, like it’ll look cool. So it’s sort of like, I don’t know, just...I think it makes you realise driving is not just driving to look cool. It’s actually really, like dangerous. Lots of people die in car crashes.” – Female learner

3.3.1.4 THT Reaction

Learner drivers were generally positive about THT as a safety tool and thought it should be promoted to people before learning to drive.

“I think it gives incentives to safe behaviour, because if it’s giving stories of things that have happened due to people actions, and the car’s representing the actions and advising you not to do them, then it’s encouraging safe behaviour.” – Female learner

“I think because at the moment it’s primarily targeted at people who are learning to drive, whereas, as you said earlier, it could be expanded slightly to target like, people who are potentially going to be learning to drive, but not started yet.” – Male learner

It was mentioned that THT may be more effective than people give the materials credit for.

“I think they’re probably more effective than we give them credit for. Like, because often it’s quite a hard thing to measure how effective it is, but a lot of people will look at them and criticise it, like, that’s a bit cheesy, why have they got animals and stuff? But at least then they remember it. So I think that it probably is quite effective.” – Male learner

Learner drivers were supportive of having the THT materials to use with their ADI. ADIs were perceived as appropriate for disseminating the messages and a trusted source of information.

“It’s quite handy because (ADI) can basically talk to me about whatever he wants, because he is my driving instructor, so he’s in charge. So I sort of have to listen. I like listening to (ADI), but like, I sort of have to listen when he tells me important stuff as well, so it’s important and (ADI) gets serious, so I think it’s good that they’re telling you as well.” – Female learner

“I think doing it through the driving instructor is quite an active way of doing it, whereas if you’re just putting it out there, like, we’ve got a website, we’ve got these banners up, people have the option to see it, but it’s not kind of put straight on them.” – Male learner

“So everything that they tell you (ADI), you sort of believe, and, like, trust completely what they say, because you’ve put your trust in them for everything.” – Female learner
Learner drivers also suggested that the police would be good to promote these messages.

"Most people respect them, the police, because they’re that authority figure. And I think it would probably deliver a stronger message.” – Male learner

The majority of learner drivers felt that the method for communicating the messages was appropriate for younger learner drivers up to 19 years old but not older than this.

“I think sort of 16 and before you can learn to drive, up to maybe 19, like the top end of sixth form is probably the target audience for this.” – Female learner

“I feel it’s mostly aimed at the lower, like, years, because it’s not as serious.” – Male learner

“Because for like the older at 20s, I don’t think the animals will be as, like, effective, as it was for my age (aged 17).” – Male learner

The main positive factor about THT was the simplicity of the messages and pictures.

"With the animals, they are quite memorable. Simply because they’re almost obscure. You don’t expect, like, people with animal heads. So in that sense, people will remember them, and because of the animals, the message it tries to give.” – Male learner

“The fact that there’s only 8 makes them more effective, because if you had, like, 20, no one would look at them, and they’d just be like...they wouldn’t remember them, because there would just be too much.” – Female learner

Parents were not perceived by learner drivers as being a key source for discussing road safety messages. It was suggested that parents could be invited to attend Learn2Live to be made aware of road safety issues.

“They (parents) could be invited to learn to live. If they’re going to talk about the honest truth in the next learn to live.” – Female learner

“...because if you’ve got your driving instructor, and the police, and then teachers at school. If your parents are thrown at you, it’s just like, give me a break from it.” – Female learner

“I think it would be good for parents to get an idea of it, like you said, it would be quite irritating of your parents and then trying to teach it to you. I don’t think parents should be the one to deliver it to you, but it wouldn’t be bad of them to have an idea of what it is.” – Male learner

Some of the learner drivers had visited the THT website. The general consensus was that the website was hard to navigate.

“The website wasn’t terribly easy to navigate and kind of...I didn’t get what the website was about for a minute or two. I did have to kind of read in to it, and click on a few links before I finally saw, right, okay, this is a safe driving campaign sort of thing. It was a little bit obscure.” – Male learner

There were mixed views about the personal stories. Less than half of the learner drivers had actually read the stories.

“I think it would help you remember, if you read them. There’s no point getting rid of them. It’s still worth having them there. There’s no sort of negatives to them.
But I think if people were to read them then I’m sure they’d add to it.” – Male learner

“I think sometimes videos might be more effective, because it’s hard to read through a lot of stories about a similar-base thing.” – Female learner

“It makes it all realistic and more serious. Like the pictures, although serious, they’re kind of jokey. But the stories then kind of bring it to life and show that it is all true.” – Female learner

A few learner drivers had heard about the PANIC app. When provided with an overview of the PANIC application the learner drivers were positive.

“I thought I might as well just have it because it was free as well, so that’s good. Yes, I think it’s a good thing to have, definitely.” – Female learner

“I think it’s good, like, if you ever do get into a situation, or at least when you’re driving, you know that at least you’ve got that. So if anything should go wrong, you have at least got the basics to try to put it right, or get help, which, without, maybe a bit trickier.” – Male learner

There was general agreement from the learner drivers that that a suitable amount of time to spend discussing THT with driving instructors during a lesson was five minutes. This was due to learner drivers wanting to focus on gaining experience driving during their lessons.

“I think no more than five minutes.” – Male learner

“When you’re on the driving lessons, you want to be driving.” – Male learner

“I…wouldn’t want to do more than five minutes. I think once you’ve for the message, I think that’s it.” – Male learner

3.3.1.5 THT Improvements

The majority of learner drivers thought that THT achieved its purpose. There were some suggestions for improvement.

“I think it achieves its purpose, but like you said earlier, it seems to be more of a thing...like if it was more widely known about then it would achieve its purpose much better than it does at the moment.” – Male learner

“Maybe drill it in more to the people before they start driving, so that when they are driving, they’re aware of it, instead of teaching it to them in the lesson. Might be too late for them to fully remember the whole time.” – Female learner

Learner drivers were asked for their feedback on a potential Honest Truth app.

“I don’t think people would go for it.” – Male learner

“You would look at it once and never look at it again.” – Female learner

“.my driving instructor has shown me the cards, but, like, only once. But I think if they were to use the app, there would be no need for the cards. So that it’s one or the other.” – Female learner

“My driving instructor uses an iPad quite a bit for maps and stuff like that, so I suppose if she was to have an app, and just flip through the cards. But again, what
you said, like you wouldn’t need that if you’ve got the cards. So it’s just preference of instructor, I guess.” – Female learner

“It’s potentially an easier way for driving instructors to access it, like some of the driving instructors that haven’t had the cards. I suppose it’s another alternative to access it.” – Male learner

“I just think the driving instructors would download the app more than us”. – Female learner

One of the key suggestions for improving THT was tailoring the intervention to different age groups. For example, one attitude presented was that the current intervention is suitable for 17 year olds but not 24 year olds.

“...kind of from sort of 20 upwards, perhaps not use...not present it through animals so much. Have the bullet points there to be considered, but...maybe keep the animals there, but not push it as, right, this is the cheetah. Just say, right, speed is important to cut down.” – Male learner

“With the older age groups, just like make it more related to them.” – Male learner

“Think of maybe different ways to target the older people.” – Female learner

“I like the way it gets, like, younger generations involved, like, all the pictures and animals, but the way you can improve it is to get it appealing to the older generations as well.” – Male learner

Another idea was to promote the message before people start learning to drive. The reason for this would be so passengers are aware of the road safety messages.

“Until you’ve actually started driving, like, learning to drive, you don’t realise how hard it is, like, to control a car. So I think it people that don’t...that aren’t driving know more about it, there’ll be more considerate when in your car.” – Female learner

“I definitely agree with that, other than the fact that three of us, at least, hadn’t heard of it at all until we started driving. It’s probably worth aiming at the age group starting to drive, but not just in driving lessons.” – Male learner

Suggestions were provided about where the messages could be promoted.

