



Driving
Standards
Agency

Evaluation of the new learning to drive syllabus and process: final qualitative report

Findings, evaluation and recommendations on the new learning to drive syllabus and process.

This report should be referenced as McWhirter, J., Brough, L., Vernon, D., Fuller, R., Helman, S. (2013). Evaluation of a new learning to drive syllabus and process in GB: Findings, evaluation and recommendations on the new learning to drive syllabus and process.

© Queen's Printer and Controller of HMSO, 2013, except where otherwise stated.
This report was prepared by Transport Research Laboratory on behalf of Driving Standards Agency.

Copyright in the typographical arrangement rests with the Crown.

This publication, excluding logos, may be reproduced free of charge in any format or medium for non-commercial research, private study, or for internal circulation within an organisation. This is subject to it being reproduced accurately and not used in a misleading context. The material must be acknowledged as Crown copyright and you must give the title of the source document/publication. Where we have identified any third party copyright material you will need to obtain permission from the copyright holders concerned.

This is a value-added publication that falls outside the scope of the Open Government Licence.



CLIENT PROJECT REPORT CPR1378

Evaluation of the new learning to drive syllabus and process: final qualitative report

J McWhirter*, L Brough*, D Vernon*, R Fuller, S Helman*****

* RoSPA

** Trinity College Dublin

*** TRL

Prepared for: Driving Standards Agency (DSA), Research Division

Project Ref: DSA 040509

Quality approved:

S Buttress
(Project Manager)



S Helman
(Technical Referee)



Disclaimer

This report has been produced by the Transport Research Laboratory under a contract with Driving Standards Agency (DSA). Any views expressed in this report are not necessarily those of Driving Standards Agency (DSA).

The information contained herein is the property of TRL Limited and does not necessarily reflect the views or policies of the customer for whom this report was prepared. Whilst every effort has been made to ensure that the matter presented in this report is relevant, accurate and up-to-date, TRL Limited cannot accept any liability for any error or omission, or reliance on part or all of the content in another context.

When purchased in hard copy, this publication is printed on paper that is FSC (Forest Stewardship Council) and TCF (Totally Chlorine Free) registered.

Contents amendment record

This report has been amended and issued as follows:

Version	Date	Description	Editor	Technical Referee
CPR1378	04/12/12	Final Client Project Report	Su Buttress	Dr Shaun Helman

Contents

Executive summary	v
Abstract	ix
1 Introduction	1
2 Evaluation study design and methods	3
2.1 Participants	3
2.1.1 DSA staff and trainers	3
2.1.2 ADIs	4
2.1.3 Learner drivers	5
2.1.4 Supervising drivers	5
2.2 Design: qualitative comparisons	6
2.3 Materials: qualitative measures	6
2.3.1 Semi-structured interviews	6
2.3.2 Document analysis - workbooks	7
2.4 Procedure	7
2.4.1 ADIs	7
2.4.2 Learner drivers	8
2.4.3 Supervising drivers	8
2.4.4 Protocol for reporting data	8
2.4.5 Ethical considerations regarding stored data	8
3 Results – interviews with trainers and DSA staff	9
3.1 The origins of the new syllabus	9
3.2 Who is the new syllabus for?	9
3.3 What is the process by which drivers will acquire the competences?	10
3.4 What are the challenges and constraints to successful implementation?	11
3.5 How will DSA know if they have been successful?	12
4 Results – summary of interviews with trainers and DSA staff	13
5 Results – focus groups with treatment group ADIs	14
5.1 Client-centred learning	14
5.1.1 Exploring the level of newness	14
5.1.2 ‘Another tool in the box’	16
5.1.3 Identifiable improvement	17
5.2 Learning to drive workbook	28
5.2.1 Practicality	28
5.2.2 Content	33

5.2.3	Individual Components	37
5.3	Business impact of the new syllabus and process	42
5.4	Acceptance	45
6	Results – focus groups with control group ADIs	48
6.1	Take-home sheets	48
6.2	A more equal relationship	49
6.3	Road safety topics	52
6.4	Test pass versus safe driving for life	53
7	Results – summary of ADI focus groups	55
7.1	Results – ADI exit interviews and other feedback	56
7.1.1	Time to complete the workbook	56
7.1.2	Use of the workbook	56
7.1.3	Business impact	57
7.1.4	More support in delivery	57
7.1.5	Summary	57
7.2	Results – ADI survey on workbook use	58
7.2.1	Reasons for not using the workbook with all learners	58
7.2.2	Frequency with which ADIs use individual workbook sections	59
7.2.3	Summary	60
8	Results – focus groups with treatment group learners	61
8.1	Increased responsibility	61
8.2	A more equal relationship	63
8.3	Safe Driving for Life	65
8.4	Use of the workbook	68
8.5	Learning Agreement	71
9	Results – focus groups with control group learners	73
9.1	Responsibility for Learning	73
9.2	An (un)equal relationship	74
9.3	Safe driving for life	75
9.4	Situations not prepared for	76
10	Summary of Learner Focus Groups	77
11	Results - supervising driver interviews	78
11.1	How the supervising drivers saw their role	78
11.1.1	To help the learner practice	78
11.1.2	To improve the confidence of the learner	82
11.1.3	To discuss issues with the learner	84

11.1.4	To control the costs of learning to drive	87
11.1.5	Limits to the role of the supervising driver	88
11.2	Communication between the supervising driver and ADI	94
11.2.1	Direct communication between the supervising driver and ADI	94
11.2.2	Indirect communication between the supervising driver and ADI	96
11.2.3	Resources as a route of communication	98
11.3	Awareness of the learning to drive workbook	99
11.4	Awareness of other materials	102
12	Summary of supervising driver interviews	104
13	Content analysis of the learning to drive workbooks	106
13.1	Workbook contents	106
13.2	Quantitative analysis	107
13.2.1	Learning Agreement	108
13.2.2	Stage One	108
13.2.3	Stage Two	110
13.2.4	Stage Three	111
13.2.5	Stage Four	112
13.2.6	Repeated exercises	113
13.3	Qualitative analysis	114
13.3.1	Learning Agreement	114
13.3.2	Stage One	115
13.3.3	Stage Two	117
13.3.4	Stage Three	118
13.3.5	Stage Four	120
13.2.6	Repeated exercises	121
13.4	Summary of the Work Book Analysis	123
14	Discussion	124
15	Recommendations for improvement of the new syllabus and process	128
16	References	129
Appendix A	Procedure for random allocation of ADIs to treatment and control groups	131
Appendix B	Participant information sheet	134
Appendix C	Weekly Sample Frame criteria	135
Appendix D	ADI Questionnaire	136

Appendix E	ADI Exit Interview Guide – Post-training	143
Appendix F	Treatment ADI Focus Group Topic Guide	145
Appendix G	Control ADI Focus Group Topic Guide	148
Appendix H	Focus group topic guide – learner drivers	151
Appendix I	Interview guide – supervising drivers	154
Appendix J	Scored workbook	157

Executive summary

Background

It is widely accepted in Great Britain and across the world that those drivers who have only recently become licensed to drive unaccompanied are at a greatly exaggerated risk of having a collision while driving than drivers who have more experience. In GB the most recent evidence (based on self-reported accidents from the Cohort II dataset – see Wells, Tong, Sexton, Grayson & Jones, 2008) suggests that the average driver who begins to drive at 17 years of age is 50% less likely to have a collision after just one year of post-licence driving when compared with their level of risk in the first six months post-licence.

A number of systematic reviews of the driver training and education literature have shown that training and education as delivered in the past for new drivers has been largely ineffective in lowering their collision risk. Helman, Grayson and Parkes (2010) among many others have suggested that one possible reason for this is that traditional approaches may have been focused on vehicle control skills and other factors that are required to pass practical driving tests but may not be related to collision risk.

With the intention of improving the extent to which learning to drive prepares learners for post-licence driving, the DSA have developed a new syllabus which is designed to be delivered in a 'client-centred' style similar to the 'coaching' approach used in the EU Hermes project. It is intended that the new syllabus and the process by which it is delivered will lead to learner drivers taking more ownership of their own learning, and will result in them beginning their unaccompanied driving careers with safer attitudes to key behaviours such as speeding, in-car distractions, drink-driving and the use of safety features such as seat belts.

The learning to drive evaluation project

This report discusses two years of qualitative research carried out as part of an overall evaluation study of the new syllabus and process. The aim of the qualitative research is to provide a formative evaluation of the new syllabus and process, using focus groups and interviews with the key stakeholders responsible for its effectiveness. These are DSA staff and trainers, Approved Driving Instructors (ADIs), learner drivers, and supervising drivers. The report makes recommendations for improvements to the new syllabus and process in advance of wider roll-out.

The study utilised a design in which half of the participants experienced the new syllabus (treatment group), and half experienced the existing approach to learning to drive (control group); participants were either randomly (ADIs) or pseudo-randomly (learner drivers, supervising drivers) assigned to the treatment group or to the control group.

Findings

The final qualitative data revealed that the DSA hoped that ADIs would accept the new syllabus and process, and that they would see it as an improvement on current practice. The DSA also hoped that learners would look at wider road safety topics and experience

greater self-discovery in their learning. The DSA were not expecting the new learning to drive syllabus and process to take any longer or cost any more than learning with the current approach.

ADIs in the treatment group welcomed the new syllabus and process and regarded it as a formalisation of client centred learning methods they perceived they were already using. They saw the new syllabus and process as confirmation of their current practice and as encouragement to develop the techniques further. The new techniques were understood as 'another tool in their box' meaning that not all the new techniques were used with all learners. In practice the ADIs in the treatment group used a mix of traditional teaching and client centred learning. ADIs reported identifiable improvements and distinct benefits from using the new syllabus and process. The main improvements identified were: learners taking more responsibility for their learning process; learners and ADIs operating on a more mutual basis with ADIs 'telling less and asking more'; and finally ADIs perceived that both they and learners were discussing road safety issues and focussing more on 'safe driving for life' than on mere 'test pass'. The learning to drive workbook that formed the key materials for the new syllabus was perceived as in need of condensing to reduce repetition, and also to reduce the time required to complete it in driving lessons. ADIs fully accepted the principle of the new syllabus and process but highlighted a conflict when trying to deliver it in a very competitive business climate. ADIs suggested that the expectations of learners to pass their practical test as quickly and as cheaply as possible appeared to be at odds with the philosophy of the new syllabus and process; ADIs perceived that learners did not want to spend time on things they perceived as not being directly related to passing their practical test.

ADIs in the control group by definition did not have access to the syllabus materials. They did however use their own materials, some of which required active input and written work from the learners, similar to the approaches used in the new syllabus and process. A minority of control ADIs were familiar with coaching techniques and the literature on these, and used some such techniques in their lessons. The majority of control ADIs though used passive teaching methods with minimal learner input. Wider road safety topics were scarcely covered beyond practical knowledge such as checking lights, the Highway Code, and knowledge of road signs. When road safety topics were covered, this was done by chance in conversation, rather than in any deliberate or structured manner. Control ADIs reported the same business conflict as treatment ADIs with learners wanting to pass their test as quickly and as cheaply as possible. This conflicted with their professional desire to teach 'safe driving for life' rather than just 'test pass'.

Treatment group learners reported taking onboard responsibility for their learning and for the safety of themselves and others when driving. There was great variation, however, in the degree to which learners actually had responsibility for their own learning. It appeared that, in most cases, learners (passively) took the lead from their instructor when deciding what they should cover. Likewise learner self-assessment was primarily passive, with ADIs still relying on telling rather than asking. The mutuality of the relationship thus appeared less strong than indicated in responses from treatment ADIs. When asked about coverage of road safety topics treatment learners all referred to the workbook scenarios – most commonly seatbelts, crash types, peer pressure and vulnerable road users. Learners revealed that the road safety topics they covered related well to their practical lessons and that it was unusual for them to cover a scenario that they had not previously discussed or experienced during the lesson. The experiences of

learners in the extent to which they covered the scenarios and used the workbook was, however, variable; some learners reported having never been given a sheet to take-home but reported having good discussions about the scenarios in-car. For all but one or two treatment learners, verbal in-car discussions about the scenarios were preferred to take-home written exercises.

The control group learners gave no examples, nor mention, of taking onboard responsibility for their learning and/or safety. Only one learner reported being asked by their instructor what they wanted to cover within the lesson. Learners trusted their instructors to make decisions on their behalf about what they needed to work on, and saw no need to have any ownership of the process. A very small minority of learners gave examples of being asked to self-assess their learning progress. The techniques they described their instructors using were akin to those used in the treatment group. This supports the finding from the control ADI focus groups that some ADIs in the control group were using 'coaching' techniques. Control learner responses also concurred with the control ADI accounts of any road safety topics being covered by chance and in conversation. When asked about road safety topics, learners generally thought about the theory test or the Highway Code and there was a marked absence of discussion on wider issues. Learners in one focus group felt that ADIs should raise issues such as drink-driving during lessons, whereas other learners were strongly against the idea as they felt that they were buying 'driving time' not 'theory time'.

Interviews conducted with supervising drivers found little difference between treatment and control groups. Supervising drivers predominantly saw their role as helping their learner to get driving practice, rather than teaching them anything new or introducing them to topics that they had not covered in formal lessons. Supervising drivers would sometimes discuss technical aspects of driving with their learner – for example the vehicle's controls or what road signs mean – but when they were not certain of the answer or the question was more complex, they would refer the learner to the ADI. This limit to a supervising driver's involvement was also prompted by worries of giving the wrong answer or passing on 'bad habits'. Several supervising drivers saw their involvement as helping to keep down costs and the two main ways of doing this were to find a location where the learner could get used to the controls of the car before starting lessons, and allowing the learner to drive when they were both going to the same place. There was typically very little direct communication between the supervising drivers and the ADIs; however, they made sure that the private practice was relevant by finding out from the learner what they should be practising or in some cases by referring to resources supplied by the ADI. A minority of the supervising drivers from both treatment and control groups were more involved in their learners' progression.

An analysis of the learning to drive workbooks found variations in the way that they were completed and suggested that some topics were used more frequently than others. Typically the exercises which were earlier in the book were completed by a greater proportion of learners. The typical trend for individual worksheets was that the starting section was completed by the highest proportion of learners, with fewer going on to fill out each subsequent section. Learners did not typically name a supervising driver in the workbook and there was only one example where the supervising driver had signed it.

Recommendations

A number of recommendations are offered based on the findings; these recommendations are aimed at improving the new syllabus and process in terms of its delivery and uptake with ADIs, learners, and supervising drivers.

ADI training

- ADI training could have clearer aims and more attention could be given to communicating the process
- More extensive training in client-centred learning could be made available to ADIs
- More support could be given for the use of workbooks
- Copies of the learning to drive workbook and/or other materials could be handed to ADIs at the start of any future training
- Consistent use of terminology when referring to client-centred learning and coaching could be ensured, to avoid confusion of terms
- The time advised for ADIs to use the syllabus and process could be revised, based on real-life examples of practising ADIs and learners (rather than DSA staff)

Learner drivers and their supervisors

- Separate learner driver discussion groups could be used to deliver some of the content in the new syllabus and process to ease the time burden on ADIs
- Publicity could be made to learners and parents, aimed at realigning expectations of the learning process towards more 'safe driving for life'
- Revisions to the workbook could include guidance and instructions on involving supervising drivers with scenario discussions

The learning to drive workbook

- The content of the learning to drive workbook could be reduced, eliminating repetition of scenarios
- The language within the learning to drive workbook could be simplified
- The learning styles questionnaire could be revised to take account of young learners' knowledge of their own learning styles, while still being applicable to older learners
- The GROW plan/Goals sections could be simplified and removed from its early position in the workbook, to a later stage
- The three-phase and triplicate system could be revised in light of time pressures upon ADIs and resistance to written work from learners

Next steps

A final summative report on learner driver attitudes and behavioural tendencies is forthcoming. This will present analysis of any changes seen in treatment group learners' attitudes and self-reported behavioural tendencies over the course of learning to drive, relative to control group learners.

Abstract

A two year formative and summative evaluation study was conducted to evaluate the new learning to drive syllabus and process. This study addressed four objectives:

- To research how learner drivers engage with the new learning to drive syllabus (qualitative data – reported here) and to assess its initial impact on learner drivers' attitudes and reported behavioural tendencies (quantitative data – covered in the forthcoming summative evaluation report)
- To identify whether Approved Driving Instructors (ADIs) can deliver the full syllabus, in a way that empowers learner drivers to take ownership of the learning process (qualitative data – reported here)
- To research how supervising drivers engage with the new learning to drive syllabus (qualitative data – reported here)
- To inform DSA's understanding of any changes required to the training of ADIs and/or supporting tools included in the syllabus to ensure its successful implementation when rolled out in a subsequent, evaluation stage (qualitative data – reported here)

The evaluation comprised a quasi-experimental approach in which a treatment group of learner drivers were taught to drive by ADIs who had been trained specifically in the delivery of the new learning to drive syllabus. A control group were taught to drive in the conventional way by ADIs who had not received any specific training in the content and techniques used in the new syllabus. Participants were either randomly (ADIs) or pseudo-randomly (learner drivers, supervising drivers) assigned to either the treatment group or control group.

This report describes the qualitative, formative evaluation work in the project. Sixty ADIs, 31 learner drivers, and 22 supervising drivers took part in focus groups for this report. Results showed that treatment ADIs accepted and engaged with the new syllabus and process but that impact on learners depended upon how thoroughly individual ADIs were able to implement the new techniques in which they had been trained. Learners of treatment ADIs received greater coverage of wide ranging road safety issues than control group learners. Levels of supervising driver engagement did not differ between treatment and control groups.

In conclusion the new syllabus and process was accepted in principle but modifications and further ADI training support are needed to enhance its usability and fidelity of implementation.

1 Introduction

In Great Britain and across the world new drivers (especially young new drivers) have a very high collision rate when compared to experienced drivers (e.g. Wells, Tong, Sexton, Grayson & Jones, 2008; Mayhew, Simpson & Pak, 2003; McCartt, Shabanova & Leaf, 2003; Maycock, 2002; Williams, 1999; Sagberg, 1998; Forsyth, Maycock & Sexton, 1995; Maycock, Lockwood & Lester, 1991). In GB the most recent evidence suggests that one in five new drivers has a collision of some kind within the first six months of driving post-licence and that the average driver who begins to drive at 17 years of age is 50% less likely to have a collision after just one year of post-licence driving (Wells *et al.*, 2008).

Traditional approaches to driver licensing and training have failed to have any major impact on the collision risk of new drivers (for a review see Helman, Grayson & Parkes, 2010). This may be in part because traditional approaches have focused on things (such as basic vehicle control skills) that are required for entry to the driving system, but are not related to post-licence collision risk. There is some evidence that innovative approaches to making the learning to drive process more relevant to post-licence driving in GB have resulted in improved new driver safety. For example in 2002 the DSA introduced hazard perception testing into the GB driving theory test and, based on analysis of self-reported accident data from a large cohort of new drivers, Wells *et al.* (2008) have suggested that this has resulted in a 17.4% reduction in collision risk of those drivers for some types of on-road collision. The mechanism underlying this apparent effectiveness is presumably that new drivers are forced by the hazard perception test to practice and develop their ability in this important skill; hazard perception skill is known to be associated with greater post-licence experience (McKenna & Horswill, 1999; McKenna & Crick, 1994) and with lower collision risk (McKenna & Horswill, 1999; Hull & Christie, 1993; Quimby *et al.*, 1986), and is a skill that is trainable (Sexton, 2000; McKenna & Crick, 1993; Crick & McKenna, 1991).

The 2008 DSA consultation (results published in 2009) on learning to drive has resulted in a further programme of innovative measures to reform the driver training and testing process in GB, and this has resulted in the design of a new syllabus and learning process. The new learning to drive process is based on a learner-centred approach, in the spirit of the European HERMES project¹, and is designed to promote a culture of lifelong learning (see Hatakka *et al.*, 2002, for a similar approach). In addition, the content covered by the syllabus is based on the DSA Safe and Responsible Driving (Category B) Standard^{TM2} for car and light van drivers. The competence framework underlying this standard has been designed to identify the knowledge, skills and attitudes required to be a safe and responsible driver post-licence, rather than only skills required to pass a practical test. It is the intention of the DSA to achieve further improvements to the safety of new drivers in GB through using the new syllabus and process.

In early 2010, TRL embarked on an initial evaluation study of the new syllabus and process. This report discusses the two years of *qualitative* research in the overall evaluation study. The aim of the qualitative research is to provide a formative

¹ http://ec.europa.eu/transport/road_safety/pdf/projects/hermes_final_report_en.pdf

² See <http://www.dft.gov.uk/publications/dsa-safe-responsible-driving-category-b-standard>

evaluation of the new syllabus and process, using focus groups and interviews with the key stakeholders responsible for its effectiveness: namely Approved Driving Instructors (ADIs), learner drivers, and supervising drivers³.

The sections of this report cover the following contents:

Section 2 outlines the design of the qualitative evaluation study, including how Approved Driving Instructors (ADIs) were selected and assigned to the different experimental conditions.

Section 3 presents the findings from semi-structured interviews held early in the project with trainers and DSA staff who had a central role in the design of the new syllabus and process.

Section 4 summarises the qualitative data from interviews with trainers and DSA staff

Section 5 presents data from focus groups held with treatment group ADIs.

Section 6 presents data from focus groups held with control group ADIs.

Section 7 summarises the qualitative data from both treatment and control ADIs.

Section 8 presents data from focus groups held with treatment group learners.

Section 9 presents data from focus groups held with control group learners.

Section 10 summarises the qualitative data from both treatment and control learners.

Section 11 presents data from interviews held with supervising drivers.

Section 12 summarises the qualitative data from supervising drivers.

Section 13 presents data from document analysis of the learning to drive workbooks.

Section 14 discusses the overall qualitative findings from the project.

Section 15 presents recommendations for development of the new syllabus and process, on the basis of the formative evaluation.

³ A forthcoming report will present the quantitative research from the project, and will provide a summative evaluation of the impact of the new syllabus and process on behavioural and attitudinal outcome measures associated with risk.

2 Evaluation study design and methods

The evaluation study was designed to meet four broad objectives in relation to the new learning to drive syllabus and process⁴:

- To research how learner drivers engage with the new learning to drive syllabus and process (qualitative data – reported here) and to assess its initial impact on learner drivers' attitudes and reported behavioural tendencies (quantitative data – covered in the forthcoming summative evaluation report)
- To identify whether ADIs can deliver the full syllabus and process and do so in a way that empowers learner drivers to take ownership of the learning process (qualitative data – reported here)
- To research how supervising drivers engage with the new learning to drive syllabus and process (qualitative data – reported here)
- To inform DSA's understanding of what changes are required to the training of ADIs and/or supporting tools included in the syllabus to ensure its successful implementation when rolled out in a subsequent, large scale evaluation stage (qualitative data – reported here)

The design comprises a quasi-experimental approach in which a treatment group of learner drivers was taught to drive by ADIs who have been trained specifically in the delivery of the new learning to drive syllabus and process. A control group⁵ was taught to drive in the conventional way by ADIs who have not received any further training in the content and techniques being used in the new syllabus and process. In order to address the research questions related to the objectives, comparisons have been made between the participants (learner drivers, ADIs, and supervising drivers) in the treatment and control groups.

2.1 Participants

2.1.1 DSA staff and trainers

Early in the study DSA staff who had developed the new syllabus and process, or who were responsible for the oversight of its introduction and evaluation, and the trainers who would be introducing the new syllabus and process to the ADIs were invited to be interviewed, either as a group, or where appropriate, individually. The purpose of these interviews was to understand the purpose of the new learning to drive syllabus and

⁴ In addition, early in the project the training that ADIs received to enable them to deliver the new syllabus and process was observed. This work is discussed in an interim report delivered to DSA.

⁵ It is customary in quasi-experimental designs to use the word 'comparison' rather than 'control' to describe the group or condition characterised by the absence of the treatment. The reason for this is that the word 'control' is generally held to indicate full experimental control, with randomised assignment of participants to conditions. In this study full randomisation of ADIs to condition was used (see Participants section for details), but learner drivers (and by extension supervising drivers) were assigned to a group on the basis of which ADI they happened to choose for their driving lessons. Thus strictly speaking the no-treatment condition from the perspective of learner drivers and supervising drivers is a 'comparison group'. For simplicity however, the term 'control group' is used to refer to ADIs, supervising drivers, and learner drivers who are not receiving the treatment.

process, how it would be implemented via the training of ADIs and what outcomes the project leaders hoped to see as a result of successful implementation. Five members of DSA staff and trainers took part in one focus group, and two additional members of staff were interviewed individually.

2.1.2 ADIs

ADIs were recruited for the study through a mail shot from DSA to ADIs within the geographical area chosen for the study (around Nottingham and the East Midlands). All ADIs who expressed an interest in taking part were assigned randomly to be either in the treatment or control group. This was done in such a way as to result in approximately equal numbers of grade 4, 5 and 6 ADIs in each group⁶. (See Appendix J for a precise description of the way in which ADIs were assigned to groups and recruited). The original list of ADIs was used for an initial recruitment of 50 ADIs into each group. The treatment group ADIs were trained during July–September 2010 in the delivery of the new syllabus⁷, and were then briefed (as were control group ADIs) with regards to their involvement in the data collection for the trial (for example, the recruitment of learner drivers, and the opportunity to take part in focus groups). Subsequent recruitment resulted in two more ‘waves’ of ADIs; 10 ADIs were recruited into the treatment group for training in December 2010 (along with nine in the control group), and six into each group in May 2011. These second and third waves of recruitment were designed to replace a small number of ADIs who dropped out of the study, and also to improve the rate at which learner drivers were recruited when it became clear that not all ADIs were able to supply as many learners as had been hoped at the study outset, within the intended timeframe.

A total of 60 ADIs took part in the focus groups. 43 of these were from the treatment group, 12 of whom took part in the later follow-up focus groups in November 2011, and 17 were from the control group. Tables 1 and 2 show the number of ADIs in each focus group, and the dates on which the groups convened.

Table 1: Control ADI focus group numbers

ADI focus group reference number	Date of focus group	Number of ADIs in each group
1	January 27 th 2011	10
2	June 8 th 2011	7

⁶ The intention of this was that it permitted some assessment of whether learner outcomes with the new syllabus varied with ADI level. This analysis is reported in the forthcoming summative evaluation report.

⁷ ‘New syllabus’ and ‘new syllabus and process’ are used synonymously throughout this report from this point forward, to refer to both the content being delivered, and the methods by which this content is delivered. Where a finding or discussion relates to only the content, or only the method of delivery, this is made clear.

Table 2: Treatment ADI focus group numbers

ADI focus group reference number	Date of focus group	Number of ADIs in each group
1	December 14 th 2010	8
2	December 14 th 2010	9
3	July 11 th 2011	10
4	June 8 th 2011	4
Follow-up 1	November 17 th 2011	4
Follow-up 2	November 18 th 2011	4
Follow-up 3	November 18 th 2011	4

2.1.3 Learner drivers

The target sample of learner drivers for the project was 400, split equally between the treatment and control groups. At the time of writing this report, there were 299 learner drivers in the study. A total of 31 learners took part in the focus groups regarding their perceptions of learning to drive. Fifteen of these learners were from the treatment group, and 16 were from the control group.

The participants were recruited through their ADIs; when a learner driver signed up with an ADI for driving lessons, ADIs offered information about the trial (see Appendix B) and asked learners for their contact details if they wanted to find out more. These contact details were then sent to TRL. The project team then contacted learner drivers by phone (and by email and SMS text for redundancy) to establish whether they fitted the sampling frame used.

At the beginning of the study, the sole criterion used to establish whether a learner driver could take part was simply that the learner needed to have had no previous formal driver training before beginning formal training with their current ADI. As the study progressed, a need to match the sample as closely as possible (in terms of age and gender mix) to those people presenting for test across GB necessitated several changes to these criteria. The criteria were updated weekly from 28th March 2011, and are detailed in Appendix C.

2.1.4 Supervising drivers

Each learner driver who took part in the study was asked if they had a supervising driver (i.e. a member of their family or a friend who was helping them to learn how to drive), and where possible the contact details of these individuals were taken down. There were 33 supervising drivers identified by this method. Supervising drivers were then contacted to request an interview by telephone. By the end of the fieldwork, 22 individual interviews had been carried out with supervising drivers.

2.2 Design: qualitative comparisons

The independent variable for the comparisons in this report was whether the participants (ADIs, learner drivers or supervising drivers) were in the treatment or control group. For comparisons between treatment and control group participants, the purpose of the focus groups with ADIs was to explore the perceived effectiveness of training in delivering the new syllabus (treatment group ADIs only), the perceived usefulness of the tools associated with the new syllabus, perceived success in empowering learners to take ownership of the learning process and in encouraging active learning, perceived changes in learners' attitudes, perceived business implications, and development of a sense of professionalism and remedies for problems experienced. Three 'follow-up' focus groups were conducted with treatment ADIs during November 2011. These were conducted to collect data at a 'late' stage of the trial. The purpose of these was to further explore and clarify themes already identified.

For treatment learner drivers, the purpose of the focus groups was to establish their engagement with the new syllabus and, for both treatment and control groups, to garner their perceptions of ownership and involvement in the learning process.

Supervising drivers were accessed on an opportunity basis; the purpose of the interviews was to establish their engagement in the learning to drive process.

In November 2011 a structured survey was sent to all ADIs asking about their teaching methods and opinions. Additional questions were included for treatment ADIs, to ask specifically about their use of the learning to drive workbook, so that the fidelity with which the materials were utilised could be taken into account in the forthcoming summative evaluation. Two semi-structured telephone interviews were also conducted with ADIs who withdrew from the trial, after the initial training phase, to gather information on why they left. See Appendix D and Appendix E for the questionnaires used and the ADI exit interview schedule.

2.3 Materials: qualitative measures

The qualitative measures used were data from semi-structured interviews, both individual (face to face and telephone) and in focus groups. Document analyses were also employed.

2.3.1 *Semi-structured interviews*

Semi-structured interviews offer the advantage of being systematic in consistently asking similar questions of similar respondents, while enabling those respondents to give different kinds of answers, in their own words. Interviewees also have the opportunity to ask for clarification of the question and, if in a group, to develop their responses during the course of the group session. Semi-structured interviews were used so that interviewers could pre-prepare questions approved by the research team while having the flexibility to add further questions, and change the order of questioning, to suit the interviewees and the flow of discussion. Asking further questions 'off-script' enhanced researchers' understanding through the greater detail and description participants were able to give. In July 2011, responding to a request from the DSA, and to what the research team had already learned, further questions on workbook use were asked of treatment ADIs as standard. The interviews continued until theoretical saturation was

reached i.e. until no new kinds of responses were collected. The interview schedules used are included in the Appendices.

Where respondents have received different treatments, as in this study, different themes and values may emerge with different respondents, but it should be noted that the extent to which these differences apply to whole groups cannot be assessed without an accompanying summative evaluation. Nonetheless a sample of control ADIs and learners were also interviewed in this way to enable some comparisons to be made between their experience and that of the treatment group sample. DSA stakeholders were interviewed to gain insight into their understanding of, and hopes and fears for, the new syllabus.

2.3.2 Document analysis - workbooks

A sample of the Learning to Drive workbooks held by the ADIs, and completed in part by the learners, was analysed using quantitative content analysis.

In total the research team collected a sample of 52 workbooks, of which 21 belonged to learners who were taking part in the trial and these comprised the sample analysed. It should be noted that there may be an element of selection bias in the sample of workbooks collected and analysed. There are two elements to this:

1. The ADI may have only returned workbooks that they wanted the research team to see. This could mean, for example, that ADIs might have only returned workbooks that had been completed to a degree satisfactory to them. Conversely however, workbooks with very few of the sections completed may have been submitted to demonstrate how difficult it was to use.
2. As the workbooks were collected when pupils passed the test, the workbooks submitted would have been from pupils who were recruited at the start of the trial, or who passed after a short period of time.

The workbooks contain a written record of conversations between the ADI and a learner on specific topics; they could be used to guide the conversation as well as record it. The completed workbooks were therefore only a part of the evidence about how ADIs and learners were using the new syllabus and process. The quantity of writing on a worksheet could not be taken as a proxy measure of the quality of the conversation that was had, or its outcomes.

2.4 Procedure

2.4.1 ADIs

Participants were recruited from the treatment and control groups by invitation, after consent had been given. Efforts were made to arrange neutral venues close to where participants lived or worked. An incentive payment of £35 was provided for ADIs to reflect expenses incurred in attendance (e.g. loss of work, travel costs).

Focus groups were conducted by two researchers; these were a moderator (who asked the questions) and an assistant. The assistant provided support to ensure that participants were welcomed, that late participants could join the group easily and that recording equipment was functioning. (With permission from participants, digital recordings were made of all focus group sessions). Importantly the assistant kept a brief written record of the position of the participants in the room, body language, group

interactions and arrivals and departures. Both the moderator and assistant completed field notes together at the end of each focus group, noting and discussing consistency and discrepancies in their initial interpretations. Field notes were used to assist in the analysis of the written transcripts. In the follow-up focus groups with ADIs, only a moderator was present, for efficiency. Data collection ended when theoretical saturation was judged to have been reached. The ADI topic guides can be seen in Appendix F and Appendix G.

2.4.2 *Learner drivers*

After ADIs passed learner drivers' contact details to TRL, the project team contacted the learners by phone and email to establish their suitability for taking part in the study. All learners accepted into the overall study were asked to complete a consent form. Before the focus groups and face-to-face interviews began, learners were asked to read a participant information sheet and sign a written consent form for taking part in those particular parts of the project. This same procedure was used with ADIs. Focus groups with learners were conducted in the same way as the ADIs by two researchers. Data collection ended when theoretical saturation was judged to have been reached. The topic guide can be seen in Appendix H.

2.4.3 *Supervising drivers*

Supervising drivers were recruited via the learners in treatment and control groups. Telephone interviews were recorded, after the purpose of the interview was explained to participants and their consent verbally attained. The interview guide is in Appendix I.

2.4.4 *Protocol for reporting data*

All comments in the analysis refer only to the perceptions of those trial participants who took part in the focus groups or interviews. Participants were self-selecting and not part of a statistically representative sample. From the numbers who took part however and from the triangulation of themes across groups, it is fair to assume that their views afford a level of representation of the whole. Focus group and interview data have been thematically analysed using an inductive approach. The concepts and categories derived from the data have been agreed upon by three different analysts. All names included within participant quotations have been changed and are entirely fictional. In reporting the quotations the abbreviation 'R' is used to indicate when a respondent is talking rather than an interviewer (IV). Where the words of more than one respondent are included in a quotation, numbers are used against the R (for example R1, R2) to indicate if it is the same or a different respondent talking. If a quotation comes from just one respondent, only the quotation is included.

2.4.5 *Ethical considerations regarding stored data*

Data was stored in accordance with the Data Protection Act 1998 and TRL's/RoSPA's own ethics guidelines. Interviews were recorded on Dictaphones and uploaded to the TRL/RoSPA file servers (as appropriate) as sound files. The Dictaphone recordings were deleted after uploading. The sound files and copies of interview transcripts were stored on the secure TRL/RoSPA file servers protected by passwords and permissions. Only members of the research team were able to access the data and the data have not been shared with any other party.

3 Results – interviews with trainers and DSA staff

3.1 The origins of the new syllabus

All participants were in agreement about the origins of the new syllabus in the new competence framework⁸ for safe and responsible drivers. There was a consensus that it should be implemented in Great Britain to enable drivers to achieve these competences prior to passing their test, rather than during the immediate post-test period. It was felt that the current learning to drive process did not address young people's risky attitudes. It was also felt that learners currently do not relate their learning to their post-test driving.

In the new approach the aim is for learners to develop more appropriate attitudes and skills via the dual approach of the syllabus. Firstly it focuses on the competences required to be a safe and responsible driver and secondly, it focuses on the process by which the learner will acquire those skills. A key feature of the new syllabus is the use of 'scenarios' which address particular aspects of driving such as vulnerable road users and alcohol and drug awareness.

"Yes, the need for the new process began in the GDE⁹ matrix, the driving instructors seemed to cover one and two of the GDE matrix and three and four aren't really taught. [...] And through the syllabus, through the scenarios we feel confident that those are addressed, the higher levels of the GDE matrix." (DSA Stakeholder)

There was also agreement that becoming a safe and responsible driver requires lifelong learning and that the current driving test implies that learning to drive is simply a route to the driving test and that the process concludes when the driving test has been passed.

"For example, the young people who say I learnt to drive to pass my test and then I started learning to drive correctly, which links into the idea of engaging in the Lifelong Learning process.....[]" (DSA Stakeholder)

3.2 Who is the new syllabus for?

Although the competence framework applies to all drivers (including all learners), there was an emphasis, throughout the discussions on young learners:

⁸ Available online: <http://www.dft.gov.uk/publications/dsa-category-b-competence-framework>

⁹ Goals for Driver Education – see Hatakka *et al.* (2002)

“You know, when you look at the 17 to 24 age group, people have been through the training, the testing, they’re the ones most at risk. What can we do to try to mitigate that risk? That’s really an important part of this.” (DSA Stakeholder)

3.3 What is the process by which drivers will acquire the competences?

The process by which learners will acquire the competences required to be a safe and responsible driver was described as ‘coaching’ or variations on ‘client-centred’ ‘learner-centred’ or ‘pupil-centred’ learning. Some members however were keen to point out that there is a difference between these approaches as the following quotes demonstrate:

P3: What we will do though as part of the coaching training is they will be given the opportunity to develop coaching plans on the HERMES¹⁰ outline, the coaching plan. So that will help them structure those lessons. But, there are some key differences that we would expect to see from a coaching approach and the current way that it’s done really (DSA Stakeholder)

P2: Just the word coaching, we’ve not talked about it today as much as we’ve done the past week, we have some that they have a health warning with that word, coaching, because it means different things to different people.

Interviewer: Right. So what’s your working definition?

P2: Okay. Our working definition is we don’t use it - we talk client centred.

Interviewer: Right. (DSA Stakeholder)

P2: We’re very much focused on the individual as opposed to a coaching approach, for instance, could be you’re there to support somebody self discover. Now, that is a coaching approach that wouldn’t work in the car situation. So we do have an issue with that word coaching. Performance coaching, sports coaching, leadership coaching are all different and I think we’ve got to be careful with that use. And I think that’s one of the issues with ADIs, they don’t fully understand what we mean. But, I think we’ve got to be very careful on the training that’s part and parcel of that first part. Maybe on the matrix we actually use client centred, we think of that terminology... It’s very difficult. (DSA Stakeholder)

This discussion led to the trainers, in particular, identifying a need for clarity when communicating the process to the ADIs. The process was seen as key to the delivery of the syllabus:

“We’ve never seen the syllabus as a fixed thing, we’ve seen that as an evolving discussion... and by definition it is client centred, we know that other people in

¹⁰ See footnote 2

other contexts may put that syllabus together in different ways to meet their particular needs...which is why it's the process, the way in which that's delivered is absolutely more important than the content of that" (DSA Stakeholder)

3.4 What are the challenges and constraints to successful implementation?

Trainers who participated identified a number of potential barriers to the successful implementation of the new syllabus and process. These included:

- The risk that it would cost pupils more to reach the test stage using the new syllabus.

"The first one is will people [learners] accept this as being a good use of their time? You know, that's the first question, because if they don't they'll go somewhere else. Will the instructors accept it as commercially being something that they get the benefit from immaterial of the educational benefit? If the instructor feels that they lose pupils from it, will they revert back to type?" (DSA Stakeholder)

- The instructors feeling a sense of loss of control.

"[] the biggest fear is going to be losing control inside the car, that's where their [ADI's] biggest fears are and that's going to be one of the biggest barriers we're going to have, to making a success from a coaching perspective." (DSA Stakeholder)

- A sense that ADIs would not be able to or not be willing to accept the new syllabus.

"There is the perception that this will change the nature of the industry, it is about professionalising the industry. And we can't be afraid of the fact that some ADIs might say, sorry, too big a job." (DSA Stakeholder)

- The possibility that ADIs would think that their teaching style prior to the introduction of the new syllabus was not acceptable.

"For the ADIs in all this, please remember that what you're [ADI's] doing at the present moment is actually very good, we're building on that, we're not saying what you're doing is wrong, but here is more... it's not that we're saying anything they're doing at present is wrong, it's building on that." (DSA Stakeholder)

3.5 How will DSA know if they have been successful?

A number of interim indicators of success in this preliminary evaluation of the new syllabus and process were identified, including:

- Acceptance by ADIs
- ADI Engagement with the syllabus at a minimum level
- Learners accessing the wider syllabus
- Self-discovery for learners beginning earlier (i.e. pre-test rather than post-test as it is currently)
- Learning to drive taking no longer and costing no more than the current approach.

Participants were, on the whole, reluctant to say that a reduction in KSIs would be an indicator of success. They did express concern however that KSIs might rise as a result of changing the syllabus. Participants made clear that they were aware that change (no matter how well thought out and implemented) does not guarantee success.

4 Results – summary of interviews with trainers and DSA staff

Trainers and DSA staff agreed that the new syllabus and process was born out of the driver competence framework (published April 2010). They also agreed that the new syllabus and process was introduced to tackle driver attitudes before test-pass, and to facilitate greater linkage between pre-test driver training and post-test driving.

Coaching was perceived as the process ADIs were expected to follow in helping learners achieve the new competences. There was confusion however amongst trainers and DSA staff about the exact meaning of the term 'coaching', and even if this was the correct term to use. 'Client-centred learning' was therefore the preferred term, although the distinction not made clear.

Successful implementation of the new syllabus and process was thought to rely, in part, on ADI engagement with and acceptance of the new approach. Success was also felt to occur if learners explored the topics contained within the new syllabus. Further, on a more pragmatic criterion, success would be assumed if learners took no longer to pass their test than with the current approach.

5 Results – focus groups with treatment group ADIs

5.1 Client-centred learning

'Client-centred learning' is at the heart of the new process and syllabus. It is not about the learner taking charge of the learning process and deciding what is going to happen. Instead it is about establishing a conversation between the learner and the trainer based on mutual respect (DSA Driver/Rider Training Standard, 2011:p10). Because of this complex and multi-faceted nature, the construct cannot be measured by one simple variable, but may be inferred, by the analysts, from the pattern of change in a number of them.

5.1.1 Exploring the level of newness

ADIs were asked how their teaching practices had changed since receiving the DSA training. All of those interviewed in the focus groups described their current practice as an improvement on the way they taught before they began the trial. Initially the ADIs' responses suggested that this change represented incremental improvement rather than a significant step change.

For example, all of the respondents (4) in one focus group were eager to stress how the new syllabus added order and method to their existing practices. The new syllabus formalised what they were already doing.

"I wouldn't say my lessons have changed dramatically. The biggest difference is we've actually formalised a lot of what we do. I think better instructors will tend to do this anyway, with being very open to new ideas, and we now have a pack that we can actually write things down, and send kids away to do homework. I think that's good. That's the only difference." (ADI, male, focus group 4)

"I'm more conscious of it I think. I probably wasn't conscious of the fact that I was coaching before, and it's only having gone through the training that I thought, oh actually, I do already do that, but maybe not as formally as writing it down in a workbook, or handing them their own mind map, you know, to reinforce it." (ADI, female, focus group 4)

"What we didn't realise was that we were actually doing most of it anyway, and being on the training, it's actually opened us up and focused us. Ok, these tools are there but now we are actually using them more constructively, like keeping records of what we're saying..." (ADI, male, focus group 4)

An ADI in an earlier focus group, when discussing road safety topics, shared the same sentiment about their being a new 'order' to her teaching.

"There was never any strict formula to cover these other aspects of driving, but they obviously might have got a mention. But it would just be a mention and very informal. Now there's a structure to it and it was an eye-opener as to how much we don't teach..." (ADI, female, focus group 4)

ADIs across the focus groups saw the new syllabus and process as a confirmation of their existing good practice – they could now identify and link their own methods to the DSA 'client-centred learning' label.

"At the end of the lesson, even before this, I used to say to them, you know, how do you think that lesson went? What do you think went well? What do you think went badly? Rather than me saying, that was good, that was crap, and, you know, tell them...Which I'm sure a lot of them [ADIs] did do anyway without realising that that's what you were up to." (ADI, male, focus group 2)

"Without realising it, I was fairly client-centred anyway before going on the course, so it kind of opened your eyes to different techniques and just making sure that you're providing them [learners] with what they want as well." (ADI, male, focus group 1)

"In a way a bit of it was client-centred but I didn't know it was client-centred because it didn't have a label. But once it got that label I knew that, oh, I actually do that already. I just need to do more of it in a more structured way." (ADI, female, follow-up focus group 1)

In stakeholder interviews with trainers and DSA staff at the very beginning of the trial, concern was expressed that ADIs might see the introduction of a new approach as implicit disapproval of their previous teaching methods. In fact the opposite of this fear was found: ADIs saw the new syllabus and process as an *approval* of what they were already doing, and as empowerment to take what they were already doing, even further.

"I think because the process has been formalised, it's like encouraging the students, it's a form of recognition that the majority of stuff you were doing was pretty good anyway, and now I've got a paper that's telling me, well actually that's what I was doing. Ok, I didn't write it down but yes, that's what I've been looking at, so I must have been pretty good." (ADI, male, focus group 4)

"Even though I was comfortable with what I had before, I have developed, because it has made me a little bit more focused on the fact that what I was doing was coaching..." (ADI, female, focus group 4)

None of the ADIs felt that the new syllabus and process was, *in practice*, something completely new to them. This may be a reflection of the 'toolbox approach' to client centred learning, as taught during the ADI training days.

5.1.2 *'Another tool in the box'*

During the ADI training sessions in 2010 there was repeated emphasis on the new teaching methods being "additional techniques", and on "using the right tools for the right job". The new methods were described as, "another tool in your box" (verbatim quotations from trainers, recorded in observer field notes). This toolbox approach was also described in the interviews with DSA stakeholders:

"So what we've done now, and I'm talking particularly about the scenarios, it's an attempt to say, okay, this is what we want to achieve and here are some tools that might help us to achieve it. So I see this work as being... developing a toolbox and its cutters." (DSA Stakeholder 2)

The message of 'another tool in your box' was clearly received by the ADIs as they attempted to apply the new range of techniques in their lessons. This again suggests incremental change rather than significant step change:

"I find the pupils a lot more involved in lessons now. A lot of it we used to do before anyway, so it really is just using this as a bolt-on because a lot of the things we do, we used to do anyway." (ADI, male, focus group 3)

R1: Rather than telling them, you're asking them

R2: Yes, well that should be a sense of habit. You know, it's another tool in the box to use and add on to what we've been doing before. (ADI focus group 2)

Instructors perceived the extra 'tool in their box' to be the coaching techniques they were newly trained in, plus the provided workbook. Their understanding was that client centred learning meant using these 'new' techniques if and when it suited the learners. There was consensus amongst all of the treatment ADI focus group members that the techniques and workbook were not compatible with every learner. In these cases ADIs reverted to their pre-trial instruction methods. In fact ADIs responses suggest that it was rarely a case of one method or the other but, more frequently, a fusion of the two:

R1: Can I just make one point? We were talking about people that aren't responsive to it, and it was emphasised time and time again, it's just another tool in the box

R2: Yes, definitely, not to be used on every person all the time

R3: Definitely not, I certainly switch between old and new where I need to, a good instructor knows when to use the old method and when to use the new one. (ADI focus group 3)

"I think it's good to have a mix of skills, you know, traditional instruction and coaching, and being able to swap between the two." (ADI, male, focus group 1)

Where learners seemed unreceptive to the coaching techniques, at least at first, ADIs used their old style of instruction with elements of coaching weaved in:

"My latest learner in particular just didn't get on with it at all, so I did revert to my traditional instruction with her because client-centred learning, for her, was you tell me what to do and I will do it. So, we had to instruct like that but then I would go back and I would ask her, why do you think I asked you to do it like that? And then, well, next time, I want you to try it in another gear. Did that feel safe going around there? No, it was a bit scary. So now you know why we did it in second, third or whatever. So there was an element of coaching in there but the majority of her instruction had to be more traditional because that was her way of learning..." (ADI, female, focus group 4)

5.1.3 Identifiable improvement

Although the ADIs saw the new syllabus and process as an extension of their current practice rather than a completely new style of teaching, they acknowledged several unique benefits. The coaching techniques and workbook were, by and large, thought to be a notable improvement.

The main improvements identified were:

- Increased responsibility
- A more equal relationship
- Teaching safe driving for life

5.1.3.1 Increased responsibility

The redistribution of responsibility in the ADI-learner relationship was a key expected change, as stated in the DSA stakeholder interviews (see Section 3). Learners were expected to take on more responsibility for their learning, and also their safety on the road. During the ADI training in 2010, the trainers too emphasised that learners should have greater responsibility for their learning, and be more firmly, metaphorically speaking, 'in the driving seat' (observer field notes).

When asked how their lessons differed, compared to before they were on the trial, all of the ADIs reported that learners now had increased responsibility. This was a key change *expected* by the DSA, and *seen* by the treatment ADIs.

R1: The responsibility issue is really good, because if you start the lesson by asking the student, 'who is responsible for the safety in the car today?' it's immediately focusing their attention, and I find they're straight into it then, and there's no messing about. It's a wonderful way of just getting them to focus.

R2: Yes, and I never asked until I did the course, I'd never ask them who was responsible for our safety today, and that has made a difference to them realising that they're the ones in charge of this." (ADI focus group 4)

The manifestation of this new responsibility was twofold; learners were seen to take greater responsibility for 1) their own learning, and 2) their own safety.

"I think just to mention the word responsibility is good in the very first lesson they have. You're responsible to see if it's safe to move off from here and, you know, I'm here to check, I'm here as well but, you know, I'm not telling them, they're doing it." (ADI, male, follow-up focus group 2)

As far as the ADIs were concerned this change was entirely beneficial. From their point of view the learning process became mutual with clients taking a more active role - not just in deciding what to work on but in having to think for themselves, and self-analyse their own progress.

"How I would sum it up with regards to the effect of letting them have more responsibility, like Paul said, is that in the old method they were waiting for you to tell them what they'd done wrong, whereas now they're telling you, I've just done that wrong. So to me that says it all, that sums it up in a sentence really doesn't it. They're telling me, I've just done that wrong." (ADI focus group 3)

One ADI gave a very concrete and positive example of how he felt his learners were thinking for themselves more. His learners seemed able to judge their own progress towards the test:

"Whereas now what I've found is the pupils take, they're prepared to take the responsibility. They make the decisions of how well they've done. They grade themselves on that particular lesson. My tests have just dropped right off. The pupils don't want, they don't keep asking me now, 'When can I take a test?' They've took more independence on that. It's absolutely fantastic, all the pressure's gone from me." (ADI, male, focus group 1)

A different ADI in a follow-up focus group shared the same example of learners demonstrating responsibility through evaluating their own progress better:

"I found that they're much better at assessing whether they're ready to take the test. Whereas before they'd be constantly, 'when can I take my test? when can I take the test? when can I take the test?' I don't get that as much now...Now it's much more they're the ones that are saying I'm not ready, and they're then saying to me, I think I'm ready now, rather than waiting for me to say I think you're ready now." (ADI, female, follow-up focus group 1)

One common way that ADIs got learners to see themselves as, 'the responsible person' when driving, was to discuss the issue of speeding fines. Discussing who would receive the penalty – the learner or the instructor – helped to illustrate how decisions the learners made, as the driver, could have very real consequences.

"It used to be that they're doing the speeding and I'll say, Oh, slow down the police are coming. 'Well it's not my car; I'm not going to get done'. Well excuse me, as soon as you get in this car, tell me, who is responsible, who's in the driving seat? I am. Oh, who will get the ticket? I will. Who's going to make sure that he puts his seatbelt on? I will." (ADI, male, focus group 3)

ADIs believed that as a result of learners taking more responsibility for their own learning progress and safety, they developed quicker and were better prepared for driving post test-pass:

"Prior to going on the training I always took the view that even, right until they passed the test, I was actually responsible for them, and probably stopped them developing as quickly as, you know, as much as they appear to be now." (ADI, male, focus group 3)

"I think that this way of client-centred learning is going to make them a lot more responsible when they have passed the driving test and be better, let's say safer, on the roads." (ADI, male, focus group 2)

"I find the pupils, once you get them participating, they do appear to be more responsible and you can actually envisage them when, you know, they start actually planning better. If they come across something unexpected they tend to react better...they seem to be more prepared and I must admit you feel more confident that when they've passed their test they're probably going to be a more reasonable road user." (ADI, male, focus group 3)

5.1.3.2 A more equal relationship

The ADIs who took part in the focus groups established that learners, in their eyes, are taking more responsibility for their learning progress and safety. This 'new responsibility' appeared to stem from fundamental changes in the ADI-learner relationship. One ADI introduced this relationship change (perceived to be due to the new syllabus and process) as the creation of a learning 'team':

"I certainly find that it becomes more of a team rather than an 'us and them' in the car. If you can make a team out of the two of you then it seems to work better." (ADI, male, focus group 3)

The root change, as taught to ADIs in the 2010 training, was for ADIs to ask more questions of learners, and not just to use the instructional "tell, tell, tell" method (ADI follow-up focus group 1). One ADI expressed this as akin to a role reversal, with learners doing the talking, and ADIs doing the listening:

"I think with Q&A, you know, the old traditional style of teaching, you would spend a lot more time talking and the pupils listening, whereas now it's the other way around." (ADI, male, focus group 3)

For the participants of one focus group, this change: - from telling to asking – summarised their 'new' way of teaching:

IV: Summing up questions now then. What have you enjoyed most about using this process? Overall, how have you found it?

R1: I think asking more...like more open questions. Then talking about you as a pupil, so you ask them questions and you're starting to draw things out of them instead of telling them

R2: You get more feedback from your student

R1: Rather than just me sitting down and telling them what to do (ADI focus group 2)

The consequence of this emphasis on *asking* was that learners were said to be more engaged and were having greater input in their lessons and therefore more ownership over their learning process.

R1: Like you said, before if you were explaining a manoeuvre you'd go through it absolutely bit by bit and they'd just be sat there going...

R2: Really brain dead, yes

R1: Have we finished yet?

R2: Switching off and looking round

R1: Where now they're actively involved and basically they're telling you what they're going to do and how they're going to do it and it keeps them focussed. It's a much much better way of doing things

R3: They feel they've achieved more don't they, because they did it themselves (ADI focus group 3)

"I think it helps you interact with them a lot better, because they've got more input. You tend to get on with them a lot better and you build up, you know, a better relationship with them." (ADI, male, focus group 1)

The main way in which learners were perceived to be having greater input was through their increased role in deciding what to cover during lessons. This created a more equal power relationship between learner and ADI as learners could change the course of the lesson to tailor it to their own needs. One way of thinking about this is that learners became expert customers of an expert service.

Additionally, by being *asked* more by their ADIs, learners appeared better able to realise for themselves what *they* needed to do, and what *they* needed to be aware of.

"Basically just getting them to come out with the answers. So, like, I don't know, for example, if you're going to do a manoeuvre or something, asking them before you do it, you know, where are the dangers going to be here rather than saying to them, your dangers are going to be cars coming fast into them. Where are your dangers coming from? Or, you know, getting the information from them rather than you having to sit there and tell it to them and they just like switch off. If they come out with it, it's obviously in their mind already, so they're more likely to actually look out for these particular dangers..." (ADI, male, focus group 1)

IV: Do you think that's changed now, the input that learners have in what they want to cover?

R1: Yes. I think they think about what they need to do now rather than just what you say they need to do (ADI, male, focus group 1)

How learners and ADIs negotiated what to cover in their lessons varied slightly by instructor, as ADIs learnt to accommodate requests within their own lesson plans. The variation ranged from the learner deciding the day's lesson, to the ADI honouring the learner's request at a time convenient to them.

R1...you try and find out what they're thinking, as opposed to just, sometimes you may be thinking, ok, this is what they need to learn but let's step back one step and ask them what they want to do. Because sometimes you may have your

own lessons down but they come up with something saying, I want to learn this bit today. Then your lesson plan is put to one side and you concentrate on what they want to do

R2: Sometimes they look at you as if to say, I don't know I can't make that decision and sometimes they will surprise you and will say, well, actually, can I do that reverse again that we did a couple of weeks ago and you think, oh, ok, why, why today? So I say, Ok, do you mind when we're on the way there if we just look at this because that's what I was going to do as well? They say, no, no problem at all (ADI focus group 4)

"Whereas now I'm encouraging them to tell me what they would like to do, and is there anything that you'd like to do? I had a guy last week, he said I'd really like to do that lane between home and Mallory Park because it's scary. It's narrow and he was only on like lesson 3, and he's already asking if he can do it. Yes, I really made a note of that and we'll do that, but maybe not today, but we did it at the weekend and it was quite a good lesson to have that, so it changed the way I work in that respect, less instruction, and much more coaching." (ADI, female, focus group 4)

Part of the learners' greater ownership of the learning process came from development of their self-analysis skills. ADIs reported that learners could actively recognise when they had made a mistake, and could realise themselves how to improve. Such fault identification and correction would, before, have been the preserve of the ADI. Now it was a joint exercise:

"They can see, right, I've made a mistake, I've got a problem, I'm going to solve it. They're learning to solve it themselves....Yes they'll ask questions. You're not going to tell them everything. You're going to just give them a few prompts, and then they'll try and work it out themselves because they want to learn from their mistakes rather than you telling them all the time." (ADI, male, focus group 3)

"The other thing I've noticed is how much better my students are at telling me what they've done wrong. I don't have to tell them anymore. They all tell me, 'Oh, I did that really quick didn't I?' You did, shall we try that again?" (ADI, female, focus group 4)

"I think more of my students are now self-evaluating, and earlier, because they will say to me, I went too fast round there didn't I, and I won't have to say to them, oh you went a bit fast around that corner. They are much more aware of what they've done that needs improvement." (ADI, female, follow up focus group 1)

Although there was greater emphasis on fault finding, it should be noted that learners were also identifying when they had done something well, as a result of the ADIs asking open questions such as, 'how did that go?'

"They can tell you when they've done something right now because before it always, oh what went wrong there, and you know, trying to find out what went wrong. Whereas now, if nothings gone wrong, I'll say, how did that junction go, how was that roundabout, and they're expecting that now so...when nothing was wrong they can say, oh I thought it went really well actually, I did this and I did that, and they can analyse it, even when things have gone well." (ADI, female, focus group 1)

In each focus group ADIs raised the issue of 'awkward' or 'shy' learners who preferred to be told what to do using traditional instruction. With most of these learners though, ADIs were able to attain a certain level of engagement:

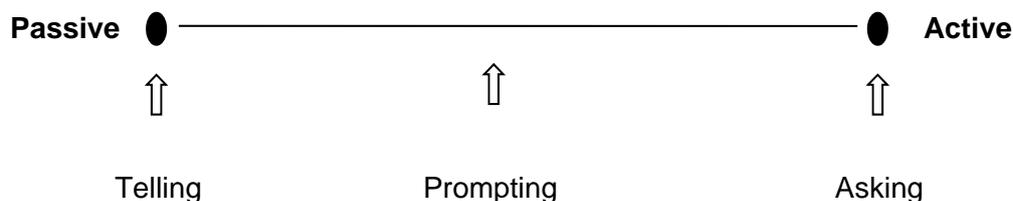
IV: Does everyone else have some learners who it maybe doesn't work as well with?

R1: There are a lot of times when you have to go back and say, all is fine, right. Then after a while they'll start coming back and you still keep doing the questions and answers, and start saying, you know, I'm going to do this, I will do this, what do you think first? You tell me what you should be doing. 'Oh I don't know'. Ok, try, have a guess, it's only between you and me, nobody's listening. Then they say, ok, I think I'll try this one. Yes of course, let's try it." (ADI, male, focus group 3)

It was recognised however that for some learners, the coaching techniques would simply not be effective. Indeed ADIs appreciated that client-centred learning meant adjusting their teaching to suit their individual learners. Coaching techniques were therefore not to be implemented under a blanket rule.

"I think that's where the phraseology helps though, doesn't it? If you say coaching or client-centred coaching, you feel I've got to do it like that - client-centred. I've got a client who has actually turned around and said to me will you stop asking me questions and just bloody well tell me what to do. She had a test last week and there is no way it worked with her at all." (ADI, female, follow-up focus group 1)

For the quieter ('awkward' or 'shy') learners, ADIs relied on prompting – on 'leading' them to the answers. This naturally diminished the extent of self-realisation and self-analysis that was possible, but did give scope for a degree of learner-input. This variation may be represented as a continuum of engagement, shown in the scale below:



R1: If you're asking somebody a question, what should you be doing here? And they go blank, you can't just keep saying, well, come on, answer. You've got to take the pressure away by giving them some help, you know

R2: I think as well sometimes, like you were saying, not everybody wants to comply. You're driving through town; you see some reversing lights coming on, somebody coming out. I just normally say, ooh, how are you going to deal with that? And that's your lead in then isn't it? And very often they'll just click in and say, oh, I've got to slow down, check my mirrors and slow down, or whatever. But you've got to, sort of, lead some of them in, haven't we? (ADI focus group 3)

There was confusion amongst the majority of ADIs about the point at which, on this scale of engagement, 'coaching' tailed off. Accepting that it was sometimes necessary, ADIs were unsure about how much they should prompt, and about how much leading was ok to get the answers they wanted. A duologue between ADIs in a follow-up focus group presents a good illustration of this debate:

R1: Once it becomes prompting then it can't be client centred learning

R2: I see it, for instance the vulnerable road user one. When I first started doing that, all anybody ever came up with was pedestrians and cyclists. They were the only two answers that I was ever getting. Going back to traditional instruction, I would have then started giving them a long list of all the others, but I was giving them the list. So, now what I do is I make sure that wherever we're going, if there are other vulnerable road users, I will just ask that question. Is there anybody around here that's vulnerable at the minute? Well, I just nearly ran a dustbin man over, didn't I? So do you think he's a vulnerable road user?... to me that is client-centred. I'm not being traditional. I'm letting them do their own thinking.

R1: This is exactly what I was just saying that in a way that is prompting the answers you want, whereas the way I understood it is if we make it more and more client-centred, is once they have gone by the dustbin man, then it's the case of, then that's what I do, pull up on the side and ask them who the vulnerable, or what do you think is in that stretch of road there? What could have happened? Tell me a bit more about it. And if they come up with well, the dustbin man was there and he might have pulled out without checking and I wasn't aware

of him, then he is giving you the answer without any prompting whatsoever. That then to me makes it more client-centred. (ADI follow-up focus group 1)

From the root change of ADIs asking and listening more, learners were able to be more engaged and have more input into their own learning process. They were able to decide, alongside their ADI, what to cover, and had the skills to self-assess their own progress. All of this led to a state of deeper understanding, with learners understanding their ADIs better, but, most notably, ADIs understanding their learners better.

The enhanced communication gave ADIs more insight into what their learners truly understood, as opposed to what they had assumed they understood. This insight therefore enabled ADIs to know, much more precisely, what their learners still needed to work on.

"I found that you can get a better understanding of what the pupil knows, as opposed to what you think the pupil knows and understands and for me, that's what I got from the training, being able to get more from the pupil and understand better. You know, you sort of think, oh they get that now, but when you're pulling things from them and they're telling you, you think, oh you don't get that, and it's a different way of seeing with your pupil now to what you had before because they're leading you more than you leading them." (ADI, male, focus group 1)

"You get a lot more information coming to you than you probably may have done. You know I say 'How are you feeling at the moment?' And you know you get a little bit of feedback. But now you can get a bit more than... they can open up, but then within them opening up you can then see perhaps areas to pinpoint subsequently which you may not have done before that." (ADI, male, focus group 2)

With this more finely tuned knowledge ADIs found that they could more accurately assess their learners' progress. ADIs from different focus groups gave examples of how they'd been surprised in discovering their learner's actual level of competence:

"I find it quite surprising that, if it was left to me, I'd be like moving them onto the next subject. I find that a lot of the time they're saying, I'd like to do that for one more lesson, which really surprises me because normally you think they want to rattle through it as quickly as possible." (ADI, female, focus group 3)

R1: It's a case of asking them to describe what they've just dealt with...One of the times that has happened to me, that since doing this that I've actually asked them to describe what was happening, in the sense of what they just dealt with and...I assumed this was blindingly obvious, but it wasn't

IV: Do you think that before you were using this style you wouldn't have picked that up? Is that what you're saying?