“In school, because we have, like, bulletins everywhere in my school.” – Female learner

“I think also that because it’s a picture, it’s something that if you see it, it will come into your mind. Like, the quote will. So even if it’s like targeted, like, say in nightclubs, if you had the dog, like, if you were drinking, you’d look at it, and it would come to mind.” – Female learner

Several improvements were suggested for the THT website.

“I think the stories were a good length. I think maybe just streamline it a little bit and make the taglines a little bit more noticeable on the page, and make them stand out more.” – Female learner

“The whole page, it needs to be, like, simple and, like, not overcrowded.” – Male learner
Further promotion of THT was also suggested to make more people aware of the road safety messages.

3.3.1.6 Final thoughts

The focus group ended with each of the learner drivers being asked to respond to the following questions:

- What is the animal you remember the most?
- What is positive or negative about THT?
- What are the key improvements that you would suggest for THT?

The cheetah was the most remembered animal. Four learner drivers (three males and one female) mentioned the cheetah. This was followed by the chimp (two females), parrot, donkey and peacock.

“I think the cheetah is probably one of the most recognisable ones, because it’s fast in any case, you’re going to remember that.” – Male learner

“I think the chimp is the most memorable one for me, because it related to everyone in the car, not just the driver.” – Female learner

A number of positive aspects of THT were highlighted.

“I reckon it’s good because like, well, there’s a lot of safety, like, campaigns and that that are around anyway, and like, to use animals, for, like, obviously people of our ages is a good idea.” – Male learner

“The animals are good, because it’s different to any other kind of campaign for safety. And yes, it just makes it a little bit more relatable and easy to remember because you’ve got pictures and associations.” – Female learner

Some specific improvements for THT logo were provided.

“I think for the logo, you should, like, put the writing underneath it in a different colour, because when I look at it, I just look at the big writing, the honest truth.” – Female learner

“It should maybe have, like, a logo, like a picture or just a symbol that you automatically then associate with the honest truth, and then it gets ingrained in people, so they just see the logo and they automatically know that it’s about the honest truth.” – Female learner

“And as far as the colour, when you’re looking at it from far away, you can’t really, like, make it all out.” – Female learner

3.3.1.7 Summary

The majority of learner drivers showed an awareness of THT, but there was initial confusion with Learn2Live. The awareness levels of the learner driver about THT depended on their ADI. However, there was not a standard approach for the ADI’s using THT material. The purpose of THT was understood by the learner drivers and they recalled all of the animals apart from the cat. The messages behind each of the animals were recalled, but none of the learner drivers remembered the taglines without prompting. Positive feedback was provided about THT specifically that it adopted an innovative approach to promoting road safety messages. However, many felt that the
method of communicating THT messages was appropriate for younger learner drivers, but not older than this. Some suggestions for improvement included changes to the website, tailoring the intervention to different age groups and further promotion of the THT.

### 3.3.2 Interviews with ADIs

The interviews each lasted approximately thirty minutes. Five ADIs were interviewed; 4 males and 1 female.

#### 3.3.2.1 Engagement with THT

Most ADIs had known about THT for at least year. The reasons reported for getting involved with the project varied.

“*It made sense...anything to improve safety and look after the pupils.”* – Male ADI

“I’m very passionate about teaching people to learn to drive safely.” – Male, ADI

When asked about their perceptions of the initial presentation, all participants reported a positive experience. No improvements were suggested for the presentation.

“It was very enlightening.” – Female ADI

“*[It] identified quite clearly what needed to be done.”* – Male ADI, 20 years’ experience

“Very powerful.” – Male ADI

Similarly, participants identified aspects of THT they believed to be positive or unique about the program.

“It works... because it’s simple.” – Male ADI

“With the animals... anyone can relate to.” – Female ADI

#### 3.3.2.2 Purpose of THT

Participants seemed to understand the general purpose of THT, with some picking up that it was focused on understanding consequences.

“*Give some facts without dressing them up...”* – Male ADI

“*Pick out the consequences of your driving...”* – Female ADI

“*Talking through consequences...”* – Male ADI

The role of the ADI was also viewed as being in getting the safety messages across to their students.

“Because I’m the teacher, I’m trying to engrain it into them...” – Female ADI

“Passing on the gruesome facts about driving but also making sure that pupils enjoy the drive...” – Male ADI

However, two of the interviewees also believed that THT played a wider role as he believes it can help change behaviours of other members of the family.

“It doesn’t stop with the pupil, I find, it goes home and spreads out like a web...” – Male ADI
In addition, one of the participants viewed the inclusion of parents as a stand-out element of THT.

### 3.3.2.3 Use of THT

The interviews uncovered that the introduction and use of THT materials to pupils varies between instructors. Some make it an active part of the lesson through weekly safety themes, or discussions. Others had a more passive approach and kept the materials visible, but made little active reference to them.

“We’ll pick one of them and we’ll work though that topic on that week…the next week it will be the next one…” – Male ADI

“I pass on the information when I pick up the pupil and then give them little bits and bobs, really, for them to look into.” – Female ADI

Some ADIs show all of the road safety messages, while others focus in on particular ones, for example those that are viewed to apply to the lesson directly.

“I don’t so much the insurance or the seatbelts really… for my pupils, it’s an automatic thing they do get in [to the vehicle] and do…” – Female ADI

When asked whether THT materials were easy to integrate into lessons, participants generally believed it was very easy.

“Really, it is!” – Female ADI

When asked how long ADIs spend talking about and presenting THT materials, some reported spending about 5-10 minutes. Materials were viewed as appropriate in light of the time available.

However, one participant mentioned that the time they have available to communicate THT to students could be an issue, and any improvements made should consider the time factor.

“If it’s going to take more than those 10-15 minutes…it would be pushing on their lessons. They don’t want to sit and talk, they want to drive.” – Male ADI

### 3.3.2.4 Parent involvement

Generally, ADIs reported having little interaction with students’ parents. The reasons for this included the age of the student (some may not live with their parents) and whether it is the parents who are funding the lessons.

“I don’t have a lot of dealings with parents.” – Female ADI

Those who reported speaking to parents mostly reported talking about particular issues students may have come across during the lesson, but THT does not seem to be actively talked about.

One ADI interviewed mentioned having direct contact with a number of parents and reported having had the opportunity to introduce them to THT directly. This seemed to happen when the parent was seeking advice in order to take their children out for practice in the family vehicle.

“They’ll [parent] sit in the back and then I’ll make sure that there’s an Honest Truth leaflet sitting next to them in the back seat… so they can have a read of that…” – Male ADI
ADIs seemed to believe parents would like to be more involved, however they caveated the difficulties in doing this, for example the time constrains and parents’ busy lifestyles.

“I think they probably would [like to be more involved]... but that takes more time than with the pupil...” – Male ADI

One ADI believed that the role of parents with THT should focus more on learning new skills themselves, rather than as partners delivering the message to pupils.

“It’s educating the parents...It’s getting that across to parents, because driving has changed and driving styles have changed.” – Male ADI

3.3.2.5 Improvements for THT

When participants were asked to provide areas of improvement for THT, the general view was that THT was good in its current form. Nonetheless, a number of minor improvements were suggested.

Publicity

There was a sense among interviewees that publicity was something that was missing from THT. They believed that more publicity would be important in getting widespread involvement.

“Whatever publicity we can push is good...” – Male ADI

Increased publicity was also viewed by one participant as a way of making THT available to parents.

“There needs to be a way of getting it into the parents' world.” – Male ADI

“Where adults go and have time...Doctor Surgeries they sit there for ages reading anything that’s about...” – Male ADI

Standardisation

Participants were asked whether the use of THT among ADIs was standardised. Although views were mixed (some participants believed it was used the same by all ADIs, other’s believed it was probably different), one suggested improvement was to have a more guidance for integrating materials into lessons.

“There could be a bit more guidance... It’s a bit of trial and error.” – Male ADI

Similarly, some participants believed THT was not for all learners, and that age may affect how THT is perceived by pupils. One participant believed that older learners (24-25 year olds) may not respond as well as younger ones.

“May not be applicable for older drivers... they could think 'it doesn’t apply to me.” – Male ADI

However, other ADIs also commented on age, but regarded older learners as generally more cautious.

“They think of the consequences of driving more than younger ones.” – Female ADI

Another participant added that older learner drivers may face different challenges to younger learners.
“Sometimes you actually have to force them to do more... you’ve got to actually get them to overcome that fear of risk to actually get them to progress so it’s a slightly different way around.” – Male ADI

The latter participant didn’t believe there was a difference between age groups; instead she commented that THT was “For any age”.

Further developments

Some participants mentioned that having a mobile app for the resources could be a potential improvement. One of these believed that this could be an easier way to show to students (particularly the cards) and integrate into lessons.

“Where moving more and more onto doing stuff on iPads”... “The cards are getting a little bit worn.” – Male ADI

“Developing the whole thing as an app... or a tablet presentation would be one way you need to go.” – Male ADI

Engaging other drivers

Some ADIs mentioned that THT could be used with other groups, not only learners. While some commented on the knock on effect on families and friends of exposing pupils to THT, one participant believed that THT should be used with newly qualified drivers as well.

“Within Driver and Vehicle licencing or Driver standards agency when drivers have to renew things like obviously the licence every 10 years, can something be put in there and it being brought into that?” – Male ADI

3.3.2.6 Summary

Interviews with ADIs revealed that the THT presentation and resources are viewed positively, and that ADIs find it easy to integrate the materials into their lessons.

However, how the materials are used and to what extent they are included within the lesson varies between ADIs. While some actively integrate the ‘themes’ into every lesson and engage in discussions with students, other’s pass on the information (e.g. the brochure) to students and leave it up to them to find out more information. This may be as a result of the perceived time constraints.

ADIs have limited interaction with student’s parents, and even when they do interact, THT is not prioritised. Again, this may be a result of the time constraints on lesson time and parents’ schedules.

All ADIs interviewed believed parents could and should be more involved with THT, but few suggestions for how to improve on this were provided. One suggestion included advertising THT somewhere accessible to parents.

Other suggested improvements included having a more standardised approach to the use of THT materials in lessons, and increased publicity. In fact, publicity was seen as important in continuing to ‘get the word out’.
3.3.3  **Interviews with parents/guardians**

Three interviews lasting approximately thirty minutes were undertaken with parents (two mothers and one father) of learner drivers who had experienced THT. Two of the participants were parents of a male learner driver and one was the parent of a female learner.

Two participants reported that their children had been learning to drive for over a year. The other parent reported their child had only been learning to drive for two months.

Although knowledge of THT was generally low, one parent was particularly aware of THT as well as the risks involved in driving. This participant had members of the police within her immediate family and had a higher (self-reported) exposure to accidents.

3.3.3.1  **Risk and road safety knowledge**

The parents interviewed reported having good knowledge of road safety.

“Reasonable” – Mother (male learner driver)

“It’s not too bad... I’ve got an older daughter who’s been driving for two years and, obviously, I drive as well.” – Father (female learner driver)

One participant reported a particular awareness of road safety issues, including age-related propensity to risk.

“As a male, statistically, his risks are higher than those of younger women, and also his risks compared to my risks, as a woman in her 50s, are quite different.” – Mother (male learner driver)

3.3.3.2  **Knowledge and involvement with THT**

All parents reported having heard of THT from their children, though they did not necessarily remember the name of the intervention.

“She mentioned that it was good... that she used these flash cards...” – Father (female learner driver)

Parents were not very involved with THT, though some had more knowledge of it than others. For example, one parent had visited the THT website and read the case studies, while the others had heard about it only through their children.

“I remember looking at the website...I really liked the case studies.” – Mother (male learner driver)

3.3.3.3  **Contact with driving instructors**

Participants reported having limited contact with driving instructors.

“Very rarely, in the 14 months 2 or 3 times.” – Mother (male learner driver)

The limited contact with ADI’s seemed to stem from busy lifestyles of parents.

“Because I work full time and my husband works quite a lot, um, to be honest [son] is having his driving lessons during quiet periods in school so we don’t necessarily get to see the driving instructor.” – Mother (male learner driver)

When parents did report having contact with the ADI, the conversation did not involve THT.
“[I talked to the ADI] To check what we could be doing to help [son].” – Mother (male learner driver)

There was a general feeling among parents that there should be more contact between the ADI’s and parents.

“Getting them [parents] involved as a key partner in this driving learning journey might actually pay dividends.” – Mother (male learner driver)

“Maybe the instructor could have knocked on the door and said, ’look... this is what’s happening’... I could have maybe done with the information [about THT] beforehand.” – Father (female learner driver)

3.3.3.4 Perceived impact of THT

When asked how they believed THT had contributed to their child’s knowledge or safety behaviours, participants believed it had generally helped to consolidate existing knowledge.

“THT has added to our understanding, and also his understanding of other risks.” – Mother (male learner driver)

“I think it has consolidated prior knowledge.” – Mother (male learner driver)

3.3.3.5 Improvements for THT

Two of the three parents interviewed had no previous knowledge of THT, and were unable to provide suggestions.

Parent involvement

Although most participants did not bring up the parental involvement element, until prompted, one parent suggested that a contract could be established between the ADI and parent to help pupils become safer drivers.

“You don’t really have like a contract with the driving instructor” “It would be useful if there were some kind of clearer partnership about understanding...um... how you can enable your child to become a safe driver.” – Mother (male learner driver)

Another parent believed that the initiative should be mostly led by the ADI, but that there was room for more parental involvement.

“I think predominantly it should come from the instructor, but if you had like a group session, where its being like instructor led, I think that could work.” – Father (female learner driver)

Additional safety messages

One parent believed that a safety message on driving in different (dangerous) conditions, such as icy roads, was necessary.

“My only kind of suggestion...would be getting a partnership going and maybe having a case study that looks at driving in adverse weather condition...heavy rain, maybe one on...when it’s really icy.” – Mother (male learner driver)
Another parent believed that integrating elements, such as “facts and figures” from the Speed awareness course would be beneficial.

“Maybe some of the things in the course...the things they use in there they would actually be very interesting and would highlight some of the dangers to young drivers...” – Father (Female learner driver)

3.3.3.6 Summary

In general, parents had little knowledge of and involvement with THT, though they all reported having heard of it from their child.

Parents seemed to view safety interventions, generally, as a positive thing, but as they had little information about THT specifically, they could not provide detailed information about strengths and weaknesses of the intervention.

However, they could identify some suggested improvements, namely improving communications between parents and ADIs, and adding further information associated with road safety messages to the THT materials and resources.
4 Conclusions and recommendations

4.1 Conclusions

This report sought to answer a number of research questions:

- How does THT work in practice?
- How and to what extent is THT implemented?
- To what extent is the target group reached by THT?
- How do people perceive THT and engage with it?
  - Is it memorable?
  - Is it perceived well?
  - Is it used as intended?
  - Is it acceptable to the target audience?
- What might it be doing in terms of changing behaviour?
- What are the potential mechanisms at play?
  - Use of behavioural change techniques?
  - Interaction with parents/guardians?
- Are they plausible?
- How would we know?
  - What evaluation design would be required?

These questions have been answered through the assessment and process evaluation of THT.

4.1.1 Assessment of THT

The assessment of THT sought to determine the structure of the intervention and to establish what the intervention may be doing in terms of changing behaviour. This provided information on how THT may work in practice and the potential mechanisms at play.

The goals (e.g. To help reduce the number of 17-24 year olds killed or seriously injured on our roads by getting road safety messages to young drivers through ADIs), aims (To reduce anti-social driving amongst 17-24 year olds) and objectives (e.g. the expected change in mobile phone use) were established for THT. Objectives were split into intervention objectives (depending on the type of evaluation that is undertaken) and implementation objectives (relating to the outputs).