R1: That's exactly what I'm saying (ADI focus group 2)

Beyond understanding learners' progress better, ADIs felt that they understood their thought processes better too. They now also had insight into *why* learners were making mistakes.

"The client centred learning's great. You're getting them to do what they want to do and they give you the answers, but sometimes you've got to get the answers out of them. And it's this, what they actually felt to make them do what they did, which was one of the best things I've learnt." (ADI, male, focus group 3)

The same ADI went on to describe a particular incident where, without asking, he would never have understood why his learner behaved the way that he did:

"Things like someone cutting a corner because there's a van behind them. Even a lad that's about 6ft 3, you'll say, well, why did you do that? Ok, so how did you feel? What were you feeling? Well, I was panicking because the...I'd never have thought of asking what made you panic. You know, you assume that a big lad, who was a kick boxer as well, would be fine with a van behind him, but he wasn't, he felt panic." (ADI, male, focus group 3)

5.1.3.3 Teaching safe driving for life

ADIs perceived that the new syllabus and process gave learners greater responsibility for their own safety. The ADIs also reported how they felt they took on new responsibility for their learners' safety. In five of the seven focus groups, ADIs spoke about a change in their own goals for teaching learners, because of the new syllabus and process. This change was, 'from test-pass to safe drive for life':

"It's less test-pass, more safe drive for life teaching." (ADI, male, follow-up focus group 3)

Using the new syllabus focussed ADIs on their role in teaching road safety, and on preparing their learners for driving *post* test-pass.

"I think it gives them a better understanding because most of them they come and they just want to learn to drive and we, I think we've all been guilty, we just get in to that pattern and teach, and then they pass the test. Whereas now, as we said earlier, I'm more open-minded about it and I'm more flexible with it and hopefully that makes them, you know, not just looking behind the wheel and

checking tyre pressures but what could happen with your mates in the back. And could you cope by going earlier to a function or take, have you got an alternative route, which can avoid and reduce risks and make them safer drivers.” (ADI, male, follow-up focus group 2)

R1: What it's made me realise is there's more life after test-pass – post test training. It's nice because I've got a son coming up to 17, so it's made me think a little bit more, I should say deeply, and I've thought about when they're coming back from a club and when they are fully laden and when they do have a puncture or when they're texting while they're driving and things. So, that's affected me. It's made me look a little bit further and to self-reflect on what we're doing now.”

R2: Yes I would agree with you. It does get you...you're thinking a lot more about what else you can do as well. It gets your pupils thinking a lot more; it also gets you thinking a lot more. What you said about, you know, the higher levels of the [GDE] matrix.” (ADI focus group 1)

ADIs came to believe that they could make a greater contribution at the learning stage to help drivers 'stay safe for life'. This belief was enhanced by their greater level of understanding of what learners know and think. From the improved communication, and from the range of topics included in the workbook, ADIs found that they were in a position to educate learners about road safety beyond the mechanics of car control.

“When you draw information out of them, sometimes I'm shocked how little they do know of the things that are outside car control and that sort of thing. I am shocked how little they know and I'm pleased I've made an input and actually filled in the missing links or drawn it out of them more and got them to find out. So yes I like to be involved in that part.” (ADI, male, focus group 2)

“When I've used the seatbelt questions that I've given them, when they've brought it back it's actually shown such a big weakness in their knowledge of it that it's made me sort of do more things myself...so I've put videos onto the website and given links...” (ADI, male, focus group 1)

For the minority of ADIs who tackled attitudes towards road safety *before* they joined the trial, the new process equipped them with a better way to tackle those issues:

“This is the tool to use to get them to think for themselves, rather than what I used to do, which was just probably batter their ears about it. Before it was just me telling them about not doing this and don't do it like that, this is how you ought to do it, and thinking about the impact. Whereas now they're going away and they're telling me what the impact of that is.” (ADI, female, focus group 4)

While ADIs were hopeful that the sharper focus on road safety would prepare the learners for safer driving post-test, one comment alluded to the efficacy of their input being dependent on the amount of time they can assign to it.

"It's giving them more tools at the end of the day because they'll have had an introduction then, you know, the scenarios. We can't spend too long on them but it does give them that starting block." (ADI, female, focus group 2)

5.2 Learning to drive workbook

The improvements discussed so far, as identified by treatment group ADIs, show the benefits reported from using the new techniques for communicating with learners. The shift in ADIs' own goals towards more 'safe driving for life teaching' and less 'test-pass', surfaced from the new syllabus materials (the scenarios in the workbook). The workbooks provided a structured way for ADIs to cover driver attitudes and road safety topics with their learners.

During the focus groups ADIs were asked to talk about their use of the workbooks, concentrating on what worked well, and what worked not so well. Responses have been categorised under the following themes:

- Practicality
- Content
- Individual Components

5.2.1 Practicality

The topic of time dominated discussions on using the workbook. All of the ADIs were positive about the new syllabus and process in principle, but in practice they reported negative ramifications for their workload. There was a very clear message that using the workbook, as intended by the DSA, created a time deficit within their lessons.

"It's a grievance with the instructors here that there are time issues." (ADI male, focus group 2)

The scenarios in the workbook were designed to be used following a 'sandwich approach', whereby the ADI introduces a topic in one lesson, the learner works on it in their own time, and the ADI and learner then discuss it in-car during their next lesson. The rationale for this approach was to reduce in-car time spent on discussing the issues, to give the learner ownership over their learning, and to encourage learners to self-reflect.

Although the approach was intended to minimise the lesson-time needed, ADIs overwhelmingly reported that they were struggling to cover the scenarios within an hour's driving lesson.

With the range of different scenarios available, ADIs were finding it difficult to balance their time between covering the workbook content, and teaching driving skills.

"I mean there's a learning agreement, which is simple, there's a grow plan, your license details, which takes five minutes to write out. I sort out of check straightaway medication, discussing what do they mean by medicate...If it's something for hay fever, how it might affect them...So that draws into a little bit of a mixed scenario. And then you do your learning style, sign it all off and then do scenario 7, the good driver, there, right, let's have a drive. Oh, sorry, time's up." (ADI, male, focus group 1)

"If you're doing a lesson with somebody and you're, for example, doing a manoeuvre, you still have to do a briefing if it's the first time they've done it. So then to do that and then do a scenario in an hour lesson, it's not going to happen, is it?" (ADI, male, focus group 3)

R1: The only thing I've found a little bit is sometimes you can get waylaid

R2: Exactly

R1: Because you know, sometimes you know that there are some real nuts and bolts; you find yourself going off down a track and before you know it, the lessons gone and you think, oh crumbs, I didn't get to do...

R3: What you need to do, yes. (ADI focus group 1)

Using the workbook within a one-hour driving lesson seemed particularly challenging for instructors working in rural areas, due to the time needed to drive to busier locations:

"We live in quite a rural area so we have maybe half an hour of travelling to a reasonable conurbation that's of any use to us. If you have an hour lesson, you need to drive them back so you have to have a little longer. They're going to pay for an extra half hour instead of an hour and that then puts constraints on what you can do...You know, you can't stick to client-centred because you'd never get anything done...People that live in a city or town, they're there, an hour lesson and they can get away with it. They'll maybe have lots of time to do paperwork as well." (ADI, male, focus group 3)

The reason for lessons taking longer was two-fold: time spent discussing the scenarios, and time spent on transferring the learner's homework into the workbook.

R1: It's either add 15 minutes on the end of the lesson to fill out the paperwork and that, or eat into their time, which you can't do because at the end of the day, you're running a business.

IV: When you say paperwork, do you mean the workbooks?

R1: Yes, going through the workbooks, it takes time.

R2: It's to transfer the information from their homework. When they come back after the second lesson I give them a sheet and then by the time you've gone through what they've put on their sheet and you've filled in the third section and then ask them to transfer into the workbook, you've lost 20 minutes really. (ADI focus group 1)

Transferring the learner's homework into the workbook was the time complaint most often cited by ADIs. They found themselves completing the sheets at the end of their lessons in 'extra-time' – taking a one hour lesson to a one hour and ten or 15 minute lesson. This was extra lesson time that the ADIs were not charging for. Moreover this resulted in less time for ADIs between lessons, leaving them liable to be late for their next client.

The alternative was to transfer the information over during their own-time at home. A few ADIs considered this to be necessary extra time to aid their own professional development. The majority however felt the additional workload to be unsustainable.

R1: What their homework is takes too much time. So what I often do is I'll say, I'll take that sheet off you and I'll give it you back next time, and I copy it out at home later and then give it back to them the next time.

R2: I do the same

R3: I resent this. Should we be taking work home? We're all committed to our jobs but we've all got family life

R1: It takes too long to do it in the car because it's taking up the pupils' time

R3: Which is taking your time and you do take out six pupils a day. If it takes six to ten minutes a time, you've just lost an hour of your own time. How is that for family life? (ADI focus group 1)

"We live in a rural area so I was basically just getting her to do it, bring the sheet back and then I was filling it in. So I was copying what she had written and that's obviously eating into...you know, when I'm getting in at nine 'o' clock at night, I haven't had any tea or anything, the last thing you want to do is get a workbook out and start to go through it. So I've done it but I couldn't do it long-term. It's got to improve and it's got to simplify." (ADI, male, focus group 3)

5.2.1.1 Adaptation to deal with practicality issues

To manage the additional time and workload, nearly all of the ADIs in the focus groups had, "cut corners" (ADI, male, focus group 2), in how they used the workbooks. The main adaptations made to the workbook 'sandwich approach' were:

- Reducing or eliminating time spent introducing the topics at Phase 1
- Reducing or eliminating the three-phase process
- Discussing the topics verbally in-car without completing written work

If ADIs ran short of time at the end of a lesson they would adapt by handing the learner the relevant workbook sheet and asking them to fill it in before their next lesson. Time would be cut by not discussing the topic before the learner took it away.

IV: Is time an issue or it's okay or..?

R1: Well as I say, not doing the way I do it. I think if I did it as it's written down: sit down and do this first in the car, it would be a time issue but I'm working round it.

IV: But if you are out of time, you're saying that, what will happen is that you'll give it to them to take...

R2: Yes, just go away and think about it. Go and fill it all in and we'll talk about it next time. (ADI focus group 2)

R1: I think the time management is down to...I'm going to blame the DSA on this one for the training because we've been told how to do the coaching and how to do the client-centred learning but I don't think they've looked into the practicalities of it in the amount of time it actually takes to fill the workbooks in. It's a great bit of kit, it's a great piece of kit.

R2: Yes, but I don't think they thought about the timing that we need to be able to give it to the pupils properly. Because I know if I'm in a rush, then I'm just going to give it to them and say, take it away, bring it back next week. (ADI focus group 1)

Reducing the three-phase 'sandwich' process was how a minority of ADIs dealt with the problem of transferring learners' homework into the workbook. Either they completed a whole scenario sheet within one lesson, with no self-reflection (Phase 2) period for the learner, or they omitted completing Phase 3 when learners returned the sheet the following week.

By completing a sheet all-in-one go, ADIs spent time on one scenario per lesson, rather than two:

"I've got a bit of a dilemma with it now, because what I was doing, because I was conscious of the time, I was getting which scenario are we doing today, five minutes end of lesson, and ok we're doing what the law requires. And I was filling the lot in on that lesson in the last five minutes, which overran the hour. Giving them the copy and that was that one done and then the next week I'll do another one. But I had a lady in the back of the car last week and she says; no, you shouldn't be doing that, you've got to do the first bit, then let them go away, they do the next bit come back and do the final bit the next week...So what's going to happen is that I've got to do two every week, I've got to finish the previous one off and start a new one. And that, well, it's a time issue again..." (ADI, female, focus group 2)

"I give them two top copies because I literally haven't got the time; if they bring one back to me, to then write on my copy what they've written on there, because one or two of mine write war and peace, they put a lot of work in, so I actually give them two copies and I haven't had a problem with anybody bringing it back, they bring it back to me...I give them the top two copies and we talk through what it is that they've got to do, so my book has actually got nothing left in it really. They've got their copy and then I've got the second copy, which I put in this folder, I can just take that out and say to you, there you are, that's his work...and my book for him is here with blank sheets in...because I haven't got time to sit and write it out." (ADI, female, focus group 4)

Completing the sheets within one lesson was also a tactic used by ADIs for learners who were poor at bringing back their homework.

R1: Three times he said I forgot that [sheet], I was busy, and why don't we discuss in the car and fill it out...and to discuss in the car, you know, students like that, you know, as they say it, you copy down the right answers...

IV: So you were finding that in some cases you're discussing things in the car rather than giving them the sheets because you...

R1: Yes, so you know, I bring it up in the lessons, take the scenarios into the lessons, but it is very brief so then they get the central idea rather than, you know, going through too much detail. (ADI, follow up focus group 2)

Individual ADIs in three of the focus groups spoke about how they discussed scenario topics verbally during the lessons, in lieu of writing on the sheets. This was done to limit the time required for the scenarios. Furthermore this avoided having to pull over on the side of the road, losing driving time. Also, talking over writing was preferred for learners who had literacy difficulties. It is worth noting that ADIs reported only using this strategy for those learners who were comfortable with holding a conversation while driving.

"Just the whole paperwork side of it. The actual scenarios are good, if you can sort of just do it without sitting down and writing them all out and that sort of thing. I find it just a bit too time consuming." (ADI, male, focus group 1)

One ADI, who worked in a rural area, reported that verbally discussing scenarios was an efficient way to utilise 'dead' in-car time.

"The practice I can do, all the scenarios and things, it's a great way of filling gaps. You know, a good distance to travel in, where there's not a lot happening. I've had lengthy discussions with some of the people on the trial and you have great discussions about their thoughts on various things. But is it going down on that piece of paper? No, that's your problem, not mine." (ADI, male, focus group 2)

ADIs consented however that discussing topics while driving was only of benefit for the more advanced learners who had mastered basic car control.

"If they're driving and they can sort of drive and think and speak at the same time, it's great, otherwise...at the beginning stages you're having to guide them along so you can't talk about other stuff because you're concentrating on this is what you need to drive." (ADI, male, focus group 1)

Indeed, in contradiction to the adaptation of talking more and writing less, one ADI described his adaptation for managing time better as: *writing* more, and talking less.

"And also it's like if they don't give an answer, as opposed to trying to draw something out all I do is stop it and just leave them like that. If they want to only give one answer, then they give one answer and all I'll do is tell them to go away and then come back and give them like an idea of where to go and find some more information, then bring them back and fill the worksheets in while it's still in the book so that they're doing my work during their time but it's condensing all that wasted time speaking a lot so that they're not feeling as though they're spending more time talking than what they're doing driving." (ADI, male, focus group 1)

As one ADI succinctly put it when talking about the time required for covering scenario topics:

"This is about driving, it's a driving lesson, not a talking lesson." (ADI, male, focus group 4)

A comment from an ADI in a different focus group also suggested dissatisfaction with the amount of time diverted from teaching driving skills:

"When you think of the hours that they learnt doing other things, doing these scenarios instead of driving..." (ADI, male, focus group 2)

5.2.2 Content

The number of different scenarios contained within the workbook created another time issue, raised by ADIs in each focus group; this was how to cover all the topics before the learner passes their test. There was agreement across the groups that a workbook could not be completed in time, without cutting corners.

"...and I have to say though, I can't see myself completing a book because the tests are flying through and I don't think...I'm not getting to the end of the workbook by the time we come to the driving test." (ADI, male, focus group 4)

"The real problem is, I think that you've touched on it as well, is if you've got somebody who's just naturally brilliant and will pass in about seven lessons." (ADI, male, focus group 2)

The impact of the breadth of the workbook was that ADIs were not using the worksheets as envisaged and were sacrificing the 'sandwich approach', leading to variations in the depth to which learners covered the topics. Alternatively, ADIs in two focus groups explained how they were not attempting to cover all of the scenarios. Rather, they were covering those scenarios 'triggered' by events during the lesson. Again, this was to save time, as well as to deal with the real-time issues learners were facing.

R1: I think it's, like I say, it's as and when, if a situation arises. So let's say emergency services, if you've got emergency services behind you. Next time, we pull over, oh that's a good one, pull that out and then try and fill that in for yourself, what you thought about it. Yes, they'll do that, take it away, bring it back. And that's the way I use it

IV: So the ones [scenarios] that you don't tend to use, depend on what that learner's encountered?

R1: Yes (ADI, male, focus group 3)

R1: ...as we said before, you have to dip in and out of it. You know, you go to different stages of it, if you like, depending on the situation you find

R2: Yes, because it says emergency services across it at stage 4 [in the workbook], If I'm on stage 2, we kept having blues and twos flying around, just in the middle of town, and they [learners] don't know what to do. I find I'm going to do that now, that's triggered the thing, what to do in an emergency vehicle scenario. I'm not going to wait till stage 4. (ADI focus group 4)

5.2.2.1 Streamlining

As a result of their struggle with time when using the scenarios, ADIs in all of the focus groups recommended that the workbook be 'streamlined' or 'condensed'. This reflected how some of the ADIs had already been practising – in minimising the amount of discussion and written work involved.

"The very first one said he didn't want to do it because it was going to take too long out of his lessons to do paperwork and he didn't want to do it. Which made me do these a little bit more streamlined than perhaps I should have been doing, to make sure none of the others dropped out or left me. So I have been; just

answer these few questions for me, to get them thinking about it that way without overdoing it.” (ADI, female, focus group 2)

“I think the work booklet needs playing around with. If you’re going to use it, if it’s going to be done in the future, that workbook has to be either condensed a lot more, make it easier, even if it...I know nobody wants to do a lot of writing, even just tick boxes.” (ADI, male, focus group 3)

“I can imagine them streamlining some of this, by the time it actually starts to come out...” (ADI, male, focus group 4)

R1: We want to carry on, don’t we?

R2: We want it, yes

R3: I think that’s what it comes down to. Because this is really just giving us an idea of what we can use as our tools, isn’t it? Will we be allowed to discuss this as a group of 14 people in training and development at the DSA, to see if they could come up with just a very basic format, and standardised. (ADI focus group 1)

“I think it could probably be condensed slightly better, so you’ve got drugs, drink, fatigue, distractions, they could have stressed, they could all be enclosed in perhaps one lesson or...” (ADI, male, follow-up focus group 2)

Besides the time issues, there were other practical concerns, such as the durability of the paper books, and the ease at which they can be stored, brought out, handled, and put away during a lesson. The latter point was felt to be a particular issue for the future if and when all learners are issued a workbook. One suggested solution to these practical challenges was for the workbook and materials to be made available, and completed, online.

“I think a lot of the stuff that’s in the book would have been better online and you can get everything online and they [learners] send it back to us, then we’ve got everything.” (ADI, male, focus group 1)

IV: So how could the sheets be made easier?

R1: Maybe if you did it on...through the computer

R2: Well it’s got to be done on the internet, really, looking forward, it has to be done on the internet (ADI focus group 3)

A corollary of the suggestion to move the scenarios to a website was the suggestion to separate the theoretical content from the practical driving lessons. This was so as to reduce the time burden and additional workload. On the surface this seems to contradict

the ADIs support for, and recognition of the benefit, of including road safety topics in the driving lesson.

“It definitely gets them to think a little bit more about what they’re doing...and driving badly and it gets them more aware of risks of accidents and going out at weekends and where these accidents occur. So I think it’s working in a positive way, definitely, rather than teaching them vehicle skills...” (ADI, male, focus group 1)

ADIs were in fact however supporting road safety topics being included in the learning to drive *process*, just not necessarily best done in a practical *driving lesson* – at least not to the extent that it had been in the trial. Instead, ADIs in three of the focus groups proposed:

- Incorporating the topics into the existing theory test or
- Incorporating the topics into an additional theory test or
- Incorporating the topics into a separate theory workbook for the learner to keep, and complete in their own time

All of these suggestions would mean that learners cover the topics at a separate time point to the driving lessons. ADIs would therefore play a reinforcing rather than an introductory and explanatory role to the scenarios.

“I almost feel the scenarios need to be incorporated into the theory test and taken out of the actual driving lesson as such. You could have some in there ok.” (ADI, male, focus group 3)

IV: If you were to streamline it, what bits would you streamline?

R1: I wanted there to be some way of separating out things that you do in your lesson and things that can be done later, and I like the idea of three stages but I think if we could take out some of the stuff that we’re currently trying to do in a lesson, and some of the stuff, the scenarios are great, but some of them I struggle with...but if there was some way it could be separated out, rather than having the three in one sheets...

R2: Yes, it’s almost like there could be a theory part of the workbook, for them to go and do all their home research on, and come back and discuss it once they’ve done it, and they do all their own research outside of their lessons, and then the bits that trigger during a lesson...there could almost be two sections to it. (ADI focus group 4)

Not all ADIs however shared this view that the theory should be so far removed from the practical:

"I think really, like Bill said earlier, the fact that you can take some of those scenarios out of the book and just verbally go through them; which is something that perhaps we've all done as well in the past in certain instances. But perhaps not so many scenarios in so much detail. But I think it's important to do it within the lesson context." (ADI follow-up focus group 2)

5.2.3 Individual Components

Different ADIs preferred different components of the workbook and for most elements there were examples of how they had been used. In response to the question of what worked well, and what not so well, four main features were discussed. These were:

- Scaling
- Mind Map
- GROW plan/Goals
- Learning styles

5.2.3.1 Scaling

Scaling was taught during the DSA training days, and was used by ADIs as an all-purpose technique across the syllabus and process, rather than being associated with any particular sheet in the workbook. Scaling was well received by ADIs, and the majority offered this technique as an example of something that was working well. Scaling seemed resistant to the implementation difficulties experienced by the ADIs with other elements of the learning to drive workbook:

IV: Anything with the training that you're not using?

R1: Everything apart from scaling (ADI, male, focus group 2)

Scaling was used to help learners self-assess, and to help them identify where exactly they went wrong or, indeed, when they did something well. In this respect it acted like a progress checker; enabling the learner to evaluate their competence in any given area. Related to this, scaling was also used to tackle under- and/or over-confidence.

"They always underscore first. Then I say, no, no, did you kill anybody? Did you cause any accident? Did you do anything? So why are you putting yourself down? Oh, I wasn't sure. And it's like, yes, but if you're not doing anything wrong, did you cross the other side of the road? Did you do...did anybody? No. Yes, then go on, take it you're doing well. Next time when they do it, they score themselves a little higher." (ADI, male, focus group 3)

IV: How are you using it if they overrate themselves?

R1: I normally just say...if they say it's a nine I say, well are you happy with your mirror checking on your way into the roundabout, or not?

R2: And then it drops to six straightaway

R1: I forgot to check the mirrors...What did you think of your speed control coming in? 'Perhaps it was a six'

R2: Yes so then they start pointing out where they actually went wrong. (ADI focus group 3)

"I suppose because they use a lot of scales, more scales than anything, then if it was really good, they know, and one or two will say, I was awful today, and they are able to differentiate between when they've driven really well, and when they've driven badly, and telling me why they've driven badly..." (ADI, female, focus group 4)

Also, by using scaling, the ADIs themselves found it easier to give praise, instead of just faults:

"I had one just before the test, and she did a reverse, and I said to her, ok between one and ten, where were you? 'Six'. So I said, well explain to me then why you say a six? Well because of, I think...I said you'll be interested to know that that was a ten. I couldn't fault you, so why were you so worried about it?" (ADI, male, focus group 4)

5.2.3.2 Mind Map

The 'mind map' technique split opinion - ADIs either loved or hated it.

"As for mind mapping, you can keep it. Because the format that I was shown I think is a load of rubbish. It doesn't work for me. I think that is so confusing..." (ADI, male, focus group 2)

"I don't like mind maps. I have to force myself to do them." (ADI, female, focus group 3)

ADIs in favour of mind mapping described one application in particular: teaching manoeuvres. Opinion was generally divided over using client-centred techniques for controls and manoeuvres. A number of those who'd used it though regarded mind mapping as a better method than traditional instruction.

"And the next day I got a girl and it was her test on that day and she was struggling with parallel parking. She was planning for that parallel park and it was the hour lesson before her test, so we mind mapped it and I said, there you go you do know it, because she got it all down on paper. I said, well you do know it. Oh yes, I do don't I? So well go do it then. Oh ok. And so she did it and I said how do you feel about this parallel parking now? Oh it's fine! And I'm sure she

would have failed on that if we hadn't done the mind map." (ADI, female, focus group 2)

R1: Even if...on the manoeuvres, if you get them to do the mind map, rather than tell them how to do it, yes, it takes longer for them to do the first manoeuvre but once they've actually cracked it they remember it, whereas if you've taught them to do A, B, C, and D, even when you've...the day before their test, you know, you pull alongside a car and say, do a parallel park, and they sort of sit there and think, which way do I turn the wheel?

R2: Yes because they've already told you what they're going to do and how...the problems they're going to have, so next time surely they're going to remember it because they told you the first time. (ADI focus group 3)

One ADI even reported using mind maps to help learners set realistic goals for their learning progress:

"Well what I would do in that situation where people have set a goal, they want to pass the test by X amount of weeks, I would mind map...It's where they come in and see all of what they've got to learn before they're going to get that goal, and then they sit back and realise." (ADI, male, focus group 2)

5.2.3.3 GROW plan/goals

Learners setting unrealistic goals was the difficulty ADIs faced in what was undoubtedly the most disliked of techniques – the grow plan. The GROW plan (goal, reality, options, way forward) appears twice in the workbook (on the first page as part of the learning agreement, and a few pages later as scenario 1.5 – 'Your GROW plan'). ADIs explained that learners rarely completed the GROW plan in the learning agreement, and that they struggled to get information out of learners when talking through it.

R1: And it's like; we've all got problems in certain areas. Like mind mapping, I love the mind mapping, so I use the mind mapping more than I do setting goals because the grow plan is...I absolutely detest it and I have more problems with the grow plan

R2: I don't think there's anybody that does like the grow plan

R1: I have more problems with the grow plan than anything else. But as I get more and more confident with it I can put that grow plan into place and get a better response from the pupils. (ADI, male, focus group 1)

The positioning of the GROW plan within the learner agreement was seen to be ill-advised. ADIs thought that talking about goals should come after learners had established basic car control skills, and not right at the start of their learning journey. The reasoning for this was that at the beginning of learning to drive, all that learners knew was that they wanted to pass their test: that was the only goal they could think of.

"...I've just found it, you know, very very difficult and I think with a fresh pupil, you've got to sort of get a few ideas into their mind before they actually know what they want to achieve." (ADI, male, focus group 1)

"Oh I think your grow plan, on that first sheet, always comes back I want to pass my test as quickly as possible. It's always the same thing. You could almost fill it out every time because that's what people...they look at you and say: we've come to learn to drive, I want to learn to drive, I want to pass my test." (ADI, male, focus group 1)

Even with the second GROW plan which was introduced slightly later in the workbook (scenario 1.5) there were still difficulties drawing the desired information out of learners. One ADI reported a marginal improvement in responses but found that learners only gave basic answers for their Goal and merely repeated the suggestions they had given earlier for their Options and Way forward. The slightly later position of the second GROW plan though was always preferred to inclusion on the first page. One ADI actually reported omitting the first GROW plan entirely, and *only* asked learners to complete the second plan.

"The one I'm struggling with is the very first GROW model. They have got nothing to say on that whatsoever. But then the second model, I would just go into that. They're actually thinking about things a bit more. They'll say something like, I want to do some reversing or I want to do roundabouts or mirrors or whatever. From there it's really useful but that first one...I can't get the hang of that first one." (ADI, female, focus group 2).

The GROW plan also suffered from the ADIs' desire to reduce the complexity of the workbook, and to streamline how it is used. When asked how they would improve the workbook, changes to the GROW plan were mentioned:

IV: Just on that issue of time management...overall how have you found it? Is there anything that you particularly enjoyed or anything that you would change?

R1: It's only the grow plan

IV: That is something you'd change?

R1: Yes, I'd throw it out of the window basically

R2: The grow plan, yes, definitely (ADI focus group 1)

"It's good, really enjoying it. In some cases it's hard work but worthwhile. The grow plan just needs throwing out. Other things need a slight bit of tweaking but overall, yes enjoying it." (ADI, male, focus group 1)

R1: To be fair, it's very basic. You've got an idea of where you are now, you've got an idea of where you need to be, you've got some equipment you could use – DVDs, visual, audio – what you can do, and then issues you've got that's going to stand in your way. It's very basic but try to get that information out

R2: It's a basic idea that's made just complicated

R1: Yes. If you just ask them in one sentence – what we're going to do, where we're going to get to, and what we do in-between (ADI focus group 1)

Although the vast majority of comment about the GROW plan was negative, one ADI expressed its underlying worth: of goal setting as a way to manage new learners' expectations:

"I think the issue is: the goal of course is they want to drive. But it gets the whole issue on the table of what are their expectations and you're managing their expectations. And ten days [to pass] may be achievable for them if they do ten hours a day. But I think it's what their expectations are...as to whether they think they're going to pass in ten days or not. So you can help them reach that, and one of the things, you know, you can then discuss well, what experiences have you got that you're bringing that could help you achieve it? That's under the options of what reality...So then they begin to realise that if they're learning from nothing, the reality is they know nothing. So the whole discussion is about how, what is realistic here and what options have you got? How many lessons do you think are needed? Then you can have a reality check, even at the end of the first lesson." (ADI, male, focus group 2)

5.2.3.4 Learning Styles

Although the GROW plan in the learning agreement was not well liked, the learning style questionnaire of Visual, Auditory or Kinaesthetic (VAK), was a component that ADIs felt of benefit both to learners and themselves. It enabled ADIs to discover the most appropriate ways to teach individual clients. It was again, a way to build a more equal ADI - learner relationship.

R1: I actually use that certain type of learner test. What type of learner you are. I actually continued using that because it's had, well various response, we're all different, but a lot of the response that I've had amazingly has been, oh yes that fits in with...so some of them have actually done it before as well, so they know. But it's almost like a way of them feeling that actually they're the ones that are in charge and so that I can structure it exactly for them. And then certain things do happen where, you know, their sort of style of learning, that's actually clicking, it actually works. And I've been really surprised that it can work...

R2: That's something I've always used, before this course, I've always used that...I think it makes the pupil feel that you are interested in what person they are...And it does help you know whether this person's going to want a lot of demonstrations, or whether they just want that, let me try it and then tell me what's wrong... (ADI follow-up focus group 2)

Two ADIs recalled specific examples where they had deliberately taken a different approach with a learner based on the results of their learning style questionnaire. This deliberate tactic changing was used to help with both the workbook sheets and practical car control skills such as gear positioning.

“For example a lass was struggling with changing gear earlier on in her learning. Right, ok, so her main [learning] style is actually more visual. So of course you can’t be looking down at the gear lever so it was all over the place. So what she did for me was just a sheet of paper, and not looking down, but actually putting the stick on and then looking at it afterwards and seeing what she’s done, where her hand had moved to, to scribe a line of the gear change...From then on easy, everything just clicked into place. So whether that that was just one aspect or whether it was by luck I don’t know but that’s the sort of thing that’s sometimes just in the back of the mind - what might suit this person? And I’ve never done that before I went on this course. (ADI, male, follow-up focus group 2)

While the learning style questionnaire was welcomed, it was another candidate for streamlining and simplifying. ADIs often reported that young learners were already familiar with the VAK questionnaire as it was long-established in schools. They thus could not see the benefit of a process for finding out what learning style they were, as younger learners already knew. ADIs were thus only ticking the relevant box, instead of using scores.