A logic model was constructed for THT. The inputs (e.g. ADIs), outputs (ADI presentations), outcomes (both short term, e.g. number of ADIs with THT resource packs increases and long term, e.g. reduction in those aged 17-24 years old undertaking anti-social driving) were outlined. External factors (e.g. funding limitations) and assumptions (e.g. ADIs will use THT materials) were also considered for THT.
A number of BCT’s were identified that are currently adopted by THT following our assessment of the intervention (see Table 1). This provided insight about what THT may be doing in terms of behaviour change.

### 4.1.2 Process evaluation

The process evaluation identified how THT operates and is perceived by people involved. The focus group with learner drivers suggested that the majority were aware of THT although there was some initial confusion with Learn2Live. The approach taken by ADIs to using THT material was not standardised. Many of the learner drivers felt that the current method of communicating THT messages was appropriate for younger learner drivers up to 19 years old, but not older than this. Suggested improvements for the website were provided, and included tailoring to different age groups and further promotion of THT.

The interviews with ADIs suggested that THT is viewed positively. There was a lack of standardisation in terms of the way that THT is applied by ADIs during the driving lesson. The majority of ADIs have limited interaction with parents and when an opportunity is provided for discussion, THT is not a priority. Suggested improvements were introducing a more standardised approach for using THT materials in the lessons and increasing publicity of THT messages.

Interviews with parents showed that they had little knowledge and involvement with THT. Although parents viewed safety interventions positively they were unable to provide constructive feedback about THT due to a lack of information. The main improvement suggested was increasing the communication between parents and ADIs.

### 4.2 Recommendations

In this section we make recommendations for THT based on the findings from the assessment and process evaluation.

#### 4.2.1 Recommendation 1: Continue developing THT based on theory from the perspective of behavioural change and psychological knowledge

**Update the logic model as THT develops**

Continue developing the logic model for THT (see Figure 2). This will assist with identifying how the intervention may bring about the desired change. It will also provide a method of accounting for the inputs and outputs associated with THT. Outlining the expected outcomes will assist with focusing resource and achievements of THT.

**Integrate further BCTs into THT intervention**

A number of additional BCT’s that could be integrated into THT have been identified through our assessment and are shown in Table 2. This may assist with increasing the chances of THT bringing about a change in behaviour.

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2 It should be noted that this study cannot comment on whether the intervention is successful in achieving behavioural change, as this kind of evaluation was outside of its scope.
Table 2: Future BCTs for THT

<table>
<thead>
<tr>
<th>Behavioural Change Technique</th>
<th>Definition</th>
<th>THT implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide information on affective consequences</td>
<td>Provides information concerning how the target may/will feel if (s)he performs or does not perform the behaviour, including enjoyment and anticipation of regret</td>
<td>Use personal stories to provide information about how the learner driver will feel if they perform the unsafe driving behaviours</td>
</tr>
<tr>
<td>Goal setting (behaviour)</td>
<td>Target is encouraged to make a behavioural resolution. This is directed towards encouraging target to decide to change or maintain a change</td>
<td>Learner driver is encouraged by ADI to make a behavioural resolution linked to their driving to make them safer</td>
</tr>
<tr>
<td>Action planning</td>
<td>Involves detailed planning of what the target will do. Should include when, in which situation, and/or where to act</td>
<td>ADI presents learner driver with different scenarios and they can discuss what they would do in that situation. E.g. passengers who are distracting</td>
</tr>
<tr>
<td>Barrier identification/problem solving</td>
<td>This presumes the formation of an initial plan to change behaviour. The target is prompted to think about potential barriers and identify ways of overcoming them</td>
<td>Learner driver is prompted to think of potential barriers to safe driving and ways of overcoming the barriers. E.g. Using a mobile phone whilst driving</td>
</tr>
<tr>
<td>Prompt self-monitoring of behaviour</td>
<td>The target is asked to keep a record of specified behaviour/s as a method for changing behaviour</td>
<td>Whilst learning to drive learner is encouraged to record unsafe driving behaviour</td>
</tr>
<tr>
<td>Agree behavioural contract</td>
<td>Involves written agreement on the performance of an explicitly specified behaviour</td>
<td>Contract could be created between the parent/guardian, learner driver and ADI to agree safe driving</td>
</tr>
</tbody>
</table>

TRL 2015 34 PPR745
4.2.2 Recommendation 2: Tailor THT road safety messages to the ‘whole’ target audience

Tailoring the THT road safety messages
Novice drivers of all ages have an elevated crash risk. Therefore it seems logical for novice drivers of all ages to benefit from road safety interventions. Feedback from the learner drivers about THT suggested that using animals to communicate the road safety messages was not perceived as being effective for the ‘older’ learner drivers. The THT team should develop other methods to communicate road safety messages with ‘older’ learner drivers.

4.2.3 Recommendation 3: Provide further promotion of THT

Improve THT logo
Feedback from the learner drivers suggested that THT logo is not easily recognisable. We recommend that THT creates a logo that is more memorable to aid promotion of the brand.

Improve THT website
Several improvements were suggested for the website from the learner drivers. These should be addressed through the following changes to the website: making the personal stories shorter, ensuring the tag lines are more noticeable on the webpages, and reducing overcrowding of information.

Future technological developments
Some of the ADIs mentioned the possible development of an online app for them to access the THT materials and resources during the driving lesson. There didn’t seem to be a market for an online application associated with THT and learner drivers due to the feedback provided at the focus group. We suggest that THT undertakes further market research to establish whether an online app for ADIs would assist with the delivery of the intervention.

4.2.4 Recommendation 4: Standardise the approach used by ADIs

Provide examples of how ADIs can use THT materials during driving lessons
There is current variation in the levels of engagement of ADIs with THT material. This is influencing the awareness of the road safety messages for learner drivers. Methods of standardising how THT materials are used in the lesson may assist with ensuring all learner drivers with ADIs signed up to THT have a similar level of awareness of the road safety messages. Methods for standardising how THT materials are used could involve providing an explanation to ADIs about how to use THT materials during the driving lesson, and how ADIs may communicate THT road safety messages with parents/guardians.
4.2.5 *Recommendation 5: Build relationship between ADI and parents/guardians*

**Encourage relationship between ADIs and parents/guardians**

Results from the interviews with parents/guardians suggested a need to increase communication with ADIs. This is to ensure parents/guardians awareness of the key risk factors associated with learner drivers/young novice drivers is increased. Examples of techniques that could be used include a parent/guardian, ADI and learner driver contract that requires all parties to sign-up to an agreement associated with driving.

4.2.6 *Recommendation 6: Undertake further evaluation of THT*

This report provides findings from a process evaluation of the intervention. This focuses on how the intervention operates and is perceived by the people involved. It sought to determine what the intervention might do to result in change through an assessment of the potential causal mechanisms involved. However, to evaluate actual changes resulting from THT, an outcome evaluation is required.