“I had a school pupil who’d done the learning styles thing with them. I’d already said I’m going to set it, and they know what it means before you’ve even done it. Well that’s brilliant, let’s not even do that because you’ve done it, we can recognise that. That’s just saved us ten minutes. We can tick that box.” (ADI, male, focus group 1)

“I knew absolutely nothing about that [VAK] before this process. I’d got no idea whatsoever, as I say, that’s something I’ve learnt from it. But you can just talk to them, and you just say how do you like to learn, it’s totally straight off. You just simply say, do you like to look at drawings, or do you want to be told how to do it, or do you want to practice it, and they just tell you straight up instead of spending all that time putting circles round boxes.” (ADI, male, follow-up focus group 1)

5.3 Business impact of the new syllabus and process

As part of the trial, ADIs were not advertising that they were using a new syllabus and process for teaching learner drivers. Evidence for positive business impact would therefore only be with demand from new learners on their books, or via word of mouth from those learners. The same is true for negative impact, although the potential for evidence of negative business consequences was arguably greater if learners were unhappy with how they were being taught. To check for either positive or negative

consequences, ADIs were directly asked how their business had developed since joining the trial. Concerns about business impact however were raised, unprompted, throughout the course of the focus group interviews.

A key threat to the integrity of how ADIs applied the new syllabus and process was the omnipresent conflict between teaching safe driving for life yet also 'test pass'. This conflict was found in the expectations of learners, parents, and the current learner test.

R1: We want them to be really complete drivers and well educated so that we can sleep at night and think well yes, you know, they're not going to go and kill themselves. But at the end of the day, we are being paid for them to get through the test; they have to conform to that standard.

IV: Do you feel there is a conflict there between getting them to drive safely and getting them to drive at this standard?

R1: There is, because at the end of the day, the parents control the situation. I have had problems with this, with parents, who want Johnny to take his test next week, whether he's completed his book or not, Johnny is having his test next Wednesday. (ADI follow-up focus group 1)

"It's working for me, I'm proud of it. I'm proud of it. But to sell that to somebody who wants to have a cheap license..." (ADI, male, focus group 3)

Struggles with time in covering the workbook faithfully, were ultimately reduced to the ADIs' priority of safeguarding their business. If learners felt they were spending too much time talking over driving, the threat was that they would find a different ADI. The ADIs perceived this to be a very real threat to their business.

R1: ...You know, it's a business at the end of the day

R2: Yes, that's what you've got to remember, it is a business and we are all competing for the same business. And you know, you don't want to lost a customer to somebody else who's maybe not talking as much and teaching them, you know... (ADI focus group 3)

ADIs were acutely aware that learners took lessons to pass their test, and that the workbook scenarios were not an essential or even component part of that. Delivering the workbook as envisaged was therefore always competing, in the instructors' minds, with learners' wish to pass their test as quickly and as cheaply as possible.

"It's not a climate where we can promote it and it's not a climate where we can do anything apart from hang in there. You know, you can be good but you're still, it doesn't, at the end of the day it's still the same driving test and that's what they're paying us for. Now, taking that to another level doesn't come into it,

we're doing it, but it's not...that's not what they're looking for." (ADI, male, focus group 3)

"I've got a couple of pupils at the moment who...they've openly admitted there's about five of them at school who are having a contest to see who can pass first with the least faults in the least number of lessons." (ADI, male, focus group 3)

"And also, you do get the ones who just want to get through the driving test as quickly as humanly possible, and they're not overly concerned with safety." (ADI, male, focus group 4)

ADIs therefore felt added pressure in delivering the new syllabus and process without any accompanying changes in the government's or learners' expectations. This was seen to make them a potentially unequal player in the learning to drive market:

R1: I think it was always clear that it was going to take time, but I think the thing is in contradiction of...I think what the DSA and the government have said is that they don't want to increase the cost of learning to drive to the pupil ok, so I can't see the DSA dropping the price of tests. All that's happening is the ADIs are actually being squeezed to do a lot more for a lot less in a very difficult business climate

R2: Yes

IV: Is this something that you agree with?

R3: Yes, definitely

R4: Yes

R5: Yes

R6: I think the content in the workbooks is great isn't it?

R7: Yes

R6: It's just the implementation that's difficult (ADI focus group 4)

While a couple of ADIs cited examples where they felt using the workbook had lost them a client, the focus group responses actually suggested that this was much more of a fear than a reality.

Encouragingly, five ADIs reported positive business impacts as a result of their participation in the trial. For one of these ADIs the benefit was in the fleet training market, for the others though the benefit was with their learner clients; either learners were wanting more lessons, or they were recommending their instructor to their friends.

“And I found, really, you got quite an increase in lessons as well. I’ve had quite a lot go from sort of two hours a week to four or five and now you can’t fit them in.” (ADI, male, focus group 1)

“I’ve had comments coming back from my students that, my friend is jealous because she didn’t get anything like this, with her driving instructor, and wants to know why her driving instructor doesn’t do this.” (ADI, female, focus group 4)

“They’re saying, I mean I’ve had people actually say, oh, that was worth the money, you know, and that makes me feel good because I think I’m delivering something that people want to pay for, and that’s good and they’ll pass it on to friends and family. They’re going in and saying they’ve enjoyed something.” (ADI, male, follow-up focus group 1)

While positive, the word of mouth recommendations served to remind one ADI of the conflict between test pass and safe driving for life.

“I think it’s helped me a lot when the pupils Facebook each other and a lot of them come and ask questions with other instructors that are keen on it. Very, very careful with timing, whether you, you know, if that goes down on Facebook, that I sat on the side of the road for 20 minutes...And a lot of people have come to me because their instructors have been talking to them for 20/30 minutes after the lesson and most people just don’t want that.” (ADI, male, focus group 1)

5.4 Acceptance

DSA stakeholders raised a concern in interviews that lack of ADI acceptance of the new syllabus and process would constrain successful implementation. The opposite of this was in fact observed as all ADIs in the focus groups found the concept of the new syllabus and process an easy one to accept.

“The overall concept I think is fabulous and if we could get people to accept the concept, it would be wonderful.” (ADI, male, focus group 1)

From the first focus group interviews with treatment ADIs to the last, there was an undeniable acceptance of the new syllabus and process. The positivity shown towards the new approach was based, partly, on their own pre-existing gravitation towards the field of client-centred learning. Otherwise, it was based on their lived experience of trialling the new techniques and workbook. For many, that experience was challenging, but although they may not have thought so at first, it was also rewarding.

“I was a bit sceptical, to begin with, and I was overawed by it, and I was ready for packing it in. I said I’ve had enough of this, you know, this is all nonsense, and it’s affecting my business and I can’t get my head round it. But over the past

12 months, I've come round to it more, because I'm seeing that pupils are benefiting from it, and I'm seeing that pupils are enjoying the lessons. They're really getting, you know, a spring in their step." (ADI, male, follow-up focus group 1)

"I thought when we were talking about it in the training, I thought well, you know, somebody's going to say to me, well, shouldn't you be telling me all of this? But actually I've found it's the opposite, that they actually appreciate the fact that you're asking for their input and you're not, you know, teaching them how to suck eggs. You're asking their opinion like it matters, you know, and obviously it does because it's them that are learning to drive. So I think it's a positive effect and it works." (ADI, male, focus group 3)

"I have noticed more of my students talking about wanting to be a really good driver rather than wanting to pass their test. I mean, I never taught just to pass a test anyway, but more of them actually use that phrase – I want to be a really good driver. I didn't used to get that when I taught a little bit more, traditional." (ADI, female, follow-up focus group 1)

Whether or not the ADIs could deliver the new syllabus and process in a way that empowered learners to take ownership, was a critical question for stakeholders. Having buy-in from ADIs was seen as crucial for success. From the responses of the treatment ADIs who took part in the focus groups, we can conclude that they have bought in to the concept as a whole. Calls for a streamlined workbook however were clear, and ADIs felt that more support with the workbooks at the training stage would have made delivery easier.

R1: We probably wasted a lot of time by not understanding the workbook

R2: We got a lot on the concept of it, we got a lot of time spent on us on the concept, but it was like going all over my head. I couldn't remember it. I walked out of there thinking, God, what's all that lot been about, seriously. And I know I'm not on my own because...

R3: All the instructors have said the same (ADI follow up focus group 1)

R1: The course and everything was actually great; I learnt so many things from it. The only downside in my mind to the course is when we started it we didn't know what we were doing it for...Well we didn't know about the workbooks and the trial and everything until the very last day

R2: They gave us the coaching styles

R1: We were given the coaching styles and everything but we didn't know where we were aiming for at the end. But that's not a problem now. It all became clear sort of backwards as it were, but personally I just found that a little bit difficult. (ADI follow-up focus group 2)

R1: Where it really fell down, we should have had the workbook in the training process, absolutely

R2: That would have been helpful. I'm really comfortable with the workbooks, and the content of the workbooks - apart from the bits that need tweaking and pulling, and with the whole concept of client-centred. I'm really, really comfortable with that. But I think that the workbooks themselves, it would have been helpful if we'd had sight of those and been able to talk around the stuff that came up because I think some of the things that have caused the confusion would probably have been eked out by now. (ADI, follow-up focus group 1)

In the follow-up focus groups ADIs had many questions about the future of the syllabus and process, and about the level of training that might be available to help ADIs deliver it:

"So to me it's like, are we going to be told what to do, in which case we have to do it? Are we going to be involved in sort of, you know, having a very rough guidance and say, just get on with it? Or are we going to sort of bumble along in our own way as we're doing now? So I think, you know, what is expected? What do the DSA want? Does anyone know the way forward?" (ADI, male, follow-up focus group 2).

6 Results – focus groups with control group ADIs

The control group ADIs described a mix of teaching methods, including what could be labelled as coaching techniques, suggesting a blurred difference between treatment and control ADIs. A clear difference *was* found, however, in the content of road safety topics discussed by control ADIs, compared with treatment ADIs, with the control group focussing less on wider road safety topics.

6.1 Take-home sheets

Some control ADIs spoke about how they gave learners homework to complete in-between lessons. Sometimes this would begin with a discussion about the homework at the end of one lesson, and then a re-cap of the issue at the start of the next. This was in order to allow the learner the chance to reflect, review and consolidate. At other times the homework would involve simply looking something up in the Highway Code, ready for the next lesson. Homework exercises would primarily be given if a learner appeared to be struggling with something, most often manoeuvres. Around half of these take-home sheets involved a degree of learner input, including written work, with learners being asked to actively review their lessons.

“Once I actually get people to take notes and buy into it, I actually get them to come up with the learning points as homework between the lessons...based on what we’ve just done, telling me things that they’ve learned from today’s lesson, then bring it along to the next lesson and we will review it. It’s also a way of reviewing the previous lesson and saying what they’ve learned today...if they’re still struggling with that then we’ll have to spend a little time in the lesson on that.” (ADI, male, control focus group 1)

“Well basically what lesson I’ve covered with them and the subject I’ve covered. I’ll give them a briefing kit to take away so that they can digest it at home, maybe work through some examples, and then later on follow that for the next lesson with maybe questions after it, reinforcement, so then they’ll have a little bit of homework to bring back.” (ADI, female, control focus group 1)

The other examples of take-home sheets relied on more passive learning led by the ADI; ADIs handed out sheets of information, telling the learners what they needed to know:

“I give them sheets so they know what they’re doing with the manoeuvres, put all the observations in so they know where and what they’re doing, so they’ve got it there to reference if they want it...” (ADI, female, control focus group 1)

“I give them handouts as well, at the end of the lesson. Whatever I’ve gone through, I give them a handout to take away with them so then they can go home and I always tell them just to go home and just think what you’ve done.” (ADI, female, control focus group 2)

Differences between control ADIs in the levels of learner engagement sought were again apparent when ADIs were asked how they knew if learners had completed their (passive) homework. Responses ranged from traditional question and answer techniques, to trying to understand learners' thought processes.

"It's just question and answer really, just ask them and if they give the right answer then I know and if they don't then you have to tell them again." (ADI, male, control focus group 1)

A common method used for assessing understanding of given information was to ask the learners to teach a particular skill back to their ADI.

"One of the techniques I use is, ok, if you've understood it, say for example it's a manoeuvre, teach it to me, and make them go through it step by step and see where there are gaps in their knowledge and start building on that." (ADI, female, control focus group 1)

"You know this is a nice one because you know what's going through their mind, because some of them are quiet and you're having to tease every bit of information out of them. But the ones that actually vocalise what they're actually thinking and doing are superb, and they know what's going on." (ADI, male, control focus group 1)

Encouraging learners to think for themselves more, rather than relying on being told what to do, was also evident in one ADIs account of how he allowed learners to 'have a go' at performing a manoeuvre; enabling them to make mistakes and figure it out for themselves.

"...and then well, get them to try something, if it's safe to do it obviously. And it's amazing that somehow they kind of think their way through it. It can take a bit longer rather than just telling them, 'this is the correct way of doing it'. But they're actually thinking, they're actually taking the responsibility, they're thinking their way through it. And by the time they're finished, they probably understand a lot more, even if they haven't done it right, they understand a lot of the things that they shouldn't have done, which is life-learning isn't it." (ADI, male, control focus group 2)

6.2 A more equal relationship

ADIs in both control focus groups depicted how they were giving their learners greater ownership over their learning. For one thing, there was recognition of different learning styles. While it was never so explicitly stated, all of the ADIs identified how their students had different learning styles. If a learner was struggling to understand

something, they would approach the subject in an alternative way – using diagrams for example. The difference here between control and treatment ADIs is that the treatment ADI group was proactively identifying learning styles at a very early stage. In contrast, control ADIs were *responding* to the differences.

“It depends on the individual pupil really. Some of them you can draw a diagrams and they know exactly what you mean; other ones, diagrams mean nothing at all; there’s a million ways of teaching the same thing, you just have to see how well they respond to individual ways...” (ADI, male, control focus group 1)

One or two ADIs in each focus group knew a certain amount about coaching methods, and explained how they empowered learners by giving them more responsibility and involvement in their learning.

R1: I mean the way I do it is some instruct: we teach. We teach so there’s the teaching role and we try to get the information from the learner rather than say, you do this because I say so, I’ve got a green badge up there and you do it because I said do it – rather than why don’t you do it that way, what about this. So it’s more of a role in getting them involved in it, because again 90% of mine are probably under the age of 20 and they don’t like being told what to do.

R2: You’re giving them the responsibility for their learning, so you’re telling them, well, you know, this is at your pace, you have got to tell me what you’re thinking, and build on that. (ADI control focus group 1)

One ADI even gave the same explanation of learners taking more responsibility as that given by the treatment ADIs (responsibility for safety and responsibility for their learning progress).

“Well I try and achieve a level of responsibility in each of the lessons, even from the very start when moving away. That’s one of the first things they can do, the responsibility of making sure it’s safe...And even through, bit further in maybe the same lesson, get them to take responsibility for the gear changing, you know. It’s, ‘you’re sat in the driver’s seat’. They should listen to the engine, when you should change gear.” (ADI, male, control focus group 2)

Greater ownership over learning was further achieved, at least by a couple of ADIs, through learners being asked what they wanted to cover.

R1: I’ve got one who’s got his test booked and there’s things we haven’t done yet. He’s having four hours a week and he’s going to be very quick. And we just get in and talk about what we did last time. I tend to try and let it be led by him, how he felt he did last time...

IV: Is that something you do a lot with your pupils?

R1: I tend to try and do it more and more these days, yes, to try and really understand what's going on in their minds. I usually turn up with an idea of what I'm going to do but whether I actually do it or not will depend, by and large, on what they come up with. (ADI, male, control focus group 2)

For one ADI this greater involvement of learners in decision-making was a direct result of a coaching course he had attended at a University. Learners having input into what is covered in a lesson was one of the ways in which he felt his practice had changed after attending the course.

"Well, as I say, the first one is to explain what their thoughts are on the previous lesson, at the end of the lesson, getting their thoughts and ideas on what they've done. And the following lesson will probably come out of what they're talking about. Now, where it would have happened before, it would have been under my direction, really, it would have been me deciding, probably. So if I can take the emphasis away from me and put it onto them and get them thinking about what they're doing and trying to get them to decide what they need to do now, what was good or bad about what they've done, and where they go next." (ADI, male, control focus group 2)

Using scaling for self-evaluation was another technique reported by a couple of ADIs for getting learners more actively involved. Scaling was intended to help learners gain a better appreciation of their own competence.

"I'll get them to do a three point turn. They'll stop on the side and I'll go, right, now mark yourself out of ten for control and out of ten for observation. They'll go, oh you know, five for control and six for observation. Is that right? You'd better do another. They go, what for? If you're not prepared to mark yourself higher than that, you must be pretty poor so get it done again." (ADI, male, control focus group 2)

As with treatment ADIs, scaling was also used to tackle under-confidence. Although far fewer control ADIs exercised this technique.

IV: Just quickly, about the scoring, getting pupils to score something. Is this something that a lot of people use?

R1: No

R2: No

R3: That's not a regular thing, no. I mean, you'll turn around to them and say, ok, how do you score yourself out of ten for dealing with that junction or that three-point turn or whatever it may be. And they'll give five. Oh Christ, I'm glad

you're not my examiner. They go, why? I say, you'd have got eight for that. And of course, it's a whacking great big boost. I did that all right then? Yes." (ADI control focus group 2)

6.3 Road safety topics

A marked difference between treatment and control ADIs was in the content of the take-home sheets and in-car discussions. Hardly any of the control ADIs in the focus groups mentioned wider road safety topics such as peer pressure, distractions, or fitness to drive. When road safety theory was raised, it was in relation to the Highway Code and road signs. Wider topics deemed relevant to cover by the control ADIs were those directly associated with practical and mechanical car control skills.

IV: Ok. Do you do different types of driving conditions? You mentioned road conditions.

R1: Yes, as they come up

R2: Like potholes, like

R3: The sunshine is the biggest hazard about...but there's lots of weather stuff; you have to talk about what you have to do, keeping your windscreen clean, making sure you've got fluid in there, you know, making sure your headlights are clean and just giving them practical knowledge, something they probably won't, you know...The amount of times they'll go round the test route and realise on the day of the test they can't actually operate the windscreen wipers, you'd be amazed. (ADI control focus group 1)

Even these practical wider issues were only discussed in passing conversation, not in any structured format – just 'chatting about cars'.

"...you know it's everything, towing stuff and roof racks and how those decrease the fuel efficiency and the price you pay for road tax and how it's cheaper with small cars and free with diesels, so the price of diesel, get them to put fuel in the car and look at the difference in prices. So, you know, it's a million little things that come up and you don't even think you're telling them anything really. But just chatting with them about cars." (ADI, male, control focus group 1)

Only two ADIs in one focus group talked about the more social road safety topics, and this was only when prompted by the interviewer. The topics mentioned were: drink, drugs, and crash types. One of these two ADIs collected educational drink and drug driving leaflets from her local community police station, to hand to learners. When these were no longer available, she produced her own. These had had a very real application:

IV: Does anyone cover issues like drink driving for example?

R1: I have since the beginning, drink driving, and I have had one [learner] that's had drugs. I had it for a couple of weeks and I'm thinking is it or not. So I give this leaflet and then all of a sudden I noticed the smells not there no more. (ADI, female, control focus group 1)

Another ADI covered crash types, again in 'conversational road safety' rather than any structured format. This particular issue was pressed by the ADI due to a local external factor: a fatal accident involving pupils from the same school.

R1: You were talking about the risks, especially with the younger drivers; once they're getting their driving licence is the fact that there's going to be that much more risk and you're talking about overconfidence and you talk about sort of areas. I mean I deal with a lot of stats and road traffic crashes etc. so I've been, you know, those sort of conversations, particularly when you're doing things like country roads

IV: So you particularly talk about the risk of crashing?

R1: Yeah because three of mine, there was a horrific crash on the BXXX road, four young ones between 16 and 18 died, they all went to that particular school... (ADI control focus group 1)

6.4 Test pass versus safe driving for life

Despite the limited coverage of road safety topics and theory, control ADIs faced the same business conflict as treatment ADIs: to teach test pass or safe driving for life. Control ADIs repeatedly raised how, for the vast majority of learners, their only goal was to achieve a test pass. From their experience, financial cost was the main concern for learners, and determined how comprehensively they could teach. This was a source of conflict for the ADIs as it went against their own, preferred, goals for teaching learners:

"You will find that your pupil's only real goal is to pass his test and the parents don't want to pay for more lessons." (ADI, male, control focus group 1)

"It is important because you do feel under pressure to teach them sort of the minimum amount to do it [pass test], but you know, still sort of at a price. But on the other hand, you've got your professional ethics which sort of say, well you should teach them driving for life, not just to get through the test. I mean I could probably teach them a few shorter lessons by just teaching them to learn the test routes." (ADI, male, control focus group 1)

R1: I teach beyond the tests. They've got to drive on their own so I'm not teaching them to pass a test, I'm teaching them to be safe on the road

R2: Yes, safe on the roads (ADI control focus group 2)

These remarks suggest that control ADIs had the appetite to teach beyond test pass, with the same financial pressures as treatment ADIs. It is reasonable to assume then, that the scarce coverage of wider road safety topics is associated with the absence of the structured syllabus and workbook, rather than any aversion to covering such topics among ADIs.

7 Results – summary of ADI focus groups

The focus groups with control ADIs confirmed the treatment ADIs' assertion that, to some extent, they were already 'doing' client centred learning. Although there was much greater variation amongst the control group ADIs, some indicated use of coaching techniques; homework for reflection and consolidation; sensitivity to different learning styles; transferring ownership of learning, and use of scaling techniques. The use of the new syllabus and process however gave treatment ADIs structure, content, and importantly, approval, to continue, as well as improve, upon their existing use of coaching techniques.

Due to many already using coaching techniques, such as scaling and open questioning, it is not clear whether a significant step change occurred in *how* treatment ADIs were teaching as a result of the new syllabus and process. There has however, at the very least, been significant incremental change; the most notable instance of this is in the ADIs' encouragement of learners to take ownership over their learning. This was achieved by allowing learners to actively shape the course of the lessons, and by promoting their self-assessment of learning progress.

The road safety content of lessons, however, was a place where significant step change *did* occur. Treatment ADIs, as a consequence of the workbook, were delivering greater amounts of content on matters traditionally considered to be outside the realm of the driving instructor. Wider road safety topics, such as coping with peer pressure and journey planning, were delivered in a structured and deliberate manner by treatment ADIs. Using the new syllabus contents focussed ADIs on their role in teaching road safety, and on preparing their learners for driving *post* test-pass. ADIs came to believe that they could make a greater contribution at the learning stage to help drivers 'stay safe for life'. This belief was enhanced by their greater level of understanding of what learners knew and thought. This was in stark contrast to the control groups' more opportunistic, 'conversational road safety' approach, and their focus on mechanical road safety over social issues; as exemplified by the quote "just chatting about cars".

While treatment ADIs had high level acceptance of the new syllabus and process, many experienced difficulties with the practice of actually applying it. Faithful implementation of the syllabus and process occurred with only a minority of ADIs. The majority had made their own adaptations to the delivery of the new syllabus and process. These adaptations were in response to a real and personal additional time burden and workload associated with using the materials as supplied by DSA. To manage this, nearly all of the treatment ADIs 'cut corners' in how they used the workbooks. For some, adaptations were also in part due to the business conflict with their learners' goals to pass the test as quickly and as cheaply as possible.

Both treatment and control ADIs recognised the safety need to teach safe driving for life over 'test pass'. Treatment ADIs were wholeheartedly committed to the *intent* of the new syllabus and process but for sustainability, changes are needed. In particular, ADIs recommended simplifying the workbook and reducing the quantity of content.

From this evidence it is apparent that there was less separation between treatment and control groups in their training content and methods than would have been desirable for the purposes of this evaluative study. This issue will be considered in detail in the forthcoming summative evaluation report.

7.1 Results – ADI exit interviews and other feedback

Telephone interviews were conducted with two treatment ADIs who withdrew from the trial post-training, and one ADI who had expressed a strong wish to provide feedback about the use of the workbook. For those who withdrew, the interviews investigated the ADIs' reasons for withdrawal. The main themes on their experience of using the new syllabus and process match those of other treatment ADIs and are discussed below.

7.1.1 Time to complete the workbook

All three ADIs regarded the workbook as a useful tool but one that took too much time to use in practice. For two of the ADIs this time constraint seemed key in determining how they adapted their use of the workbook. Instead of following the 'sandwich approach' these two ADIs asked the learners to complete the worksheets in-car within a lesson. This was done to avoid the need to transfer written work from the learners' homework back into the workbook. For one of the ADIs it was also as a result of frustration at learners not bringing their sheets back.

Because of the extra time used in covering the sheets in-car, the two ADIs who left the study found themselves overrunning lessons, free of charge, to compensate for the lack of driving time. This extra work for no remuneration added to the frustration the ADIs were already experiencing from learners not completing home-work sheets.

"I'm giving my time away and time is money." (ADI exit interview 1)

The two ADIs gave their main reasons for leaving the trial as being the amount of driving time lost to using the workbooks.

7.1.2 Use of the workbook

One ADI stopped using the workbook soon after completing his training as he turned his attention to intensive courses in order to attract clients. The decision to teach intensive courses was purely financial but he felt the workbook was incompatible with the very limited time now available for training clients. Furthermore, the clients requesting intensive courses were heavily test-pass oriented who, "want to be told" (ADI exit interview 3), and therefore are not suitable for participation in the trial of the new syllabus and process.

Both of the other two ADIs spoke about difficulty in employing the GROW plan, with one describing the GROW plan as a "nightmare" (ADI interview 2). This difficulty was due to the scenario appearing at the beginning of the workbook when learners have very little driving experience. One of the ADIs suggested leaving the GROW plan out entirely if the workbook is revised.

Only one ADI reported using other scenarios. The ones mentioned as being actively used were the scenarios on peer pressure, distraction, and alcohol.

7.1.3 Business impact

While all three ADIs raised concerns with giving longer lessons for no extra charge, one ADI described in detail the business conflict he was facing between 'test-pass' and safe driving for life. He explained that learners wanted to pass their test as quickly and as cheaply as possible, and that he feared they would resent spending time on the workbook rather than driving. He was competing with this demand amidst a competitive driving instructor market.

"It's business isn't it, you see, you have to keep your business going...you're out there and you seem to be doing the job and then probably, you know, people get talking. Well pupils get talking to some others and they probably say how you doing with yours and then, probably mine will say, he's got lots of homework, he's stopping me on the side of the road talking about stuff, you know, things like that. And sometimes all they want to do, they want to take as few lessons as possible and they just want to get through their test without thinking..." (ADI exit interview 3)

7.1.4 More support in delivery

When asked about how confident they felt to try out the new coaching techniques after the DSA training sessions, two of the ADIs raised a need for more practical support. Both ADIs felt that further help was needed in implementing the new techniques, rather than with the theory behind coaching or client centred learning. One of the ADIs specifically requested a more "hands-on" approach with greater emphasis on role-play in the training. He believed that more practical sessions would have better prepared him for trying out the techniques in real-life situations with learners:

"...the first time you practised it was when you were in the car with somebody, and as I said before, I did feel at the time that it just needed some role play..." (ADI exit interview 3)

7.1.5 Summary

In summary the three interviewees raised the same issues with using the new syllabus and process as did the treatment ADIs in the focus groups. These were that using the workbook took too much time out of a practical driving lesson, that the GROW plan was disliked, and that the expectations of learners and a competitive ADI market conflicted with using the new syllabus and process.

Two of the three ADIs interviewed also took part in ADI treatment focus groups before leaving the trial. The fact the same themes have emerged at different time points and using different research methods testifies to the stability of the ADIs views.

7.2 Results – ADI survey on workbook use

In November 2011 treatment and control group ADIs were asked to complete a structured survey on their teaching methods and on their opinions about learner involvement. An additional set of questions was included for treatment ADIs asking about their use of the learning to drive workbook. Key results relating to these questions are reported here.

The survey was sent out to 43 treatment ADIs and 34 responded, giving a response rate of 79%.

7.2.1 Reasons for not using the workbook with all learners

ADIs who indicated that they did not use the workbook with all of their learners were asked a follow-on question about their reasons for this. Nine forced choice response options were offered as well as an 'other' category. ADIs were able to select more than one option. Table 3 shows the number of ADIs giving each response option as their reason for not using the workbook with all learners.

Table 3: Reasons given for not using the workbook with all learners

Reason	Number of ADIs giving this as a reason
My learner drivers do not engage with it and do not complete their tasks	18
The workbook is not suitable because some of my learner drivers have already had lessons	16
My learner drivers think it takes too much time	14
I think it takes too much time	12
There are sections in the workbook that my learner drivers do not like	11
I think I would lose business if I used it with all learner drivers	11
There are sections in the workbook that I do not like	9
My learners do not want to use it because their friends do not have to with other ADIs	6
Other	18

Table 3 shows that besides 'other', the top three reasons were, in respective order: that ADIs felt learners did not complete their tasks; that ADIs did not feel it suitable for their learners; and that they believed their learners thought using the workbook took too much time.

Half (9) of all the 'other' responses, related to problems with the amount of time used to complete the workbook scenarios:

"If the pupil only has one hour lessons, the workbook can take up a large percentage of the time away from the lesson" (Treatment ADI workbook survey respondent)

"Some of the sections in the workbook take a lot of time for thinking for students before they could answer or come up with their answers. And they get the impression they don't get enough practical experience during their lesson and too much talking." (Treatment ADI workbook survey respondent)

The two next most frequent 'other' responses (3 responses each) referred to lost business or the fear of losing business as a result of the new syllabus and process, and to difficulties with the workbook supply chain.

"I have lost learner drivers by using the workbook as friends and family say they should be ready for test by now." (Treatment ADI workbook survey respondent)

7.2.2 Frequency with which ADIs use individual workbook sections

ADIs were asked to rate, on a scale of 1-5, how frequently they used 22 given scenarios from the workbook. The least used and the most used scenarios are displayed in Table 4 and Table 5.

Table 4: Scenarios most frequently rated as 'Never' used

Scenario	Number never used
Your post-test GROW plan	7
The Learning Agreement	3
Test Readiness Review	3

Table 5: Scenarios most frequently rated as used ‘All the time’

Scenario	Number used all the time
Seatbelts	19
Vulnerable Road Users	18
Distractions	18
Emergency Vehicle Quiz	18

These tables show that the least used scenario was the post-test GROW plan, and the most used scenario was the section on seatbelts.

7.2.3 Summary

The two most common causes reported by ADIs for not using the workbook with new learners were poor response from learners, and the perception that learners thought that using the workbook takes too much time. This corroborates the treatment learner focus group responses that they saw little point in written work – especially homework. In the focus groups though treatment learners did not raise the time taken to cover workbook scenarios as an issue – other than questioning how a quick learner would complete it before passing their test. This is possibly because new learners did not have a different learning experience to compare how long the new and traditional approaches take.

The findings also support the treatment ADI focus group analysis showing that time was the biggest practical constraint on faithful delivery of the new syllabus and process.

ADI survey respondents reported using the seatbelt and vulnerable road user scenarios the most. These were also two of the most frequently mentioned scenarios by treatment learners in the focus groups. The post-test GROW plan and learning agreement were most often selected by ADI survey respondents as those that were ‘never’ used. This corresponds with focus group treatment ADI respondents and focus group treatment learner respondents who complained that the GROW plan and learning agreement scenarios were of little use.

As ADI survey responses were anonymous there is no way of knowing which respondents, if any, also took part in the focus groups. Whether they did or they didn’t, the survey results demonstrate consistency of perspectives from respondents across different time points and research methods.

8 Results – focus groups with treatment group learners

Four focus groups and two individual interviews were conducted with treatment learners. An overarching theme was that of variation; from learners' reports it is apparent that ADIs' were variable in the success they enjoyed in implementing the new syllabus and process as envisaged. This supports the treatment ADIs' own admissions of adapting their delivery of the syllabus and process.

Some of the variations in implementation are covered below in discussing the three main benefits of the new syllabus and process as identified by ADIs and confirmed by learners.

8.1 Increased responsibility

Treatment ADIs had reported that, as a result of their training and new materials, learners were taking onboard increased responsibility for two key areas: their own learning, and their own safety. The vast majority of treatment learners confirmed this onus on responsibility but the core message they took away was their responsibility for the safety of *others*.

“And in that session he did actually say, you know, you obviously know so and so passed away because his friend was recklessly driving, but they both passed away. So you need to...I need to reiterate the point that the responsibility you have as a driver, you're not just, you know, taking into account your own self, but the people that are in your car.” (Learner, female, focus group 3)

Responsibility for others seemed to be especially prompted by the workbook scenarios on seatbelts and peer pressure.

“I thought it would just be about yourself, and you being safe. I didn't really think you'd have to think about everyone else in the car. I didn't think they'd focus on that. But I don't know why they wouldn't.” (Learner, female, focus group 1)

“[My instructor] said, if you have friends in the car who were messing around, what would you do? And I said, get out of my car, you know. I'm not going to crash because firstly, I can't afford to crash, and if anything happens to anyone, like, I'm not going to go to their parents and going, sorry I killed your, you know, your son or daughter. I mean, I refuse to take that responsibility. So, I've definitely had that chat with my instructor, I think it was in the first or second lesson...” (Learner, female, focus group 3)

In one focus group in particular, the need to be responsible was re-emphasised when learners were asked, 'what makes a good driver?'

R1: I think you've got to be responsibly confident, type of thing. Yes, that's a good way of putting it. Like I think there's a lot of responsibility involved in...

R2: Definitely a lot of responsibility (Learner focus group 3)

IV: Do you have any thoughts on what makes a safe driver?

R1: Again, it's the individual. Whether they want to be responsible, whether they want to make sure that they keep themselves safe, and the roads safe, the users safe, and the passengers in the car safe. (Learner, female, focus group 3)

Responsibility for their own learning, as measured by having a say in what they covered during lessons, was a source of great variation. For most this was almost entirely instructor led, for others it was a much more mutual process. For those learners who passively followed their instructor in deciding the content of the lesson, the majority were happy with this arrangement, situating themselves as the non-expert in the learning process:

IV: Who decides what you're going to do in each lesson?

R: My instructor decides because it depends on my progress, because after each lesson he takes my progress. I don't have the experience, he knows better, he knows the way I can learn it faster and he was doing that. (Learner interview 2)

IV: Do you ever get asked the question, what do you want to do today?

R1: No, I reckon he's got a cassette, a kind of thing that he does each lesson, and he's got it all planned out, down to the point from where I started, to the point where I'm going to take my test. So it's kind of a weekly thing, something set out different, so I don't really get much say on what we're doing

IV: And you go along with his lesson plans?

R1: Yes, he's the instructor so I can't tell him how to teach me. So I just kind of go with what he wants (Learner, male, focus group 3)

"No, I don't get asked 'what do you want to do today'...I don't mind that he doesn't ask me because I think, in my eyes, your teacher's like your expert in that field and therefore he's got loads of students and he knows what you need to work on. You kind of put your trust in your instructor to recognise what your weak points are and what your strong points are...right now I do put that trust in him to recognise what I need to work on." (Learner, female, focus group 3)

A couple of learners however, prompted by the discussion, voiced a desire to have more involvement than they did:

"I reckon I'd rather get asked, because there's bits that we do and I'll be like, I'm alright with that, I'd rather spend an hour of my time covering something that I'm a bit iffy on...So I reckon I'd prefer it that he did ask me, but he doesn't." (Learner, male, focus group 3)

Other learners were more actively engaged in deciding what to cover during their lessons. They were asked by their ADIs – to a limited extent – about what they felt they would like to practice.

"I think when you're first learning you, he knows what he wants to do and then when you've covered everything he'll ask me every now and then, what do you want to do today? I drove up to college because that's the journey I'll be making the most and he's just asked me every now and then what I want to do. But now it's getting closer to my test he's like doing a lot of tests with me so I don't really have a say in it, but I kind of want to do them anyway." (Learner, female, focus group 2)

"She mostly decides what we're going to do because it's like only early so it's mostly just like different things to do. But the last lesson she gave me an option like two things: she was like, what do you want to do, this one or that one, but at the end of the lesson she'll tell me what we're going to do like in the next lesson and just write it down." (Learner, female, focus group 2)

"I think towards the end I would do what I want to do. I don't think we've covered everything so he like tells us what he thinks we should do first, and we should do that, and it's like, do you want to do anything else, quickly, in the time we've got left? So I just do that." (Learner, male, focus group 1)

One, and only one, learner gave a standout example of how decisions over what to cover in lessons were mutually made:

"What we tend to do is at the end of the lesson of the previous week, we'll sort of discuss how we think it's going and what we think we need to do...he's quite good at saying to me, what do you want? And when I don't really answer he tends to kind of prompt me into it, you know, 'well what do you think it is that we're missing that's not really going very well'. So he's quite good at getting me to think about what I think it is that I'm missing..." (Learner interview 1)

8.2 A more equal relationship

The treatment ADIs described how the ADI-learner relationship had improved, meaning that learners were more actively engaged in their lessons. One of the key improvements highlighted was how ADIs now ask more, and 'tell' less. From treatment learner

accounts, the implementation of the new techniques enabling this change was again variable, with some ADIs being more inclusive than others. By learners being asked how they felt they were doing, it was possible for them to have greater understanding of their progress through better self-evaluation. The extent to which this was effective however did seem to depend upon the depth to which ADIs allowed learners to develop this understanding for themselves. On a positive note two separate learners described how they thought their ADIs behaved like a coach:

R1: Yes, mines more like a sort of coach teacher

R2: Yes, he's less formal, so is mine; he's kind of like a friend as well

IV: How do you mean?

R2: Well he won't be sitting there in silence like, oh do that, do that, he'll more like ask what do you think you're doing wrong here? And then I'll realise that maybe I'm in the wrong lane or something

R1: Makes you, like, realise it on your own

R2: Yes, like a coach would (Learner focus group 3)

Another learner in a different focus group substantiated the finding of inconsistencies between treatment ADIs in their application of the new techniques:

"I'm still on the signs because I just totally blank them, I just carry on going and he's like, have you seen the speed limit girl? And I'm like, no, what was it?" (Learner, female, focus group 2)

Scaling is one of the techniques treatment ADIs learnt on the training as a method of learners self-assessing their own progress. Scaling was mentioned in three out of the five treatment learner interviews, and was used as a 'progress check' with learners negotiating their scores with their ADIs. The potential was there for the learners being able to self-identify what they needed to improve, rather than merely being told. The focus groups however revealed no clear examples of this self-assessment; learners just spoke about how scores were negotiated.

"He never normally, like if I say an eight he'll never go, no that was a four, he'll just be like, what do you need to work on? And then I'm like, oh no, I don't know; then he'll say the points that I need to work on. So it's not like he's marking me down; in a way he's just telling me what I need to do better." (Learner, male, focus group 2)

"I say it's like a peer marking and what he thinks as well, so we kind of agree a number. Like he'll say one and I'll say one and if it's the same, and if not then we'll discuss it and say, well so and so, like you didn't look in your mirror, blah,

blah, blah, just an example. So yes, it's like agreed on answers." (Learner, male, focus group 3)

One of the learners quoted above described how their scores were applied, by their ADI, in deciding what to cover in the lesson. While this granted a degree of learner input in negotiating the scores, it belies a more instructor-led approach than client-centred as it removed responsibility from the learner in deciding what to work on. There is a sense that *scaling* had been implemented, from the learner's point of view, as *scoring*.

"I wouldn't say I have any responsibility. Like I say, my instructor will know what I need to do and know what I need to cover, from the scoring system that I did from my previous lesson. And then he'll just structure the lesson purely based on the figures that he got from there." (Learner, male, focus group 3)

R: So the progress, he ticks whether I am progressing like scoring out of ten, what's the mark I'm getting in this and he usually keeps those records yes.

IV: And who decides what that score is out of ten?

R: Sometimes he asks me. I tell him. But if it's not up to that he said, no, that I did not perform up to that, so that's how it works. But sometimes he asks me, it was supposed to be this, he will say it should be more than that. (Learner interview 2)

8.3 Safe Driving for Life

Discussions amongst all the learners around road safety were raised with reference to the workbook scenarios. The most frequently mentioned scenarios were 'Seatbelts', 'Peer Pressure', 'Crash Types', 'GROW plan/Goals', and 'Vulnerable Road Users'. All of these scenarios appeared within the first two stages of the workbook. Mind maps received absolutely no mention at all – reflecting the ADIs' disinclination to use them.

A central theme to emerge from the treatment learner focus groups was how theoretical discussions were directly linked to their practical lessons. Learners made a clear point about how the worksheets they were given to complete or discuss, were generally those they had just covered in their practical lesson. This verifies the treatment ADIs' reports of using real-time trigger events to initiate workbook topics – the 'as and when' approach to covering scenarios.

"Like for example, when we went onto the, like, the big carriageways, not on a motorway obviously but as if you were driving on a motorway, like a four lane carriageway. After that he gave me a worksheet, as if I was on the motorway. Say everything I'd just done in the lesson, that's what the worksheet was on." (Learner, female, focus group 3)

"I think with mine he just rips me the pages out that we're covering at that point, I think, so it always seems like I've already done it, if you know what I mean?" (Learner, male, focus group 2)

In two cases though the link between theory and practical seemed more deliberate and planned:

"Like we did the vulnerable road user one and then we went down one of the roads that's got like elderly persons sign and she was like, what's that sign mean? And I'm going, elderly persons sign, so after that I slowed down." (Learner, female, focus group 2)

Linking the scenarios to the practical lessons seemed logical to the learners, and in fact it seemed odd to be given a sheet that didn't relate to the lesson:

"I had a page that I had to do and yet I'd never done that kind of driving before. I can't remember what it was about now but we hadn't done it in that actual lesson itself or previously and it was like, go and do this, and I was just like, mmm, what's this? I was like, are you sure you've given me the right page? And he was like yes I just wanted to see if you'd know or not, and I was like, ok, I'll try." (Learner, female, focus group 2)

Learners reported different experiences of the depth to which the workbook sheets were discussed, both in car and at stage 3 after the learner had completed their take-home section.

"When I put something down, he didn't tell me, like teenagers or anything. He didn't tell me any new answer. He just went, oh yes they're all right, and, next page sort of thing." (Learner, female, focus group 1)

"He just mentioned that obviously young people something like, he said a percentage like 30% of the drivers are them, 70% of the crashes are men. But he just mentioned that, we didn't really discuss it, it's just he said that and then I didn't really say anything." (Learner, male, focus group 2)

"We did the sheet about having a journey and then sort of getting a scenario, so sort of put it into some context for when I was doing the sheet about driving to a party and driving home, and you know, the consequences of there being perhaps drunk passengers and the time of night. And you know, we sat and discussed that sheet in detail, and obviously the practicalities with the car itself, checking the tyres and that type of thing." (Learner interview 1)

Two learners seemed to have especially taken on board the scenarios due to links with external events. For one learner the impact was in relation to the Gwent 'COW'¹¹ video which graphically illustrates consequences of texting while driving. The learner related this to the Good Driver scenario, and described how the driver who was texting, was clearly *not* a good driver.

"I think the one where you have five sections and you have to explain what you think good driving is, is going to stay with me because I can remember doing this safety thing when I was at school...there was blood everywhere, it was disgusting and that just kind of sticks in my head, it's like well that's obviously not a good driver; it just kind of sticks, that." (Learner, female, focus group 2)

IV: Is there anything from there that you think you'll remember in future?

R1: The one like having other people in your car, because my friend just recently passed his test and then my boyfriend rang me up and was like, oh I'm in Jackie's car...and then my friend was like driving and there was just like all of a sudden some policemen and, make sure your seatbelts are all on and all this. And I was just thinking what my driving instructor said to me and I was like, oh my God, if he doesn't have his seatbelt on he's going to get pulled over and then it's going to be like, oh terrible!...I was like, just thinking about it just because obviously it's your, it's slightly your fault if they haven't got their seatbelt on..." (Learner, female, focus group 2)

From all of the focus group learners' responses however, the impact of the scenario discussions and worksheets appeared to be variable. With the exception of the Good Driver example just described, impact on attitudes and behaviour was only seen during discussions of the seatbelt and peer pressure scenarios.

R1: ...like when I'm going to be driving, I'll say to them, when you get in, you know don't...I mean I'm not saying you have to sit there in silence, but don't be like distracting me. That would be my main thing, otherwise, no; I'm not interested in taking you there.

IV: You feel like you would say that to them?

R2: Oh yes, definitely. (Learner focus group 3)

IV: When you've passed your test do you still think you'll think about those things?

R1: Yes, I'll make sure someone behind me has got a seatbelt, so they don't hurt me as well. (Learner, female, focus group 1)

¹¹ COW is a public service announcement film produced in 2008 with Gwent Police and Tredegar Comprehensive School

R1: I put on my seatbelt now

IV: Now?

R1: Yes...If it's a short journey, I probably wouldn't normally, but I did, today
(Learner, male, focus group 1)

For four learners, the seatbelt scenario was deemed 'pointless' as it was considered to be something that they already knew – and did.

"It's just like why we should wear a seatbelt, everyone always goes on about wearing a seatbelt. It's kind of just like I think everyone does it now anyway, so I don't see the point in that, writing it down and stuff." (Learner, male, focus group 2)

Another learner depicted how her answers to the seatbelt scenario were affected by social response bias: she wrote what she thought her instructor wanted to hear, and not what she felt she would honestly do:

"There was one question where she was like, if you're friend's not putting her seatbelt on, what would you do? And I was like, well it was obvious what they want to hear, like it was, 'just tell them otherwise I'm not going to go'. But I wouldn't be like, 'I'm not going to start the car until you put your seatbelt on', I wouldn't really talk like that to my friends but obviously I don't want to get into trouble from that, not having their seatbelt on..." (Learner, female, focus group 2)

In summary, one learner exemplified the consensus view that some scenarios were deemed useful, and some were not:

"But then some of the things, you do realise other things that you never actually thought of because he'll go over things that you never thought of, so then it's like, oh right, yes, ok. But then in some of the things it's a bit pointless..."
(Learner, female, focus group 2)

8.4 Use of the workbook

Responses confirmed the treatment ADIs' reports of different uses of the workbook, from the intended sandwich approach, to solely verbal discussions in-car. Four learners in different focus groups depicted the three-stage 'sandwich approach':

"...on the first section of our sheets, that's usually the simpler question, it's just, like, what's a vulnerable road user. I mean you just write them all down, but we'd discuss that in the car. And then there's like self things and she just gives me

that and I do that, and then I come back in the car and do the third section together.” (Learner, female, focus group 2)

One learner described the adaptation of completing the workbook sheets all-in-one go, during the same lesson. This meant that the scenario was covered in the lesson it was introduced, with no need to be referred to in the next: omitting the take-home period.

“Well usually we just, if we’ve got, like we’ve got some time before college. We’ve got, he’s got an hour until his next lesson, he’ll just say we’ll finish it, and then I don’t need to do it at home.” (Learner, male, focus group 1)

Another learner told how she had never received any sheets to complete, and that all the scenarios were discussed verbally, in-car, within the natural course of the lesson. She gave multiple examples of how numerous scenario topics had been raised, concurrent with the practical driving tasks.

“We don’t actually have any paperwork involved...but we discuss in person. So for example we’re doing the emergency stop, he’ll be like, ok, so what’s the importance of wearing a seatbelt and if you’ve got your seatbelt on, should the passenger at the back have their seatbelt on. And then you know, we’ll go through the scenario, if I’ve got it on but the passengers haven’t...So we will discuss it but we’ve never done any actual paperwork or anything like that. Another example could be: we were driving once near quite a lot of traffic, so he’d then say to me, how far do you think you should be away from the car in front of you? Ok, now imagine if we were, if it was raining heavily and you couldn’t see that far, what do you think you could do? What if the car behind you was too close to you?...” (Learner, female, focus group 3)

Akin to the discussions of ADIs around the practicality of the triplicate and sandwich approach, learners questioned the utility of the workbook. One learner remarked about the level of effort required from the ADI to use the sheets in the three-stage take home way:

“See, he goes through all the effort into ripping it off and then, at the end, he copied it into the book, when he could just do it in the car and it will be on every piece of paper.” (Learner, female, focus group 3)

Other learners who raised the issue of practicality all focused on the questionable worth of writing out the sheets post-lesson, instead of either completing them in-car, or simply verbally discussing.

"...we already discuss the sheets in car and then I'm like, why don't we just write it out now, he's like, no, no, go home and do it, like ok, I'll forget by then. But then I just do it after, so I've already known the answers, it's just about writing it up." (Learner, female, focus group 2)

The learners could not see the merit in writing out the sheets as they had already covered the issues during their lessons. They saw the homework as unnecessary repetition.

R1: I don't really like the booklet because I think it's a bit, it's like a bit, not childish but it asks you questions that you already know the answer to. It's a bit like you're wasting my time.

IV: What sort of questions?

R1: Just like who are vulnerable road users? I can sort of sit here and tell her when she asks me a question, it's like are you being...I can just sit here and tell you the answers, but she makes me go away and actually do it. But a lot of that stuff is what you generally know. (Learner, female, focus group 2)

One learner however, queried this view as she suggested that by writing it down, you are more likely to remember the content of the discussions.

"Sometimes when you write things down it sort of sticks in your head rather than like talking about it to people. You know, sometimes it's just because you're writing it down and you're reading it whilst you're writing it – it just stays in there sometimes." (Learner, female, focus group 2)

Although learners were unimpressed by the expectation of homework, the time required to complete it was very rarely brought up. In fact, more often, it was the ease and quickness of the work that was mentioned.

R1: It's only a couple of minutes thing

R2: Yes, I was going to say that. Like you say, when you've got no time for exams and stuff, it's not like one of those things that you've had to sit down and say, ah, I've got another one of those to do. It's not like that at all

R3: It's literally two minutes

R2: It's literally that you have to write about ten words, if that. It's like, literally bullet points, just to get some key notes down, a key idea, it's not paragraphs. (Learner focus group 3)

One learner though did echo a concern raised in the treatment ADI focus groups; this was that learners who progress rapidly will not have time to finish the whole workbook. This learner also hinted at a need to streamline.

"I think I've got loads of it left to do, but I feel I'm kind of rushing a bit in it now. I think if you were a fast learner it's not as good because you have loads to do, because if you're passing quickly you have to run through it really quickly. And I do think that some of the questions are a bit pointless and they should cut them out..." (Learner, female, focus group 2)

8.5 Learning Agreement

The learning agreement scenario, as explained previously, contains a learning styles section, as well as a GROW plan. Both of these sections gained complaint from the treatment ADIs and the treatment learners. For the learning styles questionnaire, some of the ADIs found that learners already knew their learning style, after having done this in school. The exercise was therefore considered redundant and suggestions made for its simplification into just one question asking 'how do you prefer to learn?' Two treatment learners verified this complaint, and indeed even exercised their position as intelligent consumers by 'fixing' the results of the questionnaire and in querying their ADIs' application of it.

IV: You mentioned learning styles, did you ever have that conversation?

R1: Yes I did and it was really funny because he made me do the questionnaire to figure out what type of learner I was. And I was like, I know exactly what I need to answer to get the answer I want. Because we do that at school all the time, with the visual learning, kinaesthetic learning or visual learning and I know I'm a mix of both. But I know, in the context of driving, I'll be a lot more kinaesthetic, driving by practically doing it. It was yes, circle that one, circle that one...I gave him a mix of all three deliberately, because I wanted him to approach the way he teaches my driving, with three different kinds of teaching styles as opposed to just one. So a bit naughty of me, but..." (Learner, female, focus group 3)

R1: He got me to do a questionnaire thing, but he doesn't really like use it in the lessons that much, because I'm more like auditory or reading, visual. But it's not like that's all he does. He was more doing it for my sake...But as far as the lessons go, he hasn't like, planned the lessons to suit my learning style...So he does a bit of everything. So I don't really know why he made me do the questionnaire as well

R2: Yes, I have a feeling he doesn't...he hasn't changed the way he teaches to kind of accommodate your learning style. I think it's more of a formality. (Learner focus group 3)

With regards to the GROW plan, ADIs felt this appeared too early in the workbook because learners, at that stage of their learning, only had one goal and that was to pass their test. The treatment learners confirmed this as they felt the answer to what they wanted to achieve was obvious: they wanted to pass their test.

R1: The goals I only had on my first lesson, he had me write down my goals like when I want to pass, like obviously what months roughly, if I want to pass first time and stuff. Well obviously that's a yes, I don't want to fail on my first...

R2: That's just like reinforcing the stupid questions; when do you want to pass? Well, as soon as possible, really. I do want to drive! (Learner focus group 2)

9 Results – focus groups with control group learners

Two focus groups were run with control learners. Comparable themes emerged from the data, highlighting differences and similarities to the treatment learners.

9.1 Responsibility for Learning

The word ‘responsibility’ did not appear anywhere in the two control group transcripts. Moreover, the concept of learners taking on some of the responsibility for how they learn, and what they work on, was negligible. Likewise, there was no mention of how the learner was responsible for their or others’ safety within the lesson.

There was a single example of a learner saying they were asked at the beginning of the lesson what they wanted to cover. The learner though took no advantage of the offer, so the lesson content was still fully decided by the instructor.

R1: Yes, I was always asked at the start if there was anything I wanted to work on

IV: And did you ever take that opportunity?

R1: No, not really, because we always covered...like just went for a good drive every lesson, and every now and again say, stop and do this... (Learner, male, control focus group 2)

One learner explained how he was asked by his ADI, at the end of each lesson, if he had any questions he wanted to ask. As a result of this he was able to say that he was struggling with roundabouts during one lesson, and the instructor drew a diagram for him to take away. Another learner described an almost accidental involvement in deciding what to cover in her lessons. After she commented on her unease at driving at speed, her ADI addressed her fear in the following lesson by practising on higher speed roads.

The vast majority of responses to the question about how learners decide what to do on a lesson revealed a notable lack of ownership. On the whole, learners just followed what their instructor said they would cover; learners trusted their instructor to make the right decisions on their behalf and they felt no need to have input into this process.

R1: I think it's the instructor's job because he knows best, he's the one who's the instructor. He's passed his test; he's passed his test to be an instructor.” (Learner, male, control focus group 1)

“My driving instructor, when I first get into the car he'll like get on his notepad and show me what he's, we're going to do. Because like last lesson he got out this bit of paper, it had two pictures on it...and he was like, so on this road, what would you do, where would you stop? And I was sort of pointing where to stop, and if I get it wrong, he'll tell me the correct way to do it.” (Learner, male, control focus group 1)

"Normally he just does it all. Because he's got like his own, it's not really a checklist, it's just everything that we have to have for the test, and he'll just go through it and try and do it in order." (Learner, male, control focus group 2)

9.2 An (un)equal relationship

On understanding their own progress, and being able to self-evaluate, there was again a split in responses. Three learners showed how they took a more equal partnership in the ADI-learner relationship, whereas all other examples portrayed the learner as 'passive recipient'. The three examples of active engagement exposed techniques that were essentially identical to those in the treatment group. The ADIs had been *asking* the learners, where *they* thought they needed to improve and where *they* thought they had made mistakes. This helped the learners to identify for themselves how they could do better for next time. These examples though were in stark contrast to the majority experience reported by the remaining control group learners.

"This one time we were going down the road, he goes, now put it into sixth gear. I've never done this before. And then he goes, right; now take the junction there, and I've got to slow down, and prepare. And I found it quite difficult the first time. And then he asked me, what do you think you did wrong in that? And I said, ok, well I needed to prepare earlier, so we tried again, and I did get it. And I prepared earlier and I did it fine." (Learner, male, control focus group 2)

IV: How about everyone else? Does your driving instructor ever say, what did you do wrong there?

R1: Yes, I do. Like even if I didn't do something wrong, like after a manoeuvre or something, he'll say like, oh, what do you think went wrong? What do you think went well?

IV: Do you find that helps?

R1: Yes, because sometimes I think you don't always know where you go wrong, so I think he was just making sure that I knew what I was doing wrong

R2: Mine tends to just go, 'Well that was shit wasn't it? Do it again', then if I still don't do it next time, he'll tell me what I've done wrong. (Learner control focus group 2)

Three of the learners described how they were 'rated out' by their instructors: they would be told by their ADIs how well they had scored, on a scale of one to ten for example, and what they therefore needed to work on. Learners' progress was based on their ADIs' ratings. This scoring system was a more passive version of the scaling technique – of which there were zero examples.

"He hands me a checklist, and writes my scores out of ten, for all the things I've done, and then he looks on it the next lesson and tells me what I have to improve on." (Learner, female, control focus group 2)

"Normally he has an idea in his head what he's going to do and he fills in a sheet like at the end of the lesson and he rates me out. He has his own little scoring system which I don't actually understand, and he'll mark me on it and if there's parts on that that's lower than it should be then we'll tackle that first...I just kind of trust him that he knows what he's talking about." (Learner, female, control focus group 1)

9.3 Safe driving for life

Content of the lessons was explicitly geared towards test pass over safe driving for life. This was evidenced in the ADIs' progress schedules described by the learners, and in the decisions on what to work on. One learner eloquently portrayed how she felt was just being taught to pass the test:

"I think at the moment in society in general, they...with school they're teaching you to an end. They're not teaching you an all round life experience, they're teaching you grades and nothing more, which like I said before, it's like the coaching for the test, so you pass the test. They're not teaching you actual driving experience..." (Learner, female, control focus group 1)

When learners were asked about covering road safety topics, they all referred to work they had done, predominantly by themselves, for the Highway Code and Theory Test. Road safety was typically equated with speed and road signs. Only two of the learners said that their instructors had spoken to them about any kind of wider road safety topic. Both of these examples could be classed as 'conversational road safety', where the subject was mentioned only briefly, and in passing.

"[] mum let me drive her car a few times but it wasn't insured, so I shouldn't drive it. And he was telling me oh you should never do anything like that because it's going to cost you for reinsurance, it will go up eventually. If you're drink driving then you're going to be paying for it for the rest of your life. Things like that." (Learner, male, control focus group 2)

In one of the focus groups, after being prompted about wider road safety topics, two of the learners expressed a desire for issues such as drink driving to be incorporated, conversationally at least, into lessons. This may have been initiated because one of the learners spoke about a family member's history of drink-driving.

IV: You asked the question about whether driving instructors ought to be raising these questions. Did you think..?

R1: I think, if it's just to bring it into conversation, I mean they should try and ask you some questions and give you more knowledge about...Just ask the questions because mine doesn't really talk much, he just sits there and tells you where to go. Sometimes we have the little odd conversation, and he sometimes swears at traffic but that's only when we were in the traffic jam. (Learner, male, control focus group 1)

Learners in the other control focus group, however, held highly opposing views in that wider road safety topics should not be within the role of their driving instructors. The group did not even feel that driving lessons should include the topics for the theory test. The onus was on learners buying *driving* time from their ADI, and they did not want to 'waste' that time.

"I think that drink driving and stuff like that, I think you generally know a lot about it anyway, like from school or different adverts. So they don't need to really go into much detail about it...it's definitely separate as everybody else is telling you, don't do it, and you don't want to be wasting your time in your lesson. You're paying to learn to drive, not for having a discussion about drink driving when you can see that everywhere, like adverts and TV and things like that. It's really not worth it." (Learner, female, control focus group 2)

9.4 Situations not prepared for

Learners were asked if they felt there were any situations or road environments that their learning had *not* prepared them for. Besides one learner who did not know how to put windscreen wipers on, all of the responses represented issues included within the new syllabus and process. The situations for which learners felt they were not prepared were:

- Fitness to drive
- Fatigue
- Weather
- Driving at night
- Country roads
- Motorways
- In-car distractions (passengers)
- Planning for long journeys

R1: And then you know, people arrive at work or whatever and then they're sick and they drive themselves home, but they're really ill and you just think, oh...

R2: I was going to say you can't really prepare for that but I suppose that's like, when you're ill, you just concentrate more, and you make, you take it a bit slower. I guess you do it that way, same way if you're tired. (Learner control focus group 1).

10 Summary of Learner Focus Groups

It is important to note that treatment group learners reported similar modifications as their trainers to the delivery of the new syllabus and process, particularly in the use of the workbook (for example, only covering workbook topics initiated by real-time triggers). Some treatment group learners also reported that their ADIs' approaches did not appear to be modified in the light of their learning style. Furthermore no clear examples of self-assessment emerged in this group. The treatment group also revealed considerable variation in (a) their experiences of transfer to them of ownership and responsibility for their learning, (b) implementation of a more active engagement (ask more and be told less) and in (c) the uses and impact of the scenario discussions and worksheets. The control group learners on the other hand revealed a notable lack of ownership of their learning and training content geared to the test pass as opposed to safe driving for life.

Thus in many ways the learner focus groups showed comparable similarities and differences between treatment and control, as did the ADI focus groups. There was a certain amount of similarity between treatment and control learners in their reports of how their ADIs communicated with them. This corroborates the treatment ADIs' accounts of acceptance in principle, but difficulty in implementation of the new syllabus and process. It also confirms the interpretation of an incremental rather than step change in the process of how learners are taught to drive.

Benefits to the learners in the treatment group, however, were undeniable from the perspective of owning their learning. Treatment learners had notably more input and active engagement in their learning process than control learners. This is not to deny though the variability in learners' engagement experiences; while there were excellent examples of treatment learners having a more equal ADI-learner relationship, there were also examples of less equal relationships. The same is true of control learners; although the majority of examples portrayed learners as passive recipients of ADIs' services, there were three excellent examples of active engagement akin to client-centred learning.

The greatest difference evident between treatment and control learners in the focus groups was that of access to wider road safety information and advice. Control learners had little or no exposure to these wider topics from their ADIs. Furthermore most saw no real place for road safety (beyond mechanical car control) within driving lessons. Treatment learners on the other hand showed no such resistance to the principle of including additional road safety information within practical lessons. As with treatment ADIs, the treatment learners simply expressed a wish for the wider topics to take less time in their lessons. Treatment learners had no objection to verbal discussions of road safety, but did show some resentment of written work, despite often admitting that this took little time.

The qualitative focus groups can make no assessment, at this stage, of the long-term outcomes of treatment learners covering the topics contained within the new syllabus. Reports of changed attitudes, behaviour, and presumptions of likely behaviour, were positive in some cases but inconsistent overall. These outcomes will be reported by the forthcoming summative evaluation, which utilises questionnaire measures of such variables.

11 Results - supervising driver interviews

Thirty three supervising drivers were nominated by their learners to take part in an interview, out of these; seventeen were from the treatment group and sixteen the control group. In total twenty two supervising drivers were interviewed as several could not be contacted. Final respondents were split equally between the control and treatment groups, with eleven from each.

The interviews were analysed to identify the themes which emerged. There were no significant differences between the themes which emerged from both treatment and control groups. For this reason the accounts given by both treatment and control supervising drivers have been combined.

11.1 How the supervising drivers saw their role

The supervising drivers put forward many different aspects of their role:

- To help the learner practice
- To improve the confidence of the learner
- To discuss issues with the learner
- To control the costs involved in learning to drive

Several also expressed where they saw the boundaries of their role.

11.1.1 To help the learner practice

The supervising drivers clearly identified that their main role was to help the learners practice driving.

“You know, it’s really a practice ground. I use our time for a practice ground rather than a teaching ground” (Supervising driver, female, control interview 14)

This difference between teaching someone how to drive and practising what has already been taught formed the difference between what they did and what the ADIs did. Supervising drivers saw the job of giving the learner practice as a valuable part of learning to drive

IV: So do you remember when it was that, you know, when she first started practising, was that your idea, or was it hers? Did she ask you? Was it something the driving instructor had said?

IE: No, it was our idea, really.

IV: What were your reasons for that? Why did you feel that that was important for her?

IE: Well, I just think that practice is the most important thing in this learning process, you know, just getting used to driving. (Supervising driver, female, control interview 19)

They expressed the view that there was a difference in the skills required for teaching a learner and for simply helping them to practise. This difference was not just in terms of the technical language used but also how to communicate this to the learner and the methods used when approaching new situations.