**Undertake an outcome evaluation**

The THT partnership needs to decide what THT can realistically achieve in terms of road safety outcomes. These outcomes can then be evaluated against. Ultimately THT seeks to help reduce the number of 17-24 year olds killed or seriously injured on our road by getting road safety messages to young drivers through ADIs. However, it may be more realistic to measure the changes in the short term outcomes such as, learner drivers having increased knowledge about the risks and consequences of the key road safety messages.
References


## Appendix A - Behavioural Change Techniques (Hurst 2011, definitions adapted from Abraham and Michie’s 40 behaviour change techniques)

<table>
<thead>
<tr>
<th>Behaviour change technique</th>
<th>Definition</th>
<th>Type of technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Provide information on consequences of behaviour in general</td>
<td>Provides information about the relationship between the behaviour and its possible or likely consequences in the general case, usually based on epidemiological data, and not personalised for the target.</td>
<td>Information</td>
</tr>
<tr>
<td>2. Provide information on consequences of behaviour to the target</td>
<td>Provides information about the benefits and costs of action or inaction to the target based on those targets characteristics (e.g. demographics, clinical, behavioural or psychological information). This can include any costs/ benefits and not necessarily those related to health, e.g. feelings.</td>
<td>Information</td>
</tr>
<tr>
<td>3. Provide information about others approval</td>
<td>Provides information about what others think about the behaviour and whether others will approve or disapprove of any proposed behaviour change.</td>
<td>Information</td>
</tr>
<tr>
<td>4. Provide normative information about others’ behaviour</td>
<td>Provides information about what other people are doing i.e. indicates that a particular behaviour or sequence of behaviours is common or uncommon amongst the population or a specified group.</td>
<td>Information</td>
</tr>
<tr>
<td>5. Provide information on affective consequences</td>
<td>Provides information concerning how the target may/will feel if (s)he performs or does not perform the behaviour, including enjoyment and anticipation of regret.</td>
<td>Information</td>
</tr>
<tr>
<td>6. Fear arousal</td>
<td>Involves presentation of risk and/or mortality information relevant to the behaviour as emotive images designed to evoke a fearful response (e.g. “smoking kills!” or images of horrendous collision scenes).</td>
<td>Information</td>
</tr>
<tr>
<td>7. Goal setting (behaviour)</td>
<td>The target is encouraged to make a behavioural resolution (e.g. take more exercise next week). This is directed towards encouraging target to decide to change or maintain a change.</td>
<td>Planning</td>
</tr>
<tr>
<td>8. Goal setting (outcome)</td>
<td>The target is encouraged to set a general goal that can be achieved by behavioural means but is not defined in terms of behaviour (e.g. to reduce blood pressure or lose/maintain weight), as opposed to a goal based on changing behaviour as such. The goal may be an expected</td>
<td>Planning</td>
</tr>
<tr>
<td>Behaviour change technique</td>
<td>Definition</td>
<td>Type of technique</td>
</tr>
<tr>
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</tr>
<tr>
<td>9. Action planning</td>
<td>Involves detailed planning of what the target will do. Should include: when, in which situation, and/or where to act. “When” may describe frequency (such as how many times a day/week or duration).</td>
<td>Planning</td>
</tr>
<tr>
<td>10. Barrier identification/ problem solving</td>
<td>This presumes the formation of an initial plan to change behaviour. The target is prompted to think about potential barriers and identify ways of overcoming them. Barriers may include competing goals in specified situations. This may be described as “problem solving” in relation to particular behaviours. Examples of barriers may include behavioural, cognitive, emotional, environmental, social and/or physical barriers.</td>
<td>Planning</td>
</tr>
<tr>
<td>11. Set graded tasks</td>
<td>Breaking down the desired behaviour into smaller easier to achieve tasks and enabling the target to build on small successes to achieve the behaviour. This may include increments towards the desired behaviour, or incremental increases from baseline behaviour.</td>
<td>Implementing</td>
</tr>
<tr>
<td>12. Prompting generalization of a desired behaviour</td>
<td>Once a behaviour is performed in a particular situation, the target is encouraged or helped to try it in another situation. The idea is to ensure that the behaviour is not tied to one situation but becomes a more integrated part of the target’s life that can be performed at a variety of different times and in a variety of contexts.</td>
<td>Implementing</td>
</tr>
<tr>
<td>13. Use of follow up prompts</td>
<td>Sending letters, making telephone calls, visits or follow up meetings after the main intervention has been completed.</td>
<td>Implementing</td>
</tr>
<tr>
<td>14. Prompt rewards contingent on effort or progress towards behaviour</td>
<td>Involves using praise or rewards for attempts at achieve a behavioural goal. This might include efforts made towards achieving the behaviour, or progress made in preparatory steps towards the behaviour, but not merely participation in intervention. This can include self-reward.</td>
<td>Feeling good</td>
</tr>
<tr>
<td>15. Provide rewards contingent on successful behaviour</td>
<td>Reinforcing successful performance of the specific desired behaviour. This can include praise and encouragement as well as material rewards but the reward/incentive must be explicitly linked to the achievement of the specific</td>
<td>Feeling good</td>
</tr>
<tr>
<td>Behaviour change technique</td>
<td>Definition</td>
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</tr>
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</tr>
<tr>
<td>16. Shaping</td>
<td>Contingent rewards are first provided for any approximation to the desired behaviour e.g. for any increase in physical activity. Then, later, only for a more demanding performance, e.g. brisk walking for 10 minutes on three days a week would be rewarded. Thus, this is graded use of contingent rewards over time.</td>
<td>Feeling good</td>
</tr>
<tr>
<td>17. Prompting focus on past success</td>
<td>Involves instructing the target to think about or list previous successes in performing the behaviour (or parts of it).</td>
<td>Feeling good</td>
</tr>
<tr>
<td>18. Prompt identification as role model/position advocate</td>
<td>Involves focusing on how the target may be an example to others and affect others behaviour e.g. being a good example to children. Also includes providing opportunities for targets to persuade others of the importance of adopting/changing the behaviour, e.g. giving a talk or running a peer-led session.</td>
<td>Feeling good</td>
</tr>
<tr>
<td>19. Relapse prevention/copin g planning</td>
<td>Planning how to maintain behaviour that has been changed.</td>
<td>Feeling good</td>
</tr>
<tr>
<td>20. Stimulate anticipation of future rewards</td>
<td>Create anticipation of future rewards without necessarily reinforcing behaviour throughout the active period of the intervention.</td>
<td>Feeling good</td>
</tr>
<tr>
<td>21. Prompt review of behavioural goals</td>
<td>Involves a review or analysis of the extent to which previously set behavioural goals (e.g. take more exercise next week) were achieved.</td>
<td>Monitoring</td>
</tr>
<tr>
<td>22. Prompt review of outcome goals</td>
<td>Involves a review or analysis of the extent to which previously set outcome goals (e.g. to reduce blood pressure or lose/maintain weight) were achieved.</td>
<td>Monitoring</td>
</tr>
<tr>
<td>23. Prompt self-monitoring of behaviour</td>
<td>The target is asked to keep a record of specified behaviour/s as a method for changing behaviour. This should be an explicitly stated intervention component.</td>
<td>Monitoring</td>
</tr>
<tr>
<td>24. Prompt self-monitoring of behavioural outcome</td>
<td>The target is asked to keep a record of specified measures expected to be influenced by the behaviour change, e.g. blood pressure, blood glucose, weight loss, physical fitness.</td>
<td>Monitoring</td>
</tr>
<tr>
<td>Behaviour change technique</td>
<td>Definition</td>
<td>Type of technique</td>
</tr>
<tr>
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</tr>
<tr>
<td>25. Teach to use prompts/cues</td>
<td>The target is taught to identify environmental prompts which can be used to remind them to perform the behaviour (or to perform an alternative, incompatible behaviour in the case of behaviours aimed at being reduced). Cues could include times of day, particular contexts or technologies such as mobile phone alerts which prompt them to perform the desired behaviour.</td>
<td>Monitoring</td>
</tr>
<tr>
<td>26. Environmental restructuring</td>
<td>The target is prompted to alter the environment in ways so that it is more supportive of the desired behaviour.</td>
<td>Monitoring</td>
</tr>
<tr>
<td>27. Provide feedback on performance</td>
<td>This involves providing the target with data about their own recorded progress or commenting on a person's behavioural performance, identifying a discrepancy between behavioural performance and a set goal, or a discrepancy between the targets own performance in relation to others.</td>
<td>Teaching</td>
</tr>
<tr>
<td>28. Provide information on where and when to perform the behaviour</td>
<td>Involves telling the target when and where they might be able to perform the behaviour. This can be in either verbal or written form.</td>
<td>Teaching</td>
</tr>
<tr>
<td>29. Provide instruction on how to perform the behaviour</td>
<td>Involves telling the target how to perform a behaviour or preparatory behaviours, either verbally or in written form.</td>
<td>Teaching</td>
</tr>
<tr>
<td>30. Model/demonstrate the behaviour</td>
<td>Involves showing the target how to perform a behaviour e.g. through physical or visual demonstrations of behavioural performance, in person or remotely.</td>
<td>Teaching</td>
</tr>
<tr>
<td>31. Agree behavioural contract</td>
<td>Must involve written agreement on the performance of an explicitly specified behaviour so that there is a written record of the target’s resolution witnessed by another.</td>
<td>Agreeing</td>
</tr>
<tr>
<td>32. Prompt practice</td>
<td>Prompt the target to rehearse and repeat the behaviour or preparatory behaviours numerous times.</td>
<td>Agreeing</td>
</tr>
<tr>
<td>33. Facilitate social comparison</td>
<td>Involves explicitly drawing attention to others' performance to elicit comparisons.</td>
<td>Supporting</td>
</tr>
<tr>
<td>34. Plan social support/social</td>
<td>Involves prompting the target to plan how to elicit social support from other people to help him/her.</td>
<td>Supporting</td>
</tr>
<tr>
<td>Behaviour change technique</td>
<td>Definition</td>
<td>Type of technique</td>
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<tr>
<td>change</td>
<td>achieve their desired behaviour/outcome. This may include support during interventions e.g. setting up a “buddy” system, or other forms of support from the individuals delivering the intervention, partner, friends and/or family.</td>
<td></td>
</tr>
<tr>
<td>35. Prompt self-talk</td>
<td>Encourage the target to talk to themselves (aloud or silently) before and during planned behaviours to encourage, support and maintain action.</td>
<td>Managing</td>
</tr>
<tr>
<td>36. Prompt use of imagery</td>
<td>Teaching the target to imagine successfully performing the behaviour or to imagine finding it easy to perform the behaviour, including component or easy versions of the behaviour.</td>
<td>Managing</td>
</tr>
<tr>
<td>37. Stress management/ emotional control training</td>
<td>This is a set of specific techniques (e.g., progressive relaxation) which do not address the behaviour directly but seek to reduce anxiety and stress to facilitate the performance of the behaviour. They might also include techniques designed to reduce negative emotions or control mood or feelings that may interfere with performance of the behaviour, and/or to increase positive emotions that might help with the performance of the behaviour.</td>
<td>Managing</td>
</tr>
<tr>
<td>38. Motivational interviewing</td>
<td>This is a specific set of techniques prompting the target to engage in talk of changing their behaviour to motivate then minimize their resistance to change.</td>
<td>Managing</td>
</tr>
<tr>
<td>39. Time management</td>
<td>This includes any technique designed to teach a target how to manage their time in order to make time for the behaviour. These techniques are not directed towards performance of target behaviour but rather seek to facilitate it by freeing up times when it could be performed.</td>
<td>Managing</td>
</tr>
<tr>
<td>40. General communication skills training</td>
<td>This includes any technique directed at general communication skills but not directed towards a particular behaviour change. Often this may include role play and group work focusing on listening, assertive and/or negotiation skills, and resisting social pressures.</td>
<td>Managing</td>
</tr>
</tbody>
</table>
Appendix B – Learner Driver Invitation Letter