“It was the way he was approaching things, the way he was describing them to her. Because the problem with it is, I’m not a driving instructor I’m just somebody that drives. You know, I’ve been driving for years myself but I’m not an instructor and sometimes it’s... well, I know how I do it, but I don’t necessarily know how to get that across, you know, and possibly, you know, more the terminology of what he used and the way he would get her to approach things and handle things” (Supervising driver, female, control interview 3)

The type of practice that learners got with their supervising driver progressively shifted towards more complex scenarios and environments. At the start several parents reported that they would choose times and locations which were unlikely to be busy, such as industrial estates or by having practice on a Sunday morning. They suggested that this environment was good for practising manoeuvres and improving some of the basic skills of vehicle control which are required for driving. This type of practice is similar to some of the skills which are developed on level one of the GDE matrix.

IV: What sort of routes do you choose?

IE: The quietest routes possible. Just where we can go and stop and then try and do manoeuvres really. (Supervising driver, female, treatment interview 21)

IV: And, are there particular types of driving that you do, or any particular circumstances?

IE: Well, there’s some, an industrial estate and at the weekend, it’s quite quiet. We haven’t been around the city yet, and we haven’t been around the town. We’ve been a bit in the country, so we go up to the industrial estate and drive around there, and do a few manoeuvres and practice that, and then drive home really. (Supervising driver, female, treatment interview 26)

By using this type of environment, the parents would shield the learner from busier conditions earlier on, and in some instances would drive the learner to and from that location to do this.

“At the beginning, to start with, it was a case of I’d drive out. We started that I drove out to an industrial estate on a Sunday afternoon, where there was no car around, to practice his driving, and then we’d go, I’d drive to a very quiet residential place, and he’d drive around a little bit, and then I’d drive home, and then gradually it got to the stage where he’d drive home, and then he’d drive out.

It was just a matter of pushing him a little bit further all the time, as I felt more confident in his abilities” (Supervising driver, male, treatment interview 31)

As the learner gained more experience the private practice took place in a much wider range of conditions. These were more reflective of the types of roads and journeys that the learner would be using following the test, and could involve interacting with other vehicles in difficult conditions. This type of experience appears to map more closely to the second level of the GDE matrix.

IV: What kind of roads, and conditions is he practising in?

IE: Well, we try and make sure he gets a variety of roads, because we’re well aware that if we just stick to the normal roads, the local roads, then that’s all he’ll get. We live close to the A52, which is a major dual carriageway, so we go on that. We go on the back streets, which are very narrow and have got a lot of parked cars, so we go around there. We just make sure that we go out in rush hour, so he gets used to driving in, you know, heavy, built up traffic. So, we try and vary it so that he gets all aspects of driving, you know? We go out at night, so he’s getting used to that, all weather conditions. If it’s raining, we’ll quickly nip out, so he’s used to the, you know, making sure he’s travelled when his stopping distance is increasing and what it’s like braking in the rain and things, so you know, there’s nothing we don’t do with him. And, he’s very happy to do it. (Supervising driver, male, treatment interview 31)

As well as a progression by changing the environment in which private practice took place, there was some evidence that supervising drivers started passing on some decisions to the learner. One example given of this was where the learner was told to plan the journey and route.

“You know, sometimes we’ll just get in the car and I’ll say, choose where you want to go and we literally go... we go to drive to her grandma’s and drive to her friends and drive here and drive there just because she’s got a destination to go to. But I’ve started saying to her now... rather than saying to her turn left here, turn right here, I’ve started saying to her, take me to...” (Supervising driver, female, control interview 3)

“I’ve switched from spoon feeding her to, sort of, sitting back a little bit more and letting her do it. And obviously, you know, watching very carefully what she’s doing and if I think that she’s going to make a mistake and sometimes I do pre-empt it possibly a little bit too quickly and she’s like, yes, I know. But, no, I’ve taken a bit more of a backseat approach to it now and let her do it and make the decisions because she seems confident enough to me to be able to do that.” (Supervising driver, female, control interview 3)

11.1.1.1 *Opportunistic Practice*

Many of the supervising drivers reported that the timing of the private practice was opportunistic rather than structured or planned, and that this method of arranging private practice also gave the learners relevant experience. This opportunistic experience takes place on journeys which the supervising driver would have typically driven with the learner as a passenger, but the two switch so that the supervising driver takes the supervisory role while the learner drives.

Supervising drivers who used opportunistic practice tended to report very frequent trips out with their learner.

IV: How often would you say that you go out on the practice drives with your son?

IE: Daily.

IV: Daily, and what sort of circumstances do you do the drives in?

IE: Whenever we need a lift, basically now. We use him as a taxi service. (Supervising driver, male, treatment interview 31)

IE: And, how involved would you say he's been in helping your learner learn to drive?

IV: Fairly actively. I mean, any opportunity that we have to go out with him, we did or if he wanted to go somewhere, we'd let him actually drive, and you know, but somewhere local really, so not long distance, just fairly local. We'd let him drive the car. (Supervising driver, male, control interview 20)

IV: Okay, and how often would you say that you go out on the practice drives now?

IE: I would say twice a week and occasionally it might be... if we're just nipping into town she might drive, but I would say almost definitely we always go at the weekend. And then if we can get something in at an evening we will. (Supervising driver, female, treatment interview 24)

Although opportunistic practice was more ad hoc in content, supervising drivers of learners in both the treatment and control groups made good use of it. There were no concerns that it was 'teaching' rather than 'practice' and therefore it was still appropriate for supervising drivers. The use of known routine or regular journeys for opportunistic practice was how the supervising driver would avoid unexpected scenarios.

IV: Okay then and can I ask how often you go out on practice drives?

IE: Well, hardly do now. We... It's usually when... if Anna's going somewhere we'll... We pick her up from the station at the college. We'll drive from her car and then she drives home, so I suppose that's three times a week. (Supervising driver, female, treatment interview 21)

“On Saturday it’s just around our town and we just take the... you know, I just pick the route and sometimes I’ll let her decide her own route, nowhere in particular. However, on a Sunday, we kill two birds with one stone, because I go to my mother’s in Nottingham, which is about a 30 mile journey, so she drives there, and drives back.” (Supervising driver, female, control interview 7)

Supervising drivers reported that their learners also initiated opportunistic practice

IE: No, it was more if we were driving to places, or my daughter had got to say go somewhere, or be dropped off; and I’d be like, oh, you can drive, so...

IV: Was it mainly her, or you that sort of decided that?

IE: I think, it was a bit of both, especially as the lessons went on, and her confidence was building, she was more, can I drive? (Supervising driver, female, control interview 28)

This was seen as a more convenient way of gathering experience, but some supervising drivers also pointed out that this was a cheaper way of doing private practice as it wouldn’t use up any more petrol by making the experience the sole purpose of the drive.

IV: Thank you. Do you feel under any pressure from your daughter to do the driver practice?

IE: Actually yes to start with, but now she’s a little bit better, you know. I try not to do it just to go out to do a lesson because petrol is so expensive. We try to cover... you know, if we’re going out, anyway, for a drive, then we’ll have to get practice at something. (Supervising Driver, female, treatment interview 24)

IV: And you mentioned that you drive... she drives with you to work at the weekend. Are there any other circumstances that you go for drives?

IE: Just when she badgers me so much that I give in. She’s very keen. Can we go for a drive; can we go for a drive? So really we try not use loads of petrol up doing it, you know, obviously because of the cost. But if we’ve got an excuse to go somewhere, then we... you know, we’ll take the car. (Supervising Driver, female, control interview 14)

11.1.2 To improve the confidence of the learner

Many supervising drivers saw their role as more than accumulating skills, but also as helping learners gain the confidence to use them.

IV: And how involved would you say that you’ve been in helping your learner to learn to drive?

IE: I haven't been that involved. I only took her out three times, but it was just more of a confidence thing, you know, getting the gears correct and that because she keeps going from second to fourth and then, to third. So it is more practising so when she does go out with the Driving Instructor she isn't making the mistakes that she made before. (Supervising driver, female, control interview 23)

They reported that this was particularly important if the learners had had a 'bad' lesson. In this case some supervising drivers saw it as part of their role to step in and take the learners out for a private practice quickly.

IV: And, you mentioned that she tells you what goes on in the lessons, so how much would you say you know about what Claire's covering in her lessons?

IE: Well, at the moment, she's covering manoeuvres and parallel parking, and reversing around corners, that kind of thing. I know that, mainly she tells me what she gets on with and what she doesn't get on with, like maybe she had a good lesson or a bad lesson, and usually if it's a bad lesson, it's a good idea to take her out soon afterwards, and try and build her confidence back up again (Supervising driver, female, treatment interview 26)

IV: Okay, and who is...or how can I put this? Where does the impetus come, for going out on a drive? Is it from Claire or is it from yourself?

IE: It's a bit of both. Sometimes if she's not feeling too confident after a lesson, then I will encourage her, and sometimes if she is feeling confident after a lesson, she'll want to go out. (Supervising driver, female, treatment interview 26)

As well as reporting that learners could have a dip in their confidence at certain times, some also described situations where their learner was not confident. This could occur even when the learner had control in other environments.

IV: What would you think has improved? Or what are the things that you've picked up on as she's been going through the process?

IE: Well, she's more, her clutch control is so much better now. She used to be... you know, I'd be lurching all over the place with a bad neck. But she's much more smooth with the clutch control. She can control it really well, doing a turn around corners and doing three point turns. She's got that off to a tee now. It's now her confidence in heavy traffic; that she's got to overcome (Supervising driver, female, treatment interview 24)

As well as building confidence following bad lessons, supervising drivers would report the need to protect a learner's confidence in the private practice they did and the style in which they supervised.

IE: When we're in the car driver training, me and my son, it's a professional relationship as well as a father son relationship. We're there for a purpose and I'm very tolerant with the way I instruct and command, because I know that if we have a fallout, then that's it. There have been tensions and tears [laughter]. So yes.

IV: When I think back to when I was learning and...

IE: Yes.

IV: Yes.

IE: And I don't want to break his confidence, you know. Touch wood, that hasn't happened as yet, so yes. (Supervising driver, male, treatment interview 22)

11.1.3 To discuss issues with the learner

Many of the supervising drivers also saw the conversations that they had with the learners about driving as a valuable part of the process of learning to drive. When describing the content of these conversations the topics were mainly focussed around the technical aspects of driving, such as the physical control of the vehicle. Supervising drivers talked about these discussions being prompted by questions, either from the learner or themselves.

IV: And, apart from the actual driving practise, has your learner asked you any questions, or asked for any other help about learning to drive?

IE: Yes, he questions us about the road rules and things like that, and various aspects about the engine. He asked me about how cars work, and actually, one of the ways that I tried to teach him is explaining about how clutches work, and that's why you need to pull, how you put your foot upon the clutch, and the clutch plate system, and why you've got to be gentle and things. And, he was interested in that. He does show an interest in things like that. (Supervising driver, male, treatment interview 31)

IV: Okay, that's fine. Apart from the actual driving practice, has your learner asked you any questions or asked for any other help about learning to drive, or the process of learning... of driving?

IE: Oh yes, of course. I mean, different parts of the car, how they work, which... changing gear, getting the revs right and even engine braking rather than using your brakes. Slowing the car down and using the engine as well as the brakes. I must say, she knew nothing about cars until she started to drive, which is, I suppose quite important.

IV: Yes, what about situations, driving situations she might come across or...?

IE: Just how to brake. At the outset she didn't quite get that and was pressing the brake very hard and that. (Supervising driver, female, treatment interview 21)

Supervising drivers would also pass on the knowledge required for driving which covered the topics required for, or similar to, the theory test. These exchanges were typically question-and-answer in structure and either initiated by the learner to clarify something or by the supervising driver in order to test the learner.

IV: Great, thank you. And as to the actual driving test, has your learner asked you any questions or asked you any other help about learning to drive or driving?

IE: Apart from the lessons? Well, I guess, you know, we've talked about his driving instructor and nothing really. I might sort of ask him if he's looked up or researched any road signs that we've met when we've been out when I'm driving towards where we practise. I try and get him to be a little bit more observant than a passenger would normally be and say what does that road sign mean, what does that road sign mean. And if he doesn't know, I'm going to look it up and then, you know. But he's never really come to me outside of the lessons to say anything too much. (Supervising driver, male, treatment interview 16)

IV: And apart from actual driving practice, has your learner asked you any questions or asked for any other help about learning to drive or driving.

IE: A few.

IV: Okay and what sort of areas would that cover?

IE: Well she took her test... unfortunately, she failed her theory test last night, so we were going through the theory, just like motorway procedures and motorway lighting and stuff like that. She asked us about that and if you're out and it's a different road marking. Or she'll say, if it's like this, what happens there and you just clarify it or say, well no actually it's the other way around or something.

IV: And when you have these sort of exchanges of information, who initiates that? Is it you asking her questions or her asking you questions?

IE: 50/50. No, I should say 70/30. While I'm in the car I will be asking Jane questions. (Supervising driver, female, treatment interview 4)

Some parents also used the times when they were driving as a prompt to pass on some of their driving experience to the learner. The mechanism for this was to explain what they were doing as they were driving.

IV: And, apart from the actual driving practice, has Claire asked you any questions, or asked for any other help about learning to drive, while driving?

IE: Yes, as I said, we talk. I kind of, talk through a lot when I'm driving. Kind of, things like what I'm looking at, or where I'm looking on the road, what hazards I'm looking out for, when I'm changing gear, what I'm reaching for in the engine, when I'm changing gear, or how...how fast I should be going, things like that, when it's not clearly signposted, just general guidance that I think, that...because I've probably got slightly more time to spend with her when I'm driving than the

driving instructor. Just general drive tips that I've picked up over the years. (Supervising driver, female, treatment interview 26)

IV: Sure. Okay and apart from the actual driving practice, has your learner asked you any questions or asked for any other help about learning to drive or driving?

IE: Yes, what we do, the rule is that, you know, if I'm driving or if his mother's driving it will be, read the signs, read the road and I'm an advanced driver in the police, so you know, I can look at road conditions, cambers, hedgerows and lines and I'll try and get him to have that extra bit of knowledge, rather than just, you know, this is how to learn to drive a car, look as far as the eye can see and this sort of stuff. So I will try and pass a bit of that to him, without, you know, blowing his mind totally. (Supervising driver, male, treatment interview 22)

Supervising drivers did not volunteer or describe any discussions they had had with the learners about scenarios or dilemmas that they had faced, which would have prompted longer discussions similar to the discussions initiated by ADIs using the workbook.

Although the conversations were usually of a factual nature, where there was a one way flow of information and a clear 'right' or 'wrong' answer, one supervising driver in the treatment group had noticed that their learner was thinking ahead and working through some problems for themselves. Client-centred learning was designed to prompt problem solving along these lines, and the approach was contrasted with how an older sibling learnt to drive.

IE: In fact, I did say to her after the last lesson and he when he passed his test, I was immediately more impressed with this driving instructor than the one my daughter had a few years back in how he seemed to be thinking, straightway thinking more for himself, trying to think ahead. And he would ask me questions and things about what he should do if it was something they hadn't covered in the lesson as yet, you know, because when you're driving along you have different experiences, don't you? (Supervising driver, female, treatment interview 9)

In this instance the learner was able to be open about his mistakes and discuss what he needed to do to prevent them from happening again.

IV: In general, how much would you say that you knew about what your learner was covering?

IE: Quite a bit, I think, because I always, when he came back in ask him how he'd got on. Obviously it was sometime later in the day if he'd been out on the morning and then come back from college later, but he was always quite keen to talk about what he'd done, particularly if it was something new. And he was very honest really, sometimes a bit too honest for his own good, so even if he'd made a mistake, like when he was first learning his manoeuvres, he would actually say

what the mistake was and say what his driving instructor had told him as how to overcome that. (Supervising driver, female, treatment interview 9)

11.1.4 To control the costs of learning to drive

Many supervising drivers saw themselves as having a role in controlling the cost of learning; by contributing to the learner's experience they reduced the amount of time that the learner spent with the ADI in paid lessons. Several supervising drivers reported that they could do this early on in the learning to drive process, and sometimes even before professional lessons had begun. It was expressed that by giving the learners this early skill at vehicle control, the learners could progress quickly through their early lessons.

IE: As I say, he's only had the five lessons, and we'd done quite a lot of practice before his first lesson. We did between 20 to 30 hours before he had his initial professional lessons, so he was quite competent before he stepped into the professional car, if you know what I mean, so I believe that when the professional instructor got him, we were told that the first lesson, he wouldn't be doing any driving, and he'd be sitting there and they'd be talking over the theory and everything, and on his first lesson, I think he was driving within ten minutes, and his instructor was quite aware that he was quite competent at that stage. (Supervising driver, male, treatment interview 31)

IV: Okay, great, thank you. And how involved have you been in helping your learner to learn to drive?

IE: Well, quite involved because I think personally that the very first time that an individual gets into a motorcar, you know, there are some fairly serious consequences if you don't sort of go about it sort of in quite the right way. And I understand that professional learner teachers have dual controls and they have certain safety things in their cars, which somebody like me wouldn't have.

So I'm actually quite selective and I was with my older son when I taught him as well, quite selective about where I took them and it was usually in the evening and it was usually in an industrial estate that I knew, where there units that were closed and there was a large area that you could sort of just tinker about without sort of coming to any harm while they just got used to the basic sort of controls. And that takes a little while and once you've got through the basic controls you feel as if you maybe save them a little bit of money so that they... just a little bit of a head start for when they do have a professional lesson. (Supervising driver, male, treatment interview 16)

"I did it was my son, who's just a bit older, and, I think, it was just more of the extra, you know, just general driving around that you don't get necessarily, you know, without obviously having to pay a lot more for the driving lessons." (Supervising driver, female, control interview 28)

One supervising driver argued that private practice was a necessity, otherwise the cost of learning to drive would be greater than the budget that was available.

IV: Okay and about when did you start going out with him, do you remember?

IE: Three months now, about three months now.

IV: About three months, okay and what triggered that? Was it something that your son said or was it your idea, or how did that come about?

IE: Well, it was basically, mine. As I said, budget constraints prevent... yes, and I had to do it essentially, because it was costing me near £1,000, it's not... (Supervising driver, male, control interview 11)

Some voiced the opinion that car parks were a suitable place to practice. This allowed some supervising drivers to take their learner out for private practice before professional lessons started when they were nervous about taking the learner out in traffic.

IV: Okay, and do you remember roughly how many lessons she'd had by then?

IE: She'd had about two lessons. I took her... I took her out to, like, a car park, to give her the basics of being able to run through the gears, so that she wouldn't waste her money basically on the first lesson, this is the gears, this is the... so I told her the basics of with what everything does and she went around and around the car park a few times, just going first, second, and third. And then she had two lessons because I said I'll not take her on the road until she's had two lessons at least, and then she had a couple of lessons and got the basics. (Supervising driver, female, treatment interview 24)

IV: Right, okay, so had you taken her out for any practice drives before she joined with her driving instructor?

IE: Yes, there's a disused airfield around our town, which is quite popular for learner drivers, so I took her out just to learn the gears, you know, and get accustomed to the gears and the steering and the... just manoeuvring the car etcetera. (Supervising driver, female, control interview 7)

11.1.5 Limits to the role of the supervising driver

Although the supervising drivers could identify ways in which they complemented the ADI, many also identified clear limits to what they could do. The distinction between teaching and practising characterised the limit to the role of the supervising driver. Teaching was seen as a professional activity that should therefore be left to the ADI.

I can't teach her things a driving instructor teaches. It's his career and he knows the job better than I would, or any of Laura's, you know, family (Supervising Driver, female, control interview 7)

Introducing the learner to new road environments or situations marked one of the boundaries between teaching and learning, and this was seen as part of the ADI's role. If the learner had not covered something with the ADI then the supervising driver could see it as 'off limits' for private practice.

"I mean, obviously, anything new I never used to do with her, it was a case of, you know, he's the instructor, he's the professional, things like that for him to do. And I was just kind of practising the bits she'd already learned; but, no, she was often reading through it and seeing what she... you know, to remind her what she'd done, and things, you know. So, I don't know... for instance, it was, you know, you've got to be more aware of like signs for the schools and the speed, you know, certain things that you sometimes forget" (Supervising driver, female, control interview 28)

IV: Right, has your learner asked about going on any dual carriageways with you, during practice sessions?

IE: No, we haven't done that. Because it's something the instructor should do, really.

IV: Right, is it something that you would discuss with the instructor or that your learner might discuss with the instructor?

IE: I suppose we could; we haven't broached the subject yet. I'm just surprised it isn't in the itinerary, as far as the instructors go. I don't think it is, is it? I mean, generally it's not. (Supervising driver, female, treatment interview 21)

One supervising driver felt that while they could help their learner gain practice at controlling the vehicle, it was the expertise of the ADI to help the learner apply these control skills correctly and in different situations.

IV: Can I ask if there's anything that helps or hindered your involvement in helping her to learn to drive?

IE: I'd like to think not. I mean, I... when you're sitting there, you just want your daughter to get the experience with handling the car. I've instructed her only in the basics of getting the steering and... I don't comment on the rights or wrongs of what she shouldn't do and that. We leave... I leave that to the instructor. (Supervising driver, female, treatment interview 21)

Sometimes specific tasks such as practising manoeuvres were seen as outside what should be covered by practice, and in this situation they were left to the ADI to cover. It

is interesting to note in the example below that the supervisor gives the reason that she did not want to pass on any bad habits (see also section 11.1.5.1).

“So... but, I mean, I only did the basic driving, all the manoeuvres were left to the instructor; I didn’t want to pass any bad habits on. It was just more... purely for extra practice.” (Supervising driver, female, control interview 28)

In some instances supervising drivers felt that a certain amount of teaching was required before practice could begin and waited for the go-ahead from the ADI before they started practising. In this situation, the role of the supervising driver was enabled by the ADI.

IV: Yes. And what level of involvement would you say that you’ve had in that? I mean...

IE: To start off with, it wasn’t a lot until the instructor said she was happy for her to go out with, you know, someone else. Then we actually got a little car and we’ve been taking her out sort of regularly since, the last eight weeks, really... eight or nine weeks, probably (Supervising driver, male, treatment interview 5)

IV: And how did you decide to start, was it the instructor?

IE: Yes, the instructor... my daughter and myself both said, you know, when he thought that she was okay; because, obviously, we’ve not got dual controls, then I would take her out a little bit in the week, in the evenings and the weekends (Supervising driver, female, control interview 28)

11.1.5.1 Differences in advice

Supervising drivers would also defer to the expertise of the ADI where there was a conflict in the advice that they had given the learner. The limit to the technical advice that the supervising driver was able to give was sometimes defined *post hoc* when they were presented with the alternative.

IV: Right and how involved have you been in helping your learner to learn how to drive?

IE: I’ve certainly encouraged him and I’ve tried to give him practice between his lessons. But obviously towards the end I didn’t give him too many of my opinions because I didn’t want to counteract anything his instructor had given him anyway, but obviously I have given him some advice on road conditions and that sort of thing that we had along the way. (Supervising driver, female, treatment interview 9)

V: That's good. Better than the other, anyway. Okay. Apart from the actual practice itself, has she asked you for any other help? Does she ask you questions, like, when you're not driving or does she ask you to help her with anything?

IE: Yes, just queries. So... but if I say something is easy, yes, you get into habits and you're not quite sure of the exact, you know, when you... sort of, coming up to an island, which exit?

IV: What's technically right.

IE: You know, and you think, but the instructor said it was that one. Well, I always, you know, do right and indicate right in that lane. And you think no.

IV: Yes.

IE: It's really difficult because... so you take each one as it comes, you know. But... to know what the standard forms are as I... you think you're saying the right thing, but...

IV: Not entirely sure.

IE: Yes. But if I'm not sure, I always say, you know, you must go back and ask the instructor for the correct. So don't take my word for it. (Supervising driver, female, treatment interview 4)

The idea of not wanting to contradict or 'go beyond' the instructor was based around the worry that their advice would be different due to either the bad habits which many supervising drivers were concerned that they had picked up, or that the formal rules of driving had changed.

"Oh yes, obviously things have changed in the last... I've been driving for 25 years now, so some of the things I was teaching her when she would contradict me and say no. The driving instructor says I can do it this way, so things like that do tend to crop up." (Supervising driver, female, control interview 7)

In the case where the supervising driver was worried about the advice they would give, they either shied away from giving advice or told their learner to check with the ADI. In this way the ADI is still seen as the expert in the relationship by the supervising driver.

IV: And, you mentioned that you sometimes go back to things that she's covered in the lessons, if she feels that she hasn't covered them, or hasn't had enough experience of them?

IE: Yes. Not only that, but I mean, just from the general practice. I often think that I don't want her to pick up any bad habits from me, so I'll kind of, guide her, but I don't really want her to go beyond what the driving instructor has said, so if she said, the driving instructor said, do it this way, then I'm not going to argue, even if I wouldn't do that myself, because obviously at the end of the day, he's

the one who is trained to teach people how to drive, so... (Supervising driver, female, treatment interview 26)

IV: In general, how much would you say that you know about what your son's covered in his professional lessons?

IE: Well, I was determined, and also the driving instructor gave me a cover as to what the instructor was going to be doing in the lessons, so we kind of, used that as a basis for what we would be covering in our private lessons between ourselves. What I didn't want to do is go off at a tangent, teaching him my bad habits, when I'm quite aware that things have changed since I learned to drive (Supervising driver, male, treatment interview 31)

Supervising drivers acknowledged that the formal rules of driving had changed when referring to materials used by the learner, and reported that often they would learn things from them too.

IV: And, you mentioned the book that the driving instructor provided you with, did he give you or your son any advice on what to do in your practice sessions, other than that book?

IE: He gave us the book and there's a DVD that comes with it. We watched the DVD, and that was it. That's the only advice he gave us, follow that, and it is very good. I mean, I've been driving for 12 years, and it's taught me a little bit about it, a little bit of the new rules, and things like that, and it was good to sit and watch, because he had some questions, and it gave him an insight to something he obviously knew nothing about before he got behind the wheel, so I thought, yes. I thought it was good. (Supervising driver, male, treatment interview 31)

The concern about passing incorrect information on mainly stemmed from the worry that the *formal* rules of driving were what the learner needed to demonstrate in order to pass the test.

IE: That's right, yes. And it's certain things like when I was learning to drive, it was quite a while ago, we have different ideas. Like, I mean, I was saying to Emily, now, the same... in a 30 mile an hour zone, don't go above third. And things like that where I was always taught get up your gears and things like that. So I'm saying, go into fourth and she's like, no, I'm not allowed to. You know and so it's a bit of...

IV: Acclimatising.

IE: Yes, you don't know if you're doing the right thing or not. Sometimes, when they're not, you know, you're putting them into the... well, they're not bad habits, but different habits to what, you know, in a sort of test, it would be looking for. (Supervising driver, male, treatment interview 5)

11.1.5.2 Social limits on the role

There were also limits to the role which were created by existing social relationships between the supervising driver and learner, which was usually a parent to child relationship. Some parents felt that learning to drive was an activity they felt their children would want to do independently.

IV: Are there any situations which... where you might be... where you might like to do something like that?

IE: I don't think so. Certainly at that age, they don't want their parents there when they're doing things like this. I mean, not that I wouldn't want to, but it would be really down to Anna's preference. I'm not being funny, but yes, kids tend to want to do their things on their own. I wouldn't have wanted my parents with me at 17, when I was learning to drive. (Supervising driver, female, treatment interview 21)

They were also worried that in some instances their presence would affect their learner's confidence, and this created a perceived barrier to sitting in on one of the ADI's lessons.

IV: And have you ever been invited to sit in on a lesson at all?

IE: No.

IV: No.

IE: I don't think my daughter would like me to be there because of confidence issues. (Supervising driver, female, control interview 23)

The time available by both parties also placed limits on the amount of time that supervising drivers and learners could spend with each other, and other activities such as exams were prioritised.

IE: Again, unfortunately, he's coming up to a point in his college work where he's got quite a lot of studying and exams and everything else and, you know, he's quite sensible where he understands that, you know, when he's got work he has to do that's important for college he puts that first, which I'm quite pleased about. (Supervising driver, male, treatment interview 16)

A few supervising drivers did not perceive this limit on the role and felt that their involvement had positive benefits on their relationship with the learner beyond learning to drive.

IV: Great, and what would you say you enjoyed most about it?

IE: I'll be honest, I think spending the time with him. And, actually imparting something to him, and being able to give him something. (Supervising driver, male, treatment interview 31)

One supervising driver in the treatment group reported that the discussions with the learner about the scenarios in the worksheet had improved their communication. This communication and understanding had a direct influence on their private practice.

"It's a good laugh, and has caused me and Jon to communicate an awful lot more, in the fact that when we first started it was "Stop! Stop! For God's sake put the brake on" to the case now of "Darling, erm, your clutch is a bit wrong here. Stop. Go back. Start it again, and this time watch your clutch" and obviously he responds a lot better to that." (Supervising driver, female, treatment interview 1)

11.2 Communication between the supervising driver and ADI

Supervising drivers discussed the ways that they communicated with the ADI. These could be through

- Direct methods such as face to face or telephone conversations, or
- Indirect methods where the supervising drivers communicated with the ADI through the learner or through the resources that the ADI was using.

11.2.1 Direct communication between the supervising driver and ADI

Supervising drivers with learners in both the treatment and control groups often reported that there was little direct or regular communication between themselves and their ADI.

IV: Okay, I see. And what contact did you have with your daughter's driving instructor?

IE: I've spoken to him on the phone, but I never actually had a conversation with him particularly.

IV: Okay, and so there's no opportunity for you to sit in on lessons, or anything like that?

IE: No. (Supervising driver, female, treatment interview 24)

IV: Okay and do you have any contact with the driving instructor at all?

IE: No, I haven't, I've never met them, he took my son for driving lessons as well, but I've never actually met him. (Supervising driver, female, control interview 7)

This could be the case, even when there was a prior relationship with the ADI which was not based around learning to drive.

IV: Okay and what contact do you have with your learners driving instructor?

IE: Well my husband used to work with him years ago. So it's just courteous when he knocks on the door, hi, how are you and that's about it. (Supervising driver, female, treatment interview 4)

IV: Yes okay, and what sort of contact do you have with your son's ADI, I mean, do you speak to him much? Do you see him much?

IE: Yes, I mean, as it happens, his instructor is my landlord.

...

IV: Okay and do you talk to him much about your son's lessons? I mean... how...?

IE: I talk to my son about it, but not to the instructor himself yes (Supervising driver, male, control interview 11)

In this type of relationship between the ADI and supervising driver, communication would happen in exceptional circumstances or when the supervising driver felt that they needed to pass on information to the ADI to help them do their job.

IV: Great, and what sort of contact did you have with your son's driving instructor?

IE: I spoke to him for just his first lesson, just to give him an indication of how many hours he had already had. (Supervising driver, male, treatment interview 31)

IV: And how often... I mean, do you have much contact with him or her?

IE: No.

IV: What do you think might make you, if... might make you talk to them? I mean, what might prompt you to have a discussion with them, if anything?

IE: If I thought there was a... any problem, any sort of problem, I suppose. But, I mean, there's been no problem (Supervising driver, female, control interview 19)

There were exceptions to this, however, and some supervising drivers reported regular discussions with the ADI, which was structured around lessons and helped the supervising driver to understand the learner's weak points. This discussion directly fed into the private practice that the supervising driver and learner would then do.

IV: Okay and have you ever, sort of, sat in on a lesson or had any discussions with Ben about...?

IE: And I regularly speak to Ben when he comes to pick up my son, just to say how's he getting on, you know, what can I do to assist, how can I help him practice, you know, what are his weak points that he needs to brush up? So yes, there's regular dialogue, yes (Supervising driver, male, treatment interview 22)

There were several barriers to starting conversations with the ADI. One supervising driver feared that a conversation would take time from the start of their lesson. The consequence of this would be less time for the formal lesson and was, therefore, seen as an unwanted result. In this instance, it was seen as better to not have the conversation.

IV: Okay, have you had any discussion with Ben about what to cover in your private sessions?

IE: I mean, not directly with Ben, it comes through my son. It'll be, you know, what have you done, what do you want to practice and then that's what we do. You know, I'm mindful, you know, he's got an hour and I don't want to take ten, 15 minutes talking to Ben when he could be out with a proper instructor. (Supervising driver, male, treatment interview 22)

One supervising driver pointed out that they wanted to include their son in the conversations and that cutting him out of the loop and speaking to the ADI directly might have been seen negatively by the learner.