Discussion group: The Honest Truth

We are looking for young learner drivers to take part in a focus group. A focus group is where a small group of people meet together with a researcher, and discuss their views and opinions about a given topic. The group will be held at <INSERT ADDRESS> and last for approximately two hours, starting at 13:00 on the <INSERT DATE>. A payment of £20 in cash will be made as compensation for your time. Light snacks and refreshments will be provided.

The aim of the focus group is to get feedback from learner drivers on ‘The Honest Truth’ educational resource.

The discussion will be recorded; however your views will be anonymised and used for research purposes only. No participant will be personally identifiable in any published material produced as part of the project. All recordings are deleted after the project.

Please could you contact XXXX if you are interested in attending the focus group.

If you have any questions about the focus group please don’t hesitate to contact us.

Yours sincerely,

CONTACT NAME

CONTACT TITLE
Appendix C – Learner Driver Information Sheet

Title of Project: The Honest Truth evaluation
Principal Aim: To gain a better understanding of how the Honest Truth intervention operates and is perceived by the people involved (process evaluation).

Dear student,

You are being invited to take part in a focus group about your experience with The Honest Truth project. A focus group is where a small group of people meet together with a researcher, and discuss their views and opinions about a given topic. In this case the topic is improving learner experience and reducing risk.

Before you decide whether you wish to take part, it is important for you to understand why this research is being done and what it will involve. Please read this information carefully and ask us if there is anything that is unclear or if you would like more information.

Why have I been chosen?

We are particularly interested in the views of students who have been involved with The Honest Truth project and materials. We would like to explore the views of a mixture of students from the ages of 17 to 24; we would like to talk about how you found the project and related materials during your learning experience and thereafter.

Do I have to take part?

No! Participation is entirely voluntary. You are free to decide whether you wish to take part. You are free to withdraw from this project at any time, without prejudice, and without giving reasons.

What will happen if I take part?

You will be part of a group of students talking about The Honest Truth. This will take no more than two hours, and it may finish sooner. There are no right or wrong answers in a focus group, just say what you honestly feel.

With your permission, the discussions will be audio-tape recorded. This is only to help us with writing the report, and you will not be personally identified in any way.

To say thank you for taking part in the focus group, you will receive £20. This is to compensate you for your time.

What are the benefits of taking part?

By taking part you will help The Honest Truth Partnership understand more about how the intervention operates and is perceived by the people involved. The information that you provide will help inform and develop the intervention in the future.
You might enjoy talking about your experiences with other students, and it is also a chance to find out more about focus groups.

You will receive payment to say thank you for taking part in the focus group. This covers compensation for your time and any travel costs associated with attending the focus group.

**Will any aspect of taking part in the focus group be unpleasant?**

Taking part in the focus group does not normally cause distress, but it is important that you are aware that the focus group may involve discussions of people who may have been involved in car accidents. If you need to leave at any time or if you would rather not answer some of the questions, then that is fine. Please always say if you are not comfortable with anything that is happening.

**How will the information I provide be used?**

The audio recording will be stored securely by the research team and the recording will be transcribed (typed up as a word document). The recording will then be destroyed. The written document of what was said in the focus group may be kept by TRL for use in future research studies – however no comments will ever be attributed to any individual; we may report what was said, but never who said it.

The information you provide will be written up in a report for The Honest Truth team and this may include some quotations. Your name will never be included in any report, unless you specifically request it to be. Everything you say will be treated as anonymous and confidential and will not be passed on to anyone outside of the research team.

Your personal contact details will be stored in accordance with the Data Protection Act (1988). Your contact details will never be passed on to anyone outside of the research team.

**Any questions?**

If you have a concern about any aspect of this research, you should contact a member of TRL staff or speak to the researchers present at the focus group.

If you remain unhappy about the research and/or wish to raise a complaint about any aspect of the way that you have been approached or treated during the course of this project please contact:

XXXX at XXXX or by telephone: XXXX

**THANK YOU!**
Appendix D – Focus Group Topic Guide

The Honest Truth – Focus group topic guide – Learner Drivers (17-24 year olds)

Introductions:
Introduce the research team – i.e. one moderator and one note-taker. We are from The Transport Research Laboratory and we are undertaking this work on behalf of The Honest Truth Partnership.

Purpose:
The purpose of this discussion is to get feedback from learner drivers on The Honest Truth project.

Ground rules:
- Participation in the discussion is voluntary
- We want to hear your views, even if you do not have strong opinions, so I’ll be trying to include everyone in the discussions
- We would like to record the discussion group, so that we can refer back to the recording in the future. All recordings will be destroyed when the research has been completed and any quotes used in reporting will be anonymous
- Talking over others – please make sure that only one person speaks at any one point
- We only have two hours to complete the discussion, so we may interrupt discussion to move the conversation on

Complete consent forms.
Are there any questions before we start?

Ice breaker (photos)
Please pick a picture that represents your experience of learning to drive so far.
<30 seconds to select photos>
Ok, so now we’ll go around the table and I’d like you to introduce yourself, tell us how long you’ve been learning to drive and why you chose the picture.
Awareness/ Involvement with THT

1. What do you know about the Honest Truth project?
   a. How have you been involved in the THT?
   b. How did you get introduced to the safety messages?
   c. How was it presented to you?
      i. By whom?

Messages

2. What do you think is the main purpose of the project?
   a. How do they convey the message?

3. How many different animals are there?
   b. What are the (eight) animals and what key safety messages do they represent?
   c. Note: they may not be aware of all of them; will depend on how this was presented by ADIs (Q1.b)
      i. Monkey (distractions)
      ii. Rhino (seatbelts)
      iii. Dog (drink)
      iv. Parrot (mobile phones)
      v. Peacock (showing off)
      vi. Cheetah (speed)
      vii. Chameleon (drug driving)
      viii. Cat (tiredness)

   d. Are you aware of any other messages?
      i. Ass (no insurance)
      ii. Hog (vulnerable road users)
      iii. Where have you seen/ heard of these? (prompts; website, ADI)

   e. If participants were presented with various: Which ones are easier to remember?
      i. Why?

   f. If participants were presented with various: which ones are harder to remember?
      i. Why?

   g. What do you think about the ‘tag lines’ attached to the different characters?
      i. Were you aware of any of the messages before being introduced to THT?

   h. How common do you think these behaviours are in young people?

   i. Do any of these apply to you?
      i. If not, who do they apply to (if anyone)?

   j. Do you think the audience is right for this program?
Reaction

4. What did/do you think about it as a safety tool?

5. What do you think of the effectiveness of presenting safety messages like this?
   a. What do you think about ADIs being the ones to provide these messages to learner drivers?
      i. Are they a good source of information for students?

6. What works about it?

7. What doesn’t work about it?

8. How have your parents been involved?

9. Have you visited the website or used any of the online resources?
   a. Have you downloaded the P.A.N.I.C app?

10. Personal stories – what did you think of the personal stories?
    a. Which can you remember about them?
    b. What do you think made it memorable for you?
    c. Does it add to THT safety messages?
    d. Why/ Why not?

Improvements

11. Is there anything you would change about THT, or the way that it is presented to learner drivers?
    a. Is there anything that could be improved with THT?

12. Do you think THT achieves its purpose?

13. Do you believe it helped you in learning to drive safely?

Final question

Is there anything you would like to say about THT that we haven't covered already?

Close

Thank you for taking part. We will need your signature to confirm that you have received your incentive from us.
Appendix E – Focus Group Consent Form

Participant Consent Form

Title of Project: The Honest Truth evaluation

Name of researchers: Kristen Fernández-Medina (TRL), Poppy Husband (TRL)

In order to give your consent to participate in the focus group, please complete the following form.

1. I confirm that I have been provided with information for the study and have had the opportunity to ask questions.

2. I understand that my participation is voluntary and that I am free to withdraw at time.

3. I agree to the use of anonymised quotes in publications.

4. I agree to the focus group being audio-recorded.

5. I agree to take part in this study.

Name of participant
________________________________________

Date
________

Signature
________________________

Name of researcher
________________________________________

Date
________

Signature
________________________

Yes or No?
Appendix F – ADI Invitation Letter

Telephone interviews: The Honest Truth

We are looking for Approved Driving Instructors to take part in a telephone interview. The telephone interview will be carried out during January at a time that is convenient to you. The telephone interview will last for approximately 30 minutes. You will receive a £20 Tesco voucher as compensation for your time.

The aim of the telephone interview is to get feedback from Approved Driving Instructors on ‘The Honest Truth’ educational resource.

The interviewer will make notes during the interview; however your views will be anonymised and used for research purposes only. No participant will be personally identifiable in any published material produced as part of the project.

Please could you contact XXXX if you are interested in taking part in the interview.

We would appreciate it if you could also pass on the letter to young learner drivers about participation in a discussion group. We would also like to undertake telephone interviews with parents, so could you please pass on the letter for parents either through the learner driver or directly.

If you have any questions about the interview please don’t hesitate to contact us.

Yours sincerely,

CONTACT NAME

CONTACT TITLE
Appendix G – ADI Information Sheet

Participant Information Sheet – ADI Interviews

Title of Project: The Honest Truth evaluation

Principal Aim: To gain a better understanding of how the Honest Truth intervention operates and is perceived by the people involved (process evaluation).

Dear ADI,

You are being invited to take part in a telephone interview about your experience with The Honest Truth project.

Before you decide whether you wish to take part, it is important for you to understand why this research is being done and what it will involve. Please read this information carefully and ask us if there is anything that is unclear or if you would like more information.

Why have I been chosen?

We are particularly interested in the views of ADIs who may have been involved with The Honest Truth project.

Do I have to take part?

No! Participation is entirely voluntary. You are free to decide whether you wish to take part. You are free to withdraw from this project at any time, without prejudice, and without giving reasons.

What will happen if I take part?

You will take part in a telephone interview about The Honest Truth. This will take no more than half an hour and it may finish sooner. There are no right or wrong answers, just say what you honestly feel.

With your permission, notes will be taken during the interview. This is only to help us with writing the report, and you will not be personally identified in any way.

To say thank you for taking part in the interview, you will receive a £20 Tesco voucher. This is to compensate you for your time.

What are the benefits of taking part?

By taking part you will help The Honest Truth Partnership understand more about how the interview operates and is perceived by the people involved. The information that you provide will help inform and develop the intervention in the future.

You might enjoy talking about your experiences with The Honest Truth, and it is also a chance to find out more about the project.
You will receive a £20 Tesco voucher to say thank you for taking part in the interview.

**Will any aspect of taking part in the interview be unpleasant?**

Taking part in a telephone interview does not normally cause distress. If you need to leave at any time or if you would rather not answer some of the questions, then that is fine. Please always say if you are not comfortable with anything that is happening.

**How will the information I provide be used?**

The audio recording made during the interview will be stored securely by the research team. The recording will be kept for the duration of the project. The written notes of what was said in the telephone interview may be kept by TRL for use in future research studies – however no comments will ever be attributed to any individual; we may report what was said, but never who said it.

The information you provide will be written up in a report to The Honest Truth project team and this may include some quotations. Your name will never be included in any report, unless you specifically request it to be. Everything you say will be treated as anonymous and confidential and will not be passed on to anyone outside of the research team.

Your personal contact details will be stored in accordance with the Data Protection Act (1988). Your contact details will never be passed on to anyone outside of the research team.

**Any questions?**

If you have a concern about any aspect of this research, you should contact a member of TRL staff or speak to the researcher undertaking the interview.

If you remain unhappy about the research and/or wish to raise a complaint about any aspect of the way that you have been approached or treated during the course of this project please contact:

XXXX at XXXX or by telephone: XXXX

**THANK YOU!**
Appendix H – Parent/Guardian Invitation Letter

Telephone interviews: The Honest Truth

We are looking for parents or guardians of learner drivers to take part in a telephone interview. The telephone interview will be carried out during January at a time that is convenient to you. The telephone interview will last for approximately 30 minutes. You will receive a £20 Tesco voucher for compensation for your time.

The aim of the telephone interview is to get feedback from parents on ‘The Honest Truth’ educational resource.

The interviewer will make notes during the interview; however your views will be anonymised and used for research purposes only. No participant will be personally identifiable in any published material produced as part of the project.

Please could you contact XXXX if you are interested in taking part in the interview.