"Jon tells me what's going off in lessons, because at the age that they are you don't want them to feel that you're going behind their back" (Supervising driver, female, treatment interview 1)

11.2.2 Indirect communication between the supervising driver and ADI

The lack of direct communication between the ADI and supervising driver did not imply that there was no information exchanged between the two, as indirect forms of communication were the norm.

The most common type of indirect communication used the learner as a conduit to pass on information about the work with the ADI. Supervising drivers relied on this information to gauge what the learners had been doing during the lessons and how they were progressing.

IV: Okay. Have you had any contact with her driving instructor?

IE: No, I haven't, no.

IV: Had you, would you have considered having any contact with her driving instructor?

IE: No, for the most part, she communicates back to me anyway, so it helps. I've met him at the door, and said hello to him, but other than that, no. (Supervising driver, female, treatment interview 26)

IV: Okay. So when you said ADI had mentioned that private practice would be possible now, what sort of contact do you have with her instructor, generally?

IE: It's only through Emily.

IV: Just through Emily.

IE: Through my daughter, yes.

IV: Okay. Have you met them? I mean, have you actually had any face to face?

IE: No. (Supervising driver, male, treatment interview 5)

IV: Yes, of course. Okay and what contact do you have with your son's driving instructor?

IE: Really very little. I only get the feedback from Harry after he's had a lesson and he tells me what he's done and things like that. So no contact whatsoever in that particular scenario, you know. I don't think there's been a situation where the driving instructor has felt it necessary, you know. (Supervising driver, male, treatment interview 16)

In deciding what to cover during private practices, the supervising drivers would use this feedback from the learner as well as information on the activities that they had been covering in their lessons with the ADI.

IV: I see. And often we find that supervising drivers don't really know much about what their learner covers during their lessons. How much would you say that you know about what your daughter covers?

IE: Well, every time she has a lesson she tells me what she's done. Like at the moment she's just finished doing her crossroads and she will be starting on reversing tomorrow. So like for every week she lets me know what she's doing and we just follow the things that she's done. (Supervising driver, female, control interview 24)

By sticking close to similar activities to the ADI's, supervising drivers could reuse the activities from the ADI's lesson and aim the private practice at a suitable level for the learner. This also meant that the supervising drivers were using a progressive structure from the ADI, whilst not overstepping their role by introducing learners to new environments too soon.

IV: And how do you and your son decide what to do on the practice drive?

IE: I mean I... I mean, if we're going... excuse me, if we're going from, A, to B and then it will be whatever comes along. You know, he might try and deal with wet weather road conditions or junctions. And other times I say, well what have

you been doing with Ben, this week? (Supervising driver, male, treatment interview 22)

IV: Okay. And how do you and your son decide what to do on the practice drives?

IE: IE: Really with me, so it tends to be if I'm taking him somewhere then we'll set him up and he'll do the journey when he's with me. So we just tend to be following similar routes anyway. You know, we have been, I haven't actually yet practiced with him so the parking and, we have done reverse, he reversed around the corner with me. So I think it's just in terms of what he's comfortable with. I think if he's done it that week and it's still fresh in his mind then he'll say oh, I did that and I did that (Supervising driver, female, treatment interview 30)

Some supervising drivers reported times when they had tried to get this information by explicitly instructing the learner to act as the go-between.

"And obviously, you know, his extra lessons with me have probably shortened the necessity for professional driving lessons, which the driving instructor has recognised. I mean, I did say to Harry to ask his driving instructor if there was anything particular that the driving instructor felt he would benefit from practising with me outside of his professional lessons, and the driving instructor said no, just driving is pretty much just getting used to the car and being confident on the road. And he was sort of like really guiding him through the essentials of what was necessary, you know." (Supervising driver, male, treatment interview 16)

In the absence of any information from the ADI via the learner, the supervising drivers would revert back to practice.

IV: And how do you decide when you are practising? How do you both decide what it is that you're going to do? Or is it just driving to somewhere and see what happens along the way?

IE: If it's something specific, it's normally what her instructor had said or what I think she's not very good at.

IV: Okay, yes, and if it's not something specific...?

IE: Well, then it's just driving around, really. (Supervising driver, female, control interview 19)

11.2.3 Resources as a route of communication

Paper resources also formed another indirect route of communication between the ADI and supervising driver and allowed the supervising driver to know what the learner had been doing. ADIs gave their learners worksheets which were in addition to the resources supplied to the ADIs on the trial. Although the common basis for these resources was to

keep track of the learner's experience and what they had done, the way that they used them differed between ADIs.

One supervising driver described a lesson plan which gave a long term structure to learning. The learner could also use this to prepare for the next lesson by reading the relevant section of the Highway Code.

IV: In general, how much would you say that you know about what your son's covered?

IE: Well, my son has got a lesson plan on his initial induction. I think it was like a 20 point lesson plan and it tells him each week what he's going to do in that lesson. And what Ben would say to him is that, you know, have a look at your Highway Codes, just to brush up on what we're going to do next week. And prior to, sort of, set... when we get the keys in the car and setting off, my son said that he'll say to him, what do you remember from last week then? So, you know, so that's good, yes. (Supervising driver, male, treatment interview 22)

Other paper resources gave ratings of how learners were progressing in mastering specific skills and these could also be used by supervising drivers as an indicator of progress.

IV: In general, how much would you say that you know about what your son covers?

IE: Usually I know because it's on sheets that he brings home, and he just sort of puts them on the table. I had a quick look through and there was one which went through the parallel parking that he'd covered particularly or roundabouts or traffic lights. And so usually I can tell. He'll usually show me anyway when he comes in what they've done. I can see on the sheets as well what he's done. So yes I do generally know what he's working on. (Supervising driver, female, treatment interview 30)

IV: In general, how much would you say that you know about what your learner covers?

IE: Oh, quite well, actually, because he's quite good at that. He, sort of, fills in a little form about what they'd done on that day for, like, the lesson, and then when she gets in she shows me what they've done and she tells me about it. So, each day, you know... every time he does a lesson he marks off, like, a tick sheet on all the things they've covered, so he's quite good like that. (Supervising driver, female, treatment interview 24)

11.3 Awareness of the learning to drive workbook

Several of the supervising drivers were able to describe the Learning to Drive workbook that the treatment group ADI used with the learners on the trial. There was positive

feedback from some supervising drivers on the approach taken and the way they introduced the learner to scenarios that they might not have encountered before taking the test. The worksheets were seen as an activity that the learner carried out with the ADI, rather than something with which the supervising driver would be involved.

IE: I thought it was very good. I also was impressed because before he started his lessons she gave him some information and a booklet and things to read and the pointers about what he should wear to drive and all these sort of different things that certainly I'd never had and my daughter had never had before she started. She also gave him some work, some theory work, about scenarios and different things like in-between the lessons to work on. It wasn't a huge amount, you know; it didn't conflict with his college work, but it was enough to make him think about scenarios which he may not have experienced and may not have experienced before he learnt to drive and pass his test.

IV: So did he discuss those with you?

IE: He didn't really, no; he got on with them and did them himself and then discussed them with his instructor at the next lesson. (Supervising driver, female, treatment interview 9)

Learner drivers would not typically volunteer or share the content of the worksheets with the supervising drivers.

IV: And there were fact sheets or workbooks, things that the instructor gave him to work on during the period of learning to drive?

IE: That's right, yes.

IV: And what did you think of the materials? Did you get a chance to look at them at all?

IE: I didn't really get much chance to look at them, no. He kept those to himself a bit more. (Supervising driver, female, treatment interview 9)

IV: And do you know if her driving instructor's given her anything to take home, like fact sheets or...?

IE: Yes, he has.

IV: And have you had any chance to look at those?

IE: No, she's stores them away in her kit at the top of the stairs. (Supervising driver, female, treatment interview 4)

Where supervising drivers did look at the worksheets, there was the worry that they would give the wrong answer if it wasn't clear what the right response should be. The risk of passing on bad habits meant that supervising driver would leave discussions to the ADI. Although this meant that the supervising drivers were not involved in the

process of working through the scenarios, the learner could report back advice from the ADI.

IV: I was jumping ahead actually and you mentioned worksheets, I just wondered what you thought of them and...but just tell me a little bit about them?

IE: The worksheets, I'm getting confused between the worksheets and the practice theory test now. I'm trying to remember which one is which. I think sometimes what I can answer is not the actual answers, which is again comes from the danger that I've been driving for 13, 14 years, and so I have picked up habits, I suppose, which are not what you would teach a new learner, so sometimes I look at it, and I can't quite work out what the answer is. So, I mean, it's usually...Claire goes over it with the driving instructor, so sometimes she teaches me. (Supervising driver, female, treatment interview 26)

There was one instance where the learner had been very proactive at discussing the scenarios with the supervising driver.

IE: He comes back with worksheets every lesson, and then he fills in these worksheets with different scenarios because obviously, I think as well, I don't know if every driving instructor does it but Kath especially tailors it especially to the younger ones, because I never got anything like this, just to show that these situations can occur and can happen for them. How would they deal with it? I think that's' really well tailored to what Jon needs and I'm, not being funny he's quite independent minded and he's fairly judgemental and he's got set ideas but it does work out for Jon a lot better when he does say things and gets into situations like that because you don't think it will happen until it happens

IV: So you think it brings it home to reality

IE: Of gosh it definitely brings it back to reality, and also gives them extra thinking about the type of situations that can occur for him and I think it really benefits Jon and he actually thinks about them and does them and comes to talk to me about them and he asks me what would you do in this situation? (Supervising driver, female, treatment interview 1)

Having been involved the supervising driver was very positive about the content and the way that the discussions were preparing the learner for driving after the test and expressed that the scenarios on seatbelt wearing and drink driving would help her son deal with any peer influence.

"To be perfectly honest, yes it has benefited Jon because if he gets into a situation with his peers then he'll know how to handle that." (Supervising driver, female, treatment interview 1)

11.4 Awareness of other materials

Supervising drivers were often aware that learners were using various learning materials. They were much less aware however of the content and had little involvement in the use of these materials. The materials were predominantly used solely by the learner.

Supervising drivers often reported that the materials were to help with the theory test.

IV: Are you aware of any sort of, resource materials your learner has used while learning to drive like, DVD's or books, or fact sheets or anything?

IE: I haven't seen them. I did have a book myself, but she said it was out of date, and so she's got the... like, she says she's got all the up-to-date literature, but I haven't seen it. (Supervising driver, female, control interview 7)

IV: Okay. Are you aware of any resource materials that your learner has used while learning to drive like DVDs or online source?

IE: I think she uses DVDs for her theory and she's got a theory book as well, which she uses, but I think she's using mainly the DVDs. (Supervising driver, female, control interview 3)

The ADI was seen as being able to help the learners get the best out of the material.

IV: Yes, okay. What other materials did she use when learning to drive?

IE: She got a theory book, she would have got two or three different ones of those that... I mean, that we've obviously bought and someone lent us them as well, and DVDs; and, obviously, looking online as well. So even when it came to like the theory practice, the theory test, you know, there's lots of things on there that she was looking and working through. So then, obviously, pointers that the instructor would tell her that she needed to recap over. (Supervising driver, female, control interview 28)

There was one example from the control group where an ADI had used worksheets in a similar manner to the Learning to Drive workbook supplied to the treatment group ADIs. In this instance the parent had a good awareness of the material and how the workbook was being used by the learner and ADI, as they frequently discussed it. The sheets were an example where a resource was used to indirectly communicate to the supervising driver. The supervising driver could see the direct relevance of the worksheets to private practice which prompted more involvement.

IE: With, specifically my daughter's driving instructor, because it's a different one to what my son had, he was very good and he gave a sheet every time she had a lesson saying what they'd worked on, and areas that needed to be done, you know, a little bit more. So I looked through those as well, and, you know, he'd

say to her, oh, try going down a certain route and seeing how you get on; and, you know... so we just followed up on things that he'd suggested really.

IV: Okay, that's quite interesting about the sheet; so she brings them home after the lesson.

IE: Yes, she's got one for every time she's been out in the car that says how many miles she's driven, and, you know, the area she's covered, and things for improvement, and what she'd be doing the following lesson. So, you know, I thought that was good because you could actually see what they'd done as well, and it's also a prompt for them, what they need to go over as well.

IV: Yes. So what sorts of discussions do you have with her about the sheets?

IE: Well, it was more a case of when she came back she'd tell me what she'd done; and, you know, and then we'd have a quick brief flick through the sheets of paper, so...

IV: Yes. Does she make good use of the sheets, or...?

IE: No, she didn't make sheets, he was the one doing the writing, but they discussed it like at the end of the lesson, which, I think, is a really good thing. You know, it's not just in the car, and off, you know, it's just recapping and telling her things that she's probably not done or that he's noticed, and...

IV: Yes, so they sit down at the end of the lesson...

IE: Yes.

IV: ...and basically talk about the lesson?

IE: Yes, just for a couple of minutes, right at the end. (Supervising driver, female, control interview 28)

12 Summary of supervising driver interviews

Similar themes emerged from the interviews conducted with supervising drivers who were in the treatment and control arms of the trial and so have not been presented separately above. It was relatively uncommon for supervising drivers to speak directly to the ADI, even when they were previously known to each other, and this independence from the ADI may account for the observed similarities between treatment and control supervisors.

Supervising drivers did see a complex role for themselves within the process of learning to drive. The main part of this was helping the learners to gain practice and confidence on the road, and this was seen as distinct from the teaching activities of the ADIs. Supervising drivers were typically very cautious about crossing the line into teaching, seeing this as a role for a professional which required a different set of skills. This meant that private practice did not introduce learners to new environments and limited the advice that supervising drivers would give their learners to factual areas where there was a clear right and wrong answer. Several supervising drivers were concerned to avoid passing possible 'bad habits' on to the learner. They were also concerned that the formal rules of driving may have changed or were different for the test situation.

Topics discussed by supervising drivers and their learners were mainly focussed on the technical aspects of driving, such as the physical control of the vehicle, and prompted by questions from either the learner or supervisor. Supervising drivers did not volunteer or describe any discussions they had had with the learners about scenarios or dilemmas that they had faced.

Supervising drivers also discussed their role in terms of managing the costs of driving and felt that their actions could reduce the number of lessons required with an ADI. There were examples of supervising drivers taking their learner to a car park or other surfaced off road area to gain the basic vehicle control skills before starting lessons. Some supervising drivers expressed that cost-saving was a necessary part of their role and their learner would not be able to afford to get to the stage of passing the driving test without it. 'Opportunistic practice' was one way that the supervising drivers used to control both the costs and the content of the practice drives. This is where the learner drove on journeys which would have previously been driven by the supervising driver.

It was rare for supervising drivers to speak directly with ADIs, but despite this, private practice was structured in the sense that it evolved with the learner's skills. This shows the role of forms of indirect communication with the ADI, helping the supervising driver decide what to do in private practice. The main forms of indirect communication were suggested content from the learner based on what they were doing with the ADI, or resources which were supplied by the ADI and which would help the supervising driver to see the learner's standard. Some supervising drivers felt that speaking directly to the ADI about learning would be seen negatively by the learner because they were not being included in a conversation which would concern them. It would also subtract from training time with the ADI.

Both treatment and control supervising drivers were aware that learners used learning resources although again they were usually detached from these materials. This meant that although supervising drivers in the treatment group could describe the format of the Learning to Drive workbook, they could not elaborate on the details. There was one example of a high degree of involvement from a supervising driver with the trial

materials and they reported that they frequently had discussions about the scenarios with their learner and that this had had a positive impact on the way that they communicated in private practice. One of the supervising drivers in the control group was also very aware of resources that the ADI was using. They could see their relevance in helping to structure their private practice.

13 Content analysis of the learning to drive workbooks

13.1 Workbook contents

The workbooks comprised several pages that can be filled in by the learner with direction from the ADI. Each page is based around a safety related scenario that the ADI can discuss with the learner, with the workbook providing a structure to the discussion.

The scenarios are designed to be used in 'a sandwich approach' where the ADI introduces the topic and has an initial discussion with the learner, the learner then has a short exercise to complete in between lessons and then brings it back for discussion, which is when the last section is completed.

This structure is reflected in the worksheets which are typically split up into three sections. A section entitled 'Phase One' gives prompts or questions which are completed following the discussion in the car with the ADI. Following this there is a section called 'self-learning' which also gives prompts for the learner and which is designed to be completed in the learner's own time. The final section is entitled 'Phase Three' which contains further prompts and is designed to be filled in after the ADI and learner have discussed the self-learning section in car.

The supporting booklet for ADIs describes the advantages envisaged by this approach:

1. *Giving ownership of the learning to the learner*
2. *Minimising the in-car time spent on these issues*
3. *Encourages self-reflection by the learner*
4. *The development of personal coping strategies.*

The scenarios are designed to be used at different stages of learning in between starting to drive and being ready to pass the test. Two of the short scenarios were repeated at each stage.

Stage 1 - Basic car control

1. Learning Agreement
2. Learning Styles Assessment
3. Vulnerable Road Users
4. Crash Types
5. What The Law Requires
6. Seatbelts
7. Good Driver
8. Life Long Learning (GROW)

Stage 2 - Able to deal with traffic with assistance

9. Eco-safe Driving
10. Route Planning

11. Journey Context and Peer Pressure
12. Scan Plan and Talk Through
13. Developing Self-Evaluation Skills
14. Risk-Assessing a Journey
7. Good Driver
8. Life Long Learning (GROW)

Stage 3 - Able to deal with most traffic situations with little assistance

15. Fatigue
16. Drugs/Alcohol
17. Fitness to Drive
18. Distraction
19. Time Pressures
20. Stress
7. Good Driver
8. Life Long Learning (GROW)

Stage 4 - Able to drive independently at a safe and consistent standard

21. Test Readiness Review
22. Emergency Vehicles
23. Personal Impact of Crash Involvement
7. Good Driver
8. Life Long Learning (GROW) Post-test

13.2 Quantitative analysis

A quantitative analysis of the twenty one workbooks submitted to the research team was carried out by taking a count of how many learners had completed each field in the workbook. Fields were counted as any space which was left for the learner and ADI to complete.

A blank workbook was printed off and the workbooks were analysed systematically by hand to identify the fields which were completed. Fields were counted as being completed if any text was present, and a running total was scored in the relevant section of the blank workbook. No judgement was made about the relevance of the writing to the question, whether it was appropriate to the question, or about who's handwriting it was – learner's or ADI's.

This analysis gave the proportion of the different fields completed within the workbook, which could be compared to understand how the workbooks were being used.

Unless otherwise noted in the analysis of the worksheet, the scenarios contained the three sections – phase one, self-learning and phase three – are as previously described.

The scored workbook can be found in Appendix J.

13.2.1 Learning Agreement

Several fields to do with personal details were completed by all participants who filled in the agreement, such as their name, address and e-mail address. Some parts of the learning agreement were completed by all but two of the learners who left the page blank. The legal requirements and learning style boxes were completed by all these remaining nineteen learners.

Several learners did not complete parts of the GROW plan on this page. The least completed section was the Options section which was completed by thirteen learners.

Sixteen learners and seventeen trainers signed the learning agreement in the twenty one workbooks.

The fields which were completed by the fewest learners were to do with the mentor (the driver who would supervise the learner during private practice). A mentor was named by six of the learners and a mentor's signature was present on only one of the workbooks.

13.2.2 Stage One

Most of the twenty one learners had completed some of the worksheets in stage one.

Worksheet title	Workbooks where part of the sheet was completed	Key points on how the sheet was completed
1.1 Crash types	18	Seventeen of the eighteen learners had completed some part of the first phase which got them to describe a 'typical' young driver crash. Fewer completed subsequent sections as sixteen learners completed the self-learning exercise, and fifteen learners had completed the summary section.
1.2 What the law requires	19	Nineteen of the twenty one learners had completed phase one of the exercise about the legal conditions they must comply with when driving as a provisional licence holder. Fifteen learners completed the whole self-learning section and seventeen completed some of it. Fifteen learners wrote something in the phase 3 section following discussion with the ADI.
1.3 Seatbelts	19	This worksheet did not contain a phase one

Worksheet title	Workbooks where part of the sheet was completed	Key points on how the sheet was completed
		<p>section. In the self-learning section, learners were asked to identify reasons why people might not wear a seat belt, and nineteen learners identified three reasons, fifteen learners identified four and thirteen learners identified five.</p> <p>Following discussion with their ADI, seventeen learners completed some part of the section on options to get a friend to wear a seat belt.</p>
1.4 Good driver	19	See Section 13.2.6
1.5 Your GROW plan	15	See Section 13.2.6
1.6 Vulnerable Road Users	20	<p>Twenty learners completed the phase 1 section asking why some road users are more vulnerable than others.</p> <p>The self learning section asked the learners to identify two situations when they had felt vulnerable, and nineteen named one and seventeen named two; the same number went on to write about how they would deal with those situations.</p> <p>Seventeen learners completed some part of phase 3.</p>

13.2.3 Stage Two

Worksheet title	Workbooks where part of the sheet was completed	Key points on how the sheet was completed
2.1 Eco-safe driving	19	All nineteen learners completed this worksheet in its entirety.
2.2 Route Planning	18	<p>All eighteen completed details about the journey that they were considering making.</p> <p>Seventeen of the learners completed the self learning section asking them to complete the positives and negatives of one option for route planning.</p> <p>Seventeen learners completed the phase three questions about which method of navigating they would pick, and sixteen completed the section about how they would address the negative issues to do with their choice.</p>
2.3 Self Assessment	14	<p>All fourteen completed the phase one section which prompted the learners to discuss a scenario where there was a near miss and try to identify which vehicles were responsible for it and which ones could have avoided it.</p> <p>Twelve learners then completed the self learning section asking them to identify events which would trigger self reflection on their own driving.</p> <p>Eleven learners completed some part of the phase three exercise about learning from experience after the test, with nine completing the whole section.</p>
2.4 Journey Context and Peer Pressure	15	<p>Each phase of this worksheet prompted the learner to identify risk factors and coping strategies for different journeys.</p> <p>Twelve learners completed these fields for the first journey, and fourteen completed these fields for the second and third journeys. The learners were asked to score each of the journeys and ten completed these three fields.</p>

13.2.4 Stage Three

Worksheet title	Workbooks where part of the sheet was completed	Key points on how the sheet was completed
3.1 Risk Assessing a Journey	16	<p>This was an atypical worksheet and learners were prompted to fill out sections on the driver's personality, the journey itself, reading the road, and vehicle skills.</p> <p>All the fields were completed by the sixteen learners, with the exception of the vehicle skills field which was completed by twelve.</p>
3.2 Fatigue	18	<p>All eighteen completed all of the phase one exercise about the differences between collisions involving a driver who is awake and a driver who has fallen asleep at the wheel.</p> <p>Sixteen completed the self learning quiz and responded to all of the questions where they were asked whether they agreed or disagreed with statements about fatigue. Five options were given to learners from strongly agree to strongly disagree, and for five of the statements the spread of answers covered all five responses.</p> <p>Fourteen learners completed the phase three section of the worksheet following discussion with their ADI.</p>
3.3 Alcohol and Drugs	18	<p>In the phase one section, seventeen learners completed each section on the effects of alcohol, twelve completed the section about the effects of drugs, and ten completed the section about the effects of non-prescribed drugs.</p> <p>Fifteen learners completed some part of the self-learning section with fourteen completing all of it.</p> <p>Seventeen learners then went on to complete part of phase three about the length of time it takes to become sober and fifteen completed all of phase three.</p>
3.4 Fitness to Drive	13	<p>Six learners made notes on the 'Thinking, doing, seeing, feeling' diagram on the</p>

Worksheet title	Workbooks where part of the sheet was completed	Key points on how the sheet was completed
		<p>worksheet.</p> <p>Thirteen learners completed some part of the self-learning section where they described the effects of different conditions on fitness to drive; each box was completed by at least six learners.</p> <p>Twelve of the learners answered the question in phase three.</p>
3.5 Distractions	16	All sixteen learners completed this worksheet in its entirety.
3.6 Time Pressures	16	<p>This worksheet did not have a phase one section. Fifteen learners completed the three questions in the self-learning section about how their driving would be effected by time pressures.</p> <p>Sixteen learners completed the phase three section which encouraged them to identify strategies to cope with the distractions following discussion with the ADI.</p>
3.7 Stress	16	<p>All sixteen completed the phase one prompts about causes of stress whilst driving and not driving.</p> <p>Fourteen learners completed the self-learning section and all fourteen identified three different stresses. Thirteen then went on to identify coping strategies to deal with all three of those stresses and one learner identified coping strategies for two of the three stressors.</p>
3.8 Test Readiness Review	11	This worksheet, rather than being arranged in the usual structure, contained four statements which acted as prompts for the learners to review their readiness for taking the driving test. None of the eleven learners completed the whole review. The boxes were completed by between five and ten of the learners. Seven learners and eight instructors had signed the test readiness review.

13.2.5 Stage Four

Worksheet title	Workbooks where part of the sheet was completed	Key points on how the sheet was completed
-----------------	---	---

	was completed	
4.1 Emergency vehicle quiz	13	This worksheet presented learners with four scenarios describing how they might encounter an emergency vehicle along with three options of what they could do in response, giving a total of twelve prompts. Eleven learners gave a response to all of the prompts.
4.2 Crash impact	13	This sheet did not have a section to complete at phase one but the self learning section relied on having a prior discussion with the ADI. All thirteen learners completed the self learning section. For the phase 3 of the exercise, nine learners had filled in all three stages of a diagram showing who might be affected by a collision, with six learners making notes in some blank space on the page.
4.3 Your post-test GROW plan	10	See Section 13.2.6

13.2.6 Repeated exercises

There were two exercises which were repeated several times during the learning to drive process.

The 'good driver' exercise was designed to be completed in the learner's first lesson and then reviewed at the end of each stage, with the review at the end of stage four being prior to the driving test. Learner drivers were asked to describe a good driver by recording three characteristics on the sheet.

Nineteen of the twenty one learners completed some part of the worksheet.

- Eighteen completed the first box to be used at the start of the lessons.
- Fifteen completed the box designed to be used at the end of stage one.
- Eleven gave three responses to the box designed to be used at the end of stage two. One more learner gave a single response.
- Nine completed all three responses to the question at the end of stage three, with one learner giving a single response.
- Four learners gave three responses at the end of stage four, prior to the test.
- One learner completed the good driver exercise at each stage.

A GROW plan was provided for the ADI to complete with the learner at the end of each of the stages, and a post-test GROW plan was provided for learners to consider how their driving will develop and change following the test. In total fifteen of the twenty one learners used the exercise sheet. All fifteen used it at least twice for different goals with twelve of those fifteen using it three times. Whenever a learner did identify a goal, there was always a rating for it on a scale of one to ten to judge how close they were to achieving that goal. Fourteen identified options to help them achieve two of the goals and eleven identified options to achieve three. Learners were asked to identify what they

will do to achieve their goal; thirteen identified a way forward for one goal, eleven for two goals and nine for all three.

The post-test GROW plan was more complex. Eleven of the twenty one learners did not complete any part of it. Ten of the twenty one learners completed part of the post-test GROW plan which encouraged learners to identify what will change over the next ten years (before completing a GROW plan exercise based on that). Ten learners completed the four questions about what might change over the next ten years and eight completed all of the GROW plan.

13.3 Qualitative analysis

A qualitative analysis of the workbooks was carried out by looking at learners' responses to each question and identifying the main themes. There were two aims to this analysis

- To judge whether the recorded responses were relevant to the topic.
- To identify how much detail was recorded.

Each completed worksheet of the twenty one workbooks submitted to the research team was read, and brief notes were written for each section. This allowed trends in the responses and themes to be drawn out.

It may not be appropriate to generalise the responses and themes identified to all of the learners from a qualitative document analysis such as this. Firstly there may be selective recording of the conversations and what is written on the worksheets may not represent the depth, quality, or content of the discussion between the ADI and learner. Secondly, the workbooks submitted may not be representative of all the workbooks completed.

13.3.1 Learning Agreement

The learning agreement allowed learners to record who the Learning to Drive workbook belonged to, along with other personal details. The answers were relevant where parts of the worksheet were completed.

The bulk of the learning agreement is a GROW plan which asks several questions that set the context for learning to drive.

Goals

Learners were asked to complete a section headed 'Where do I want to get to?' with a sub question asking what knowledge skills and understanding they need to develop.

Many identified their ultimate goal which was predominantly around themes of independence and freedom with one learner writing that driving would help them to get a job. Many wrote things that they needed to develop such as "*driving skills*", "*road skills*" and "*awareness*". Only a couple identified personal characteristics, although some mentioned the need to develop "*confidence*".

There were also some learners who wrote more general responses such as "*learn to drive*", but they were in the minority. Learners were also asked to identify goals under the heading 'Theory Test' and a general response such as "pass my test" was slightly more common in this section.

Reality

Learners completed a section headed 'Where I am now' which also asked how they liked to learn. The majority of learners had earlier identified themselves as kinaesthetic learners and common responses such as *"by doing it"* and *"having a go"* related to this.

Options

Learners were asked what was 'in their way'. A few interpreted this literally and identified the driving test. Others identified barriers such as the time available. A small group of respondents did not identify anything in their way that they could not overcome and simply wrote *"nothing"* or *"nothing really"*. Again, very few identified personal characteristics that they needed to work on or which might prove a barrier, although one did write that they were *"a bit nervous"*.

Way forward

The final part of the GROW plan asked the learners 'What will I do' with a sub question asking the learner what resources were available to help them. Everyone interpreted this as physical rather than personal resources and responded with examples such as *"books"*, *"CD-ROMs"* and *"mum's car"*.