If you have any questions about the interview please don’t hesitate to contact us.

Yours sincerely,

CONTACT NAME

CONTACT TITLE
Appendix I – Parent/Guardian Information Sheet

Participant Information Sheet – Parent/Guardian Interviews

Title of Project: The Honest Truth evaluation

Principal Aim: To gain a better understanding of how the Honest Truth intervention operates and is perceived by the people involved (process evaluation).

Dear parent/guardian,

You are being invited to take part in a telephone interview about your experience with The Honest Truth project.

Before you decide whether you wish to take part, it is important for you to understand why this research is being done and what it will involve. Please read this information carefully and ask us if there is anything that is unclear or if you would like more information.

Why have I been chosen?

We are particularly interested in the views of parents who may have been involved with The Honest Truth project.

Do I have to take part?

No! Participation is entirely voluntary. You are free to decide whether you wish to take part. You are free to withdraw from this project at any time, without prejudice, and without giving reasons.

What will happen if I take part?

You will take part in a telephone interview about The Honest Truth. This will take no more than half an hour and it may finish sooner. There are no right or wrong answers, just say what you honestly feel.

With your permission, notes will be taken during the interview. This is only to help us with writing the report, and you will not be personally identified in any way.

To say thank you for taking part in the interview, you will receive a £20 Tesco voucher. This is to compensate you for your time.

What are the benefits of taking part?

By taking part you will help The Honest Truth Partnership understand more about how the interview operates and is perceived by the people involved. The information that you provide will help inform and develop the intervention in the future.

You might enjoy talking about your experiences with The Honest Truth, and it is also a chance to find out more about the project.
You will receive a £20 Tesco voucher to say thank you for taking part in the interview.

Will any aspect of taking part in the interview be unpleasant?
Taking part in a telephone interview does not normally cause distress. If you need to leave at any time or if you would rather not answer some of the questions, then that is fine. Please always say if you are not comfortable with anything that is happening.

How will the information I provide be used?
The audio recording made during the interview will be stored securely by the research team. The recording will be kept for the duration of the project. The written notes of what was said in the telephone interview may be kept by TRL for use in future research studies – however no comments will ever be attributed to any individual; we may report what was said, but never who said it.

The information you provide will be written up in a report to The Honest Truth project team and this may include some quotations. Your name will never be included in any report, unless you specifically request it to be. Everything you say will be treated as anonymous and confidential and will not be passed on to anyone outside of the research team.

Your personal contact details will be stored in accordance with the Data Protection Act (1988). Your contact details will never be passed on to anyone outside of the research team.

Any questions?
If you have a concern about any aspect of this research, you should contact a member of TRL staff or speak to the researcher undertaking the interview.

If you remain unhappy about the research and/or wish to raise a complaint about any aspect of the way that you have been approached or treated during the course of this project please contact:

XXXX at XXXX or by telephone: XXXX

THANK YOU!
Appendix J – ADI Interview Topic Guide

The Honest Truth topic guide - Telephone interviews with Approved Driving Instructors

Introduction:

[Researcher name] I am from The Transport Research Laboratory and we are undertaking this work on behalf of The Honest Truth Partnership.

Purpose:

To gain insight about ADI’s perceptions of the Honest Truth intervention, as well as some information as to how the materials are being used and presented by ADIs.

Information:

- Your participation is voluntary
- Interview will last no longer than 30 minutes
- With your permission, the interview will be audio-recorded so that we can refer back to the recording in the future. All recordings will be destroyed when the research has been completed and any quotes used in reporting will be anonymous
- We may choose to use quotes from your interview, however, you will not be personally identified in any of these

Complete consent form verbally.

Are there any questions before we start?

Engagement with THT

1. When did you get involved with THT?
   a. What made you decide to get involved with THT?

2. What did you think of the initial presentation?
   a. What was good about it?
   b. What would have you changed?

3. What do you think the purpose of THT project is?

4. What do you think your role is in achieving this?

Use of THT

5. How do you present the materials to learners?
   a. How do you use them?
      i. Prompts: use them sometimes (if needed), use them in every driving lesson
6. How are they received by learners? What do they make of it?
   a. Is there any resistance?

7. Which animals/behaviours do you show?
   a. Prompts: all, some
   b. How do you select which you use with individual students?

8. Are the materials provided adequate? How easy/difficult are they to integrate into the lesson?

9. Is the way THT materials are used by individual ADIs standardised?
   a. How does this work? Does it fit in with your teaching practices?

10. Are parents involved in THT?
     a. How?
     b. Do you involve parents of all your students?
        i. If not all, which do you involve? Why?
        ii. Do you think parents would like to be more involved?
            1. What do you think can be done to involve them more with THT?

**Improvements**

11. Is there anything that can be done to improve THT?
    a. How will this help THT to achieve their safety goals?

**Final question**

Is there anything you would like to say about THT that we haven’t covered already?

**Close**

Thank you for taking part. You will receive the Tesco voucher through THT partnership.
Appendix K – Parent/Guardian Interview Topic Guide

The Honest Truth topic guide - Telephone interviews with parents/guardians of learner drivers involved with THT

Introduction:
[Researcher name] I am from The Transport Research Laboratory and we are undertaking this work on behalf of The Honest Truth Partnership.

Purpose:
To gain insight into parents’ understands of general road safety, as well as their involvement with, and perceptions of the Honest Truth intervention.

Information:
- Your participation is voluntary
- Interview will last no longer than 30 minutes
- With your permission, the interview will be audio-recorded so that we can refer back to the recording in the future. All recordings will be destroyed when the research has been completed and any quotes used in reporting will be anonymous
- We may choose to use quotes from your interview, however, you will not be personally identified in any of these

Complete consent form verbally.
Are there any questions before we start?

Initial questions:
1. Son, daughter or other?
2. How long has his/her teen been learning to drive?

Risk and road safety knowledge
3. How would you describe your knowledge of driver risk and general road safety when your son/daughter started driving?
   a. What do you understand to be the relative risk for your son/daughter when they first start driving?
4. What do you know about The Honest Truth project?
   a. Who did you learn this from?
   b. Prompts: son/daughter, ADI, other
5. Have you become involved in THT at all?
   a. How would you describe your knowledge since becoming involved?
6. How has THT impacted your current knowledge of young drivers and road risk, if at all?

Knowledge and involvement with THT

7. What do you think about your son/daughter being involved in THT?
8. Have you seen any of the materials?
   a. The student/parent leaflet particularly?
9. Has your son/daughter talked to you about what he/she learned about THT without being asked or prompted?
   a. What have they said?
   b. What are their perceptions of it?
10. What impact (if any) do you think THT has had on your son/daughter?
11. What is good about THT?
12. What do you think the purpose of THT project is?

Improvements

13. What do you think could be improved?
   a. Prompt: more parental involvement

14. Do you think parents should have more involvement with THT?
   a. How?
   b. How could this be achieved?
   c. How do you think this could improve the offerings of the project?
   d. Do you think anything changed because of THT?
      i. If no, why do you think this is?
         1. Prompts: already had knowledge of risk from other sources, etc.

Final question

Is there anything you would like to say about THT that we haven’t covered already?

Close

Thank you for taking part.
 Appendix L – Interview Consent Form

Participant Consent Form

Title of Project: The Honest Truth evaluation
Name of researchers: Kristen Fernández-Medina (TRL), Poppy Husband (TRL)

In order to give your consent to participate in the interview, please complete the following form.

1. I confirm that I have been provided with information for the study and have had the opportunity to ask questions.

2. I understand that my participation is voluntary and that I am free to withdraw at time.

3. I agree to the use of anonymised quotes in publications.

4. I agree to the interview being audio-recorded.

5. I agree to take part in this study.

Name of participant | Date | Signature
---|---|---
_________________________ | __________ | ________________

Name of researcher | Date | Signature
---|---|---
_________________________ | __________ | ________________