13.3.2 Stage One

Worksheet title	Description of the content
1.1 Crash types	<p>Learners were asked to describe where most crashes involving newly qualified drivers may take place, and the most common responses were locations such as country roads and busy towns. There were mixed responses to the type of collision, both in terms of the direction of impact or who else would be involved in the crash.</p> <p>Learners typically identified lack of experience as the reason behind this increased crash risk, although some described the effects that this produced. For example one response was <i>"they think they are better drivers then they speed in the wrong place"</i></p> <p>The common theme in the key learning points was to gain more experience. Some identified practice as how they would do this. Some learners had identified specific pieces of advice, such as <i>"don't assume that a straight road is a fast road"</i>.</p>
1.2 What the law requires	<p>This worksheet asked primarily factual questions, such as what legal conditions you must comply with when driving as a provisional licence holder. The written responses were all straight to the point and accurate.</p>
1.3 Seatbelts	<p>Learners were asked to list five reasons that people could give for not wearing a seat belt. This meant that a wide range of responses were given, although <i>"in a rush"</i> and <i>"only driving a short distance"</i> were typical of the answers.</p> <p>There was a smaller range of answers when learners were prompted on what they would do if someone wasn't wearing a seat belt in their car. Most identified that they would explain the dangers or say that it was against the law. The option which was</p>

Worksheet title	Description of the content
	<p>the most common and which a majority of young drivers said would work best for them was refusing to drive off until the belt was worn, although there was little or no elaboration on how learners think that would work, or what they would do if it was not successful.</p>
1.4 Good driver	See Section 13.2.6
1.5 Your GROW plan	See Section 13.2.6
1.6 Vulnerable road users	<p>There was a wide range of responses from learners about what makes some road users more vulnerable than others, and in most cases learners identified a reason why. There were some strong repeated answers such as cyclists and motorcyclists and pedestrians because of their lack of protection or being difficult to see. Many identified young or novice drivers due to their lack of experience.</p> <p>This pre-empted a later section of the questionnaire where they were asked if they were a vulnerable road user, and almost everyone who responded said yes due to lack of experience. When asked what actions they could take to reduce their vulnerability the majority of written responses related to experience, such as <i>“drive as much as possible to get used to the roads”</i> and <i>“keep learning from experience”</i>. Other responses were about general driving skills, such as <i>“give myself time and space”</i> and <i>“be more aware”</i>.</p>

13.3.3 Stage Two

Worksheet title	Description of the content
2.1 Eco-safe driving	<p>The learners suggested a wide range of environmental impacts of vehicle use, but the main themes were around emissions and their effect on the climate and health. Alternative methods of transport to the car which were commonly written were cycling, public transport, or walking.</p> <p>When asked what they could do to reduce the impact of vehicle use, the main responses were all around eco driving such as removing unnecessary weight from the vehicle, inflating tyres correctly and no harsh braking. There was some carryover from the self learning as some learners suggested that using the car less, or only driving when you have to, were also ways that they could reduce the impact of car use.</p>
2.2 Route planning	<p>The learners identified several issues that they should consider when planning a journey, such as the distance, the start time, the weather, or the time that the journey will take. Personal factors that they should consider was not a strong theme but some did identify whether they were confident enough or how they were feeling before the journey. Typically learners identified the internet, maps and SatNavs as the three main ways of planning a route, with SatNavs as the most preferred. Ways of dealing with negative issues to do with SatNavs were structured around either ensuring that they had a back up mode of navigation if it broke, or managing the distraction by switching it off or turning it down when it wasn't needed.</p>
2.3 Self assessment	<p>Learners identified three main categories of prompts for when they should review their own driving</p> <ul style="list-style-type: none"> • sudden events that they failed to predict • when they had misjudged their road position or speed and it left them in an uncomfortable position • after a collision <p>The section on how post test experience will help to develop their driving was interpreted in several different ways. Some written responses were simply a statement along the lines of <i>"getting more experience makes you a better driver"</i> or <i>"you get better with experience"</i> with no explanation of how. Other learners wrote that they would gain new skills or be able to anticipate or react to situations better.</p> <p>It was not clear in most responses whether learners were thinking about self assessment as something which was a lifelong skill or something which was applied in the immediate future. A few responses did hint at the timescales and in these few instances it was clear that there was a mix between applying the</p>

Worksheet title	Description of the content
	questions to the immediate few years and as a life skill.
2.4 Journey context and peer pressure	<p>Learners were able to identify risk factors that were relevant for the journeys, and most of the responses spanned different aspects such as the time of the journey, the road environment and weather, and the people who were also going on the journey.</p> <p>Learners were able to identify coping strategies to make the journey easier before they set off such as planning stops and taking longer over the journey, and thinking about which friends they take. The strongest themes for coping strategies on the journey were statements such as <i>"don't speed"</i> or <i>"pay more attention"</i>.</p>

13.3.4 Stage Three

Worksheet title	Description of the content
3.1 Risk assessing a journey	<p>There was general agreement between the learners, with strong themes emerging although some risks were arguably listed under the wrong heading.</p> <p>Under personality, learners wrote down issues for the driver such as confidence and arrogance and also risks from the personality of others in the car. Other issues such as check the car and don't leave late were also raised by a few learners.</p> <p>Under journey, learners identified issues such as the weather, time of day, darkness, and not knowing the route as risks.</p> <p>There was a diverse range of responses under vehicle skills, such as <i>"slow reactions"</i>, <i>"weather conditions"</i> and <i>"age of vehicle"</i>.</p>
3.2 Fatigue	<p>Written responses in this section were very consistent, even given some of the variations to the self-learning quiz. Learners virtually all agreed that a collision involving a driver falling asleep at the wheel would be more severe due to the inability to try to avoid it. The overwhelming themes for the rest of the sheet were that you are at more risk of fatigue late at night or very early in the morning, and some also identified mid afternoon. There was a slightly wider range of responses when asked what they would do, although taking a break and having a caffeinated drink were both frequently mentioned.</p>
3.3 Alcohol and drugs	<p>Where learners completed parts of the thinking/seeing/feeling/doing table, the responses were broadly relevant. The written responses to the self learning questions on 'what is a unit of alcohol' and 'how many units are there in a pint</p>

Worksheet title	Description of the content
	<p>of standard strength lager or beer' were frequently very precise.</p> <p>There were a range of responses to the question which asked learners when they would be safe to drive after drinking alcohol, from <i>"wait until the next night"</i> to <i>"after a sleep or shower"</i>. The most typical response was to calculate a time based around a rate for the body to deal with a unit of alcohol. Leaving this appropriate amount of time or not drinking in the first place were the two most common ways which learners wrote that they would use to ensure they were fit to drive.</p>
3.4 Fitness to drive	<p>Learners completed the thinking/seeing/feeling/doing section of their workbooks by identifying conditions to reflect on themselves. Most learners picked a mix of relatively minor medical conditions (such as a cold, headache or sprained ankle) and emotional conditions (such as angry, stressed or excited). Fatigue was also relatively common.</p> <p>Despite the wide variation, when asked who they would see if they were not fit to drive most learners identified either the doctor, or the DVLA. Some qualified that they would see the DVLA if it was a permanent condition.</p>
3.5 Distractions	<p>Learners could identify a wide range of distractions. These were mainly distractions internal to the vehicle such as music, friends, phone or their SatNav, although it was not uncommon to list external distractions also.</p> <p>Learners could also identify relevant ways of dealing with distraction such as switching the phone off, telling passengers to be quiet, or making a music playlist before you set off to remove the temptation to change songs whilst driving. The written records did not cover how successful the learners felt these strategies were or what barriers there might be to enacting them.</p>
3.6 Time pressures	<p>Most learners identified that the time pressures on the journey would make them more likely to take risks. This pressure was also considered when learners were asked how they could respond to the situation, as several identified that taking risks was an option (although when asked which response was the best learners would opt for safer ways such as <i>"explain you have to drive sensibly"</i>, <i>"ignore them"</i> or <i>"reason with them"</i>).</p>
3.7 Stress	<p>There was a wide range of responses to things which made the learners stressed. Many learners identified specific driving circumstances such as heavy traffic, roundabouts, traffic lights or time pressures. Family, school work and work, or exams and job interviews were common non-driving stresses. Learners could link these stresses to how they would feel, and tired or angry were the most common.</p>

Worksheet title	Description of the content
	<p>Despite the wide range of things which could be stressful, there was a lot of commonality in the suggested responses with planning ahead and giving yourself more time being common. Others also identified the importance of calming down and in some cases the learners also wrote that they would pull over to do that. Practice was sometimes mentioned as a way of dealing with specific driving circumstances.</p>
3.8 Test readiness review	<p>The questions which asked learners what they need to do now to improve further prompted the main discussion on this worksheet. Responses such as <i>“review and consolidate knowledge”</i> and <i>“need more experience of different situations”</i> were common, although there was little space to elaborate and some learners wrote short statements such as <i>“practice”</i> or <i>“stay calm”</i>.</p>

13.3.5 Stage Four

Worksheet title	Description of the content
4.1 Emergency vehicle quiz	<p>This worksheet asked learners to indicate the likelihood that they would take a range of different options when they encountered an emergency vehicle. There was no space to record the conclusion of the discussion which that prompted.</p>
4.2 Crash impact	<p>Learners could articulate a range of people who might be affected by a collision, other than the people directly involved in a crash. This typically included their family, friends as well as work colleagues.</p>
4.3 Your post-test GROW plan	<p>The common changes to driving in future that learners identified were personal, such as becoming more mature and starting a career or family. Many also predicted that driving might change as cars become more automated and roads busier.</p> <p>Goals</p> <p>The need for more experience after the test was a strong theme and the goals were predominantly around ways of gaining more experience. Learners suggested things such as driving other vehicles or on specific journeys and a few suggested taking post test courses to develop it.</p> <p>Reality</p> <p>Learners were asked to score how close they were to achieving that goal.</p> <p>Options</p> <p>Learners suggested different ways of building experience such as <i>“Go to new places”</i> and <i>“Book extra lessons after test”</i>. One learner said that they could <i>“Use a route planner to incorporate</i></p>

Worksheet title	Description of the content
	<p><i>my goals into journeys</i>".</p> <p>What Will You Do</p> <p>In each case the learner picked one of the options they had mentioned.</p>

13.2.6 Repeated exercises

Good Driver

Learners identified a range of words that they would use to describe a good driver; the large majority of responses were personal characteristics such as *"considerate"* or *"sensible"* but some learners also described actions such as *"sticks to the speed limit"* or the absence on an action, such as *"not on the phone"*.

There were several examples of a learner using the same or similar responses throughout, and in most of the workbooks there was some consistency from one stage to the next.

The following tables are examples of how individual learners completed the worksheet in this way.

Start of Lessons	End of stage 1	End of stage 2	End of stage 3	End of stage 4
Safe	Safe	Safe		
Experienced	Experienced	Sensible		
Knows what doing	Knowledgeable	Knowledgeable		

Start of Lessons	End of stage 1	End of stage 2	End of stage 3	End of stage 4
Confident	Cautious	Safe	Safe	Safe
Careful	Aware	Aware	Careful	Confident
Safe	Safe	Careful	Confident	Smooth

Start of Lessons	End of stage 1	End of stage 2	End of stage 3	End of stage 4
Observations	Very observant	Observations	Observation	
Mirrors	Expect the unexpected	Concentration	Concentration	
Road conditions	Be prepared	Forward planning	Match speed to conditions	

Without understanding how the forms were filled out, it is hard to comment on this consistency. It could be related to the process used by the ADI, as learners may be tempted to repeat the same answers if the previous ones were not covered up. Alternatively it may be to do with the learner's belief in what makes a safe driver being rigid over time, or the meaning that the learners attribute to the words may change.

There were other instances where the written responses changed over time.

Start of Lessons	End of stage 1	End of stage 2	End of stage 3	End of stage 4
Observations	Plans ahead	Alert	Eyesight	
Correct speed – not too slow or too fast	Observe speed limit	Know what's going on	Not overconfident	
Mirrors & signalling	Observations	Understanding	Anticipate	

The three responses that learners give are part of a more complex idea about what a good driver is and does. This makes it hard to judge whether any of the responses reflect a positive development of what a learner considers a good driver to be without knowing the conversations around the activity.

GROW Plan

What is your goal over the next few weeks?

Most learners identified goals which related to the physical control of the car, and improving clutch control was a very common response. Other vehicle control goals related to choosing the right gear and reversing. Improving knowledge of driving theory was also a common goal. A few learners identified characteristics such as *"confidence"* or *"anticipation"*.

These goals were more specific than the GROW plan in the initial learning agreement, and this may be because the question asks the learners to identify goals for the next few weeks.

Reality – where are you now?

When asked how close they were to achieving the goal, learners gave themselves between 4 and 7 out of 10, although a few wrote text such as *"improved consistency"*.

What options could you use?

Several learners articulated several options, although the strongest theme was around getting further practice, either with the ADI or in private practice. Some expressed detail about what the practice would consist of.

When the goal was to develop driving theory, sources of learning were expressed as different options, such as the Highway Code or CD-ROMs.

What will you do?

The response to the wide range of goals was usually *“practice”* or statements such as *“get as much practice as possible”*; it was rare that learners elaborated on this. Using one of the learning resources identified under options was the response when the goal was to improve the knowledge of theory.

13.4 Summary of the Work Book Analysis

The quantitative analysis of the workbooks which were submitted showed variations in the extent to which and the way in which they were completed by learners and ADIs.

Although nineteen learners had completed some part of the Learning Agreement, only six named a mentor and only one got their mentor to sign the sheet, which was done several months after the Learner and ADI had signed the sheet. This suggests that mentors were not involved closely in the use of the material or the discussions about its content.

In the submitted workbooks, the earlier exercises were typically completed by a greater proportion of learners. This could indicate that the sheets were used less in the later stages of learning, that ADIs or learners disliked the later topics, or that learners passed the driving test before the ADI had the chance to introduce the sheet.

Some of the early sheets were completed by a lower proportion of the learners and ADIs. The GROW plan was notable here, being the only worksheet in Stage 1 which was completed by less than three quarters of the learners.

The typical trend within the worksheets was that the starting sections were completed by the highest proportion of learners, with fewer going on to fill out each subsequent sections. This could indicate either that the sheets were not returned to or followed up, or that any further work was more likely to be done verbally with no written record of what was said or the conclusions reached.

The qualitative analysis revealed that the written responses were relevant to the question. Quite often there was a wide variety of responses to the questions showing that there was a range of discussions and thought processes that a question could prompt.

There was however a lack of depth to some of the responses. This was most evident where the learners might find it difficult to express the process, and an example of this was in the first GROW plan in the Learning Agreement where the goals that learners wrote were quite general.

Similarly, a response to tackling a problem that was seen on several sheets in the workbook was that more practice was required, with no written discussion of what would be the 'right' practice or whether anyone else would be involved in making sure the right lessons were taken from it.

It must be remembered in interpreting these results that what was written on the submitted workbooks may not be indicative of the depth of the conversation around them, or of the conversations that learners in the treatment group had as a whole.

14 Discussion

The purpose of the two-year evaluation study of which this report forms part was to understand how well ADIs could implement a new learning to drive syllabus and process developed by DSA, as well as to measure its impact on learners' attitudes and behaviour.

The project addressed four broad objectives:

- To research how learner drivers engage with the new learning to drive syllabus (qualitative data – reported here) and to assess its initial impact on learner drivers' attitudes and reported behavioural tendencies (quantitative data – covered in the forthcoming summative evaluation report)
- To identify whether ADIs can deliver the full syllabus, in a way that empowers learner drivers to take ownership of the learning process (qualitative data – reported here)
- To research how supervising drivers engage with the new learning to drive syllabus (qualitative data – reported here)
- To inform DSA's understanding of any changes required to the training of ADIs and/or supporting tools included in the syllabus to ensure its successful implementation when rolled out in a subsequent, evaluation stage (qualitative data – reported here)

Assessment of impact on learners' attitudes and behaviour is the subject of the forthcoming summative evaluation report. This qualitative report summarises the qualitative findings and recommends improvements to the design and delivery of the new syllabus and process.

The key findings are summarised below under individual headings.

Consensus

There was a consensus amongst DSA staff and trainers that there needed to be a shift in driver training towards 'safe driving for life' as opposed to the more restricted aim of 'to pass the driving test', most particularly for younger learners. There was also agreement that the new syllabus and process, based on the competence framework and client-centred learning using coaching methods, could be implemented to achieve this. The trainers however identified a number of potential barriers to implementation, notably the ability and willingness of ADIs in general to accept the new syllabus, their possible feeling of a loss of control of the process and that their approach prior to the new syllabus was inadequate and, finally, that the new syllabus and process would cost pupils more to reach the test stage.

How well did ADIs engage with the new syllabus and process?

In spite of the reservations of the trainers, acceptance by ADIs of the new syllabus and process was high from the very beginning of the trial. They valued the new approach and sought to continue its use, thus demonstrating views which converged with those of the DSA staff and trainers. They have engaged with the new syllabus and process to a high level, albeit with practical struggles in implementation. The positivity shown towards the new approach was based, partly, on their own pre-existing gravitation towards the field of client-centred learning. The new syllabus and process formalised and labelled what many, to an extent, felt they were already doing. They saw the new syllabus and process

as an *approval* of this, and as empowerment to develop it further. Otherwise, the positivity was based on their actual experience of the new techniques and workbook. For many, the experience was challenging but also rewarding.

Did ADIs follow the syllabus and process as intended or did engagement vary with ADI?

Instructors perceived the extra 'tool in their box' to be the coaching techniques in which they were newly trained, plus the new workbook. Their understanding was that client-centred learning meant using these 'new' techniques if and when it suited the learners. If they perceived the techniques to be unsuitable, they reverted to their pre-trial instruction methods or often used a mixture of the two.

Treatment ADIs reported that learners now had increased responsibility for their own learning and their own safety and were better able to take responsibility for their actions and to judge their own performance and competence. The consequence of the emphasis on *asking* was that learners were said to be more engaged and were having greater input in their lessons and therefore more ownership over their learning process. The enhanced communication gave ADIs more insight into what their learners truly understood, and this enabled ADIs to know, much more precisely, *why* learners were making mistakes and those areas on which their learners still needed to work.

ADIs however, overwhelmingly reported that they were struggling to cover the scenarios in the workbooks within an hour's driving lesson. To manage the additional time and workload, nearly all of the ADIs cut corners in how they used the workbooks. One form of reduction was to cover only those scenarios 'triggered' by events during the lesson. Several recommendations for the design and use of the workbooks were made and are presented in Section 15 (Recommendations).

Finally, the quality and depth of coverage of wider road safety topics was found to vary between treatment ADIs, likewise the delivery of the process. This finding was also reflected in the comments of the treatment learners.

It should be noted that a major motive for non-compliance with, for example, workbook elements and processes, was that delivery as envisaged was always competing, in the instructors' minds, with learners' wish to pass their test as quickly and as cheaply as possible. If learners felt they were spending too much time talking rather than driving, the threat was that they would find a different ADI. The ADIs perceived this to be a very real threat to their business. If the new syllabus and process becomes the norm however, this competitive disadvantage would, of course, disappear.

How well did learners engage with the new syllabus and process?

As with the ADIs, acceptance by learners of the new syllabus and process was high from the very beginning of the trial. Learners in the treatment group confirmed their ADIs' use of the new syllabus and process, as well as the practical limitations to its use, although the degree of application of the new syllabus and process was not as apparent in learner observations as in instructors' comments. The learners experienced great variability in the extent to which their ADIs adopted the various elements of the new syllabus and process. This applied in particular to having a say in what they covered during lessons,

self-assessment, use of the workbook and modification of approach in the light of the learning style of the trainee.

Has the new syllabus and process had any distinctive effects on the learner driver's experience of learning to drive?

Perhaps the most salient difference that emerged between treatment and control learners is that treatment learners described substantially greater coverage of wider road safety topics. Learners in the control group identified a range of issues for which they felt unprepared. These issues were all covered by the new syllabus. Previous research has shown that there is a clear disconnect between learners' perceptions of learning to drive, and post-test driving (e.g. Wells et al. 2008; Christmas, 2007); the fact that the new syllabus and process seems to be covering such topics with a good number of learner drivers is encouraging.

How well did supervising drivers engage with the new syllabus and process?

The supervising drivers clearly identified that their main role was to help the learners practice driving and gain confidence. This practice was usually in parallel with what the learner was covering with their ADIs, the learner typically acting as the conduit to pass on information about work with the ADI. Practice progressively shifted towards more complex scenarios and environments and was frequently opportunistic (thereby avoiding additional fuel costs) rather than being planned in a structured way. By contributing to the learner's experience supervising drivers reduced the amount of time that the learner spent with the ADI in paid lessons. Supervising drivers were often aware that learners were using various learning materials, however, there was very little awareness of their content or involvement in their using them. There was notable similarity between treatment and control groups in the role supervising drivers played in the learning to drive process. This suggests that supervisor engagement was not generally affected by the new syllabus and process. This is a missed opportunity as one clear mechanism by which it is believed that novice driver safety can be increased is through much greater on-road practice (see for example, Gregersen et al, 2000).

Did Supervising Drivers provide guidance that was consistent with the syllabus and process as delivered by ADIs?

Supervising drivers of learners in both the treatment and control groups often reported that there was little direct or regular communication between themselves and the ADI. Reasons given were loss of instruction time for the learner and not wanting to 'go behind the learner's back'. Teaching was seen as a professional activity that should be left to the ADI. The idea of not wanting to contradict or 'go beyond' the instructor was also based around the worry that their advice would be different, due either to the bad habits which many supervising drivers were concerned that they had picked up, or to the possibility that the formal rules of driving had changed or were different for the test situation.

Implications for the design of the syllabus and process

There are some significant barriers to full implementation of the new syllabus and process. The degree of variance in the treatment learners' self-reported experience of client-centred learning demonstrates the need for ADIs to receive training to build their strengths in its consistent delivery. There is also room for improvement in the design and use of the workbook, as discussed earlier. Furthermore there is clearly an opportunity for a more informed involvement of the supervising driver, and ways to achieve this could be developed.

Implications for the design of the study

Not all of the coaching techniques learned in the DSA training for this study were new to participants, and at least a small proportion of ADIs in the control group applied some of the same techniques (coaching; homework discussions; acknowledgement of learning styles; self-evaluation scaling). The ADI sampling process may well have elicited interest specifically from those ADIs who were engaged with more progressive thinking and practice¹². Furthermore, because of the variation between treatment group ADIs in degree of compliance with the new syllabus and process, some treatment learners received a larger 'dose' of the treatment intervention than others. While this may to an extent blur the results of the forthcoming quantitative study (making treatment and control differences harder to identify), the majority of control ADIs in the focus groups used traditional instruction methods (e.g. content geared towards test pass, little or no ownership by the trainee of the learning process).

¹² This fact makes the decision to assign ADIs from those volunteering randomly to either deliver the new syllabus and process (treatment group) or continue as usual (control group) even more crucial for the forthcoming summative evaluation report.

15 Recommendations for improvement of the new syllabus and process

Recommendations for improvement of the new syllabus and process, including content, delivery and any associated training, are bullet-pointed below. These recommendations are based on the fieldwork and qualitative data collected since July 2010 and should enhance the acceptability and practical feasibility of the new syllabus and process:

ADI training

- ADI training could have clearer aims and more attention could be given to communicating the process
- More extensive training in client-centred learning could be made available to ADIs
- More support could be given for the use of workbooks
- Copies of the learning to drive workbook and/or other materials could be handed to ADIs at the start of any future training
- Consistent use of terminology when referring to client-centred learning and coaching could be ensured, to avoid confusion of terms
- The time advised for ADIs to use the syllabus and process could be revised, based on real-life examples of practising ADIs and learners (rather than DSA staff)

Learner drivers and their supervisors

- Separate learner driver discussion groups could be used to deliver some of the content in the new syllabus and process to ease the time burden on ADIs
- Publicity could be made to learners and parents, aimed at realigning expectations of the learning process towards more 'safe driving for life'
- Revisions to the workbook could include guidance and instructions on involving supervising drivers with scenario discussions

The learning to drive workbook

- The content of the learning to drive workbook could be reduced, eliminating repetition of scenarios
- The language within the learning to drive workbook could be simplified
- The learning styles questionnaire could be revised to take account of young learners' knowledge of their own learning styles, while still being applicable to older learners
- The GROW plan/Goals sections could be simplified and removed from its early position in the workbook, to a later stage
- The three-phase and triplicate system could be revised in light of time pressures upon ADIs and resistance to written work from learners

16 References

- Christmas, S. (2007). The good, the bad and the talented: young drivers' perspectives on good driving and learning to drive. Road Safety Research Report No.74. London: Department for Transport (DfT).
- Crick, J. L., & McKenna, F. P. (1991). Hazard perception: can it be trained? In G. B. Grayson (Ed.) *Behavioural Research in Road Safety II*. Crowthorne: Transport and Road Research Laboratory.
- Forsyth, E., Maycock, G. & Sexton, B. (1995). Cohort study of learner and novice drivers. Part 3: Accidents, offences and driving experience in the first three years of driving. Crowthorne: Transport Research Laboratory (TRL).
- Gregersen N P, Berg H, Engström I, Nolén S, Nyberg A and Rimmö P (2000). Sixteen years age limit for learner drivers in Sweden – an evaluation of safety effects. *Accident Analysis & Prevention*, 32 25–35.
- Helman, S., Grayson, G., and Parkes, A. M. (2010). How can we produce safer new drivers? A review of the effects of experience, training, and limiting exposure on the collision risk of new drivers. TRL Insight Report (INS005). Crowthorne: Transport Research Laboratory.
- Hatakka, M., Keskinen, E., Gregersen, N. P., Glad, A. & Hernetkoski, K. (2002). From control of the vehicle to personal self-control; broadening the perspectives to driver education. *Transportation Research Part F, Traffic psychology*, 5, 201–215.
- Hull, M. A., & Christie, R. J. (1993). The hazard perception test: the Geelong trial and future developments. VicRoads Report GR 93–113.
- Maycock, G., Lockwood, C. R. & Lester, J. (1991). The accident liability of car drivers. TRRL Report RR315. Crowthorne: Transport and Road Research Laboratory.
- Mayhew, D. R., Simpson, H. M. & Pak, A. (2003). Changes in collision rates among novice drivers during the first months of driving. *Accident Analysis & Prevention*, 35, 683–691.
- McCartt, A. T., Shabanova, V. I. & Leaf, W. A. (2003). Driving experience, crashes and traffic citations of teenage beginning drivers. *Accident Analysis & Prevention*, 35, 311–320.
- McKenna, F. P. & Crick, J. L. (1993). A cognitive-psychological approach to driver training: the use of video technology in developing the hazard perception skills of novice drivers. In G. B. Grayson (Ed.) *Behavioural Research in Road Safety III*. Crowthorne: Transport and Road Research Laboratory.
- McKenna, F. P. & Crick, J. L. (1994). Hazard perception in drivers: a methodology for testing and training. TRRL Report CR313. Crowthorne: Transport and Road Research Laboratory.
- McKenna, F. P. & Horswill, M. S. (1999). Hazard perception and its relevance for driver licensing. *IATSS Research*, 23, 36–41.
- Quimby, A. R., Maycock, G., Carter, L. D., Dixon, R. & Wall, J. G. (1986). *Perceptual abilities of accident involved drivers*. TRRL Report RR27. Crowthorne: Transport and Road Research Laboratory.
- Sagberg, F. (1998). Month-by-month changes in accident risk among novice drivers. Paper presented at the 24th International Congress of Applied Psychology, San Francisco, August 9–14.
- Sexton, B. (2000). Development of hazard perception testing. In *Proceedings of the DETR Novice Drivers Conference, Bristol*. Available at: <http://www.dft.gov.uk>.

Wells, P., Tong, S., Sexton, B., Grayson, G. & Jones, E. (2008). Cohort II: a study of learner and new drivers. Volume 1: main report. Road Safety Research Report No. 81. London: Department for Transport (DfT).

Williams, A. F. (1999). Graduated licensing comes to the United States. *Injury Prevention*, 5(2), 133–135

Appendix A Procedure for random allocation of ADIs to treatment and control groups

Description of method used to assign ADIs who have expressed an interest in taking part in the trial to either treatment or control groups.

Shaun Helman

15/06/10

This procedure was designed to be completely free from bias when assigning ADIs to treatment and control groups, while at the same time deliberately balancing as closely as possible the numbers of different 'grade' ADIs in each group also.

1. The DSA supplied the details of 159 ADIs who had expressed an interest in taking part in the trial. The details were supplied in an Excel spreadsheet.
2. Of these, 94 were check-test grade 4, 55 were grade 5, and eight were grade 6. Two stated that they had no check-test grade and were therefore excluded.
3. The ADIs were split into grade 4s, 5s and 6s.
4. A random number between 1 and 2 was generated next to each ADI in the spreadsheet, using the formula '=INT(2*RAND()+1)'.
5. In an adjacent column '1' was defined as 'treatment' and '2' as 'control', using the formula '=IF(CELL=1,"Treatment", "Control")' where 'CELL' refers to the relevant adjacent cell in which the '1' or '2' appears.
6. For each grade of ADI in turn, the numbers calculated in step 4 were updated (the function is 'volatile' and therefore it updates every time the spreadsheet recalculates) until there were equal numbers (or as close as possible) of 1s and 2s.
7. When the equality of numbers in each group was reached, the values were 'frozen' through cutting and pasting them 'as values' (thus removing volatility).
8. Note that this process was 'witnessed' by two members of TRL staff (Shaun Helman and Rebecca Hutchins), and while the process was followed, the only details visible on the screen were the random numbers and two cells that counted the number of each category. Thus the personal details of ADIs could not have played any part in the decision when to 'freeze'.
9. The entire process resulted in 47 treatment and 47 control participants for grade 4 ADIs, 27 treatment and 28 control participants for grade 5 ADIs, and four of each for grade 6 ADIs.
10. The 1s and 2s in each grade were then sorted into a new random order using a random number calculated using the formula '=RAND()', in an adjacent column.
11. This new ordering was then frozen through cutting and pasting the entire spreadsheet 'as values', and the spreadsheet was sent to DSA with the below instructions regarding recruitment.

Instructions for recruitment of ADIs based on TRL spreadsheet “ADI group assignment file for DSA.xls”

Notes:

1. The spreadsheet contains one worksheet, entitled ‘Final random assignment’.
2. This worksheet contains all the ADIs who had expressed an interest in taking part in the study. The data are as delivered to TRL by DSA, and include check-test grade (column ‘K’), and also now include a ‘Group’ column (column ‘L’).
3. The ADIs are sorted by check test grade (4, 5, 6) and then by whether they are to be recruited to the treatment group (those ADIs who will receive the training in June and July to teach the new syllabus) or the control group (those ADIs who will not receive the training until the end of the trial. There are:
 - a. 94 grade 4 ADIs (rows 2 to 95 inclusive)
 - b. 55 grade 5 ADIs (rows 100 to 154 inclusive)
 - c. eight grade 6 ADIs (rows 159 to 166 inclusive)
 - d. There are two additional ADIs who did not have a check test grade listed (rows 167 and 168). These two have been excluded from the process of group assignment, and should therefore not be recruited.
4. For each check test grade, half of the ADIs have been assigned as ‘treatment’ and half as ‘control’ (in the case of grade 5 ADIs there is an odd number, and hence there is one extra control participant).

The following procedure should be followed when recruiting:

The target sample is 50 ADIs in the treatment group, and 50 in the control group. If possible we would like a balance between grade 4s and grade 5/6s. Obviously there are more than 100 ADIs in the spreadsheet (there are actually 157) – this means we have some ADIs who will not get to take part at all. This means however that we should be able to achieve our target sample of 100 (50 treatment, 50 control) even if some of the 157 who have stated their interest change their mind at this stage.

Here is the recruitment procedure. It is very important that the below is followed by the letter please, as the scientific integrity of the trial depends on utterly random group assignment:

1. Contact treatment ADIs who are grade 4 **in the order they are listed on the sheet**. It is essential that you use the order in the sheet, as this has been determined randomly to be free from any kind of bias.
2. Every time you manage to recruit a grade 4 treatment group ADI, use the same procedure (i.e. contact them in the order they are listed) to recruit a grade 4 control group ADI. Do not recruit a control ADI without first recruiting a treatment ADI; this will help to ensure that we have the same number of ADIs from each grade in each of the treatment and control groups.
3. Continue in this way with the grade 4 ADIs until you have recruited **25** grade 4 treatment ADIs, and **25** grade 4 control ADIs, or until you run out of grade 4 ADIs in either (or both) of the treatment or control lists.

4. Now follow steps 1, 2 and 3 but for grade 5 ADIs, and until you have recruited **21** grade 5 treatment ADIs and **21** grade 5 control ADIs, or until you run out of grade 5 ADIs in either (or both) lists.
5. Now follow steps 1, 2 and 3 but for grade 6 ADIs, and until you have recruited **four** grade 6 treatment ADIs and **four** grade 6 control ADIs, or until you run out of grade 6 ADIs in either (or both) lists.
6. If you have any shortfall in grade 6 ADIs, try to fill them with remaining grade 5 ADIs first, and then remaining grade 4s.
7. If you have any shortfall in grade 5 ADIs, try to fill them with remaining grade 6 ADIs first, and then remaining grade 4s.
8. If you have any shortfall in grade 4 ADIs, try to fill them with remaining grade 5 ADIs first, and then with remaining grade 6 ADIs.

Remember:

In all cases, contact ADIs in the order they are listed.

If anyone wishes to discuss this procedure, please contact:

Shaun Helman

TRL

01344 77 0650

shelman@trl.co.uk

Appendix B Participant information sheet



Learning to Drive Study

Participant Information Letter

Thank you for your interest in this research.

The DSA wants to understand more about what it is like to learn to drive. To achieve this, TRL has been asked to explore the opinions and perceptions of a group of learner drivers as they go through the process of learning to drive.

If you decide to take part in this study, you will be asked to complete an online questionnaire after you have had no more than a few driving lessons and you may be asked to complete another when you pass your practical driving test. You may also be invited to take part in a discussion group with other learner drivers in your area.

We may keep in touch with you, by email or phone, at 2 or 3 monthly intervals to give you updates on the study.

To say "thank you" for taking part, we will give you £20 for each completed questionnaire and if you take part in a discussion group, we will give you another £35 for that. You will be required to complete a claim form for auditing purposes.

For your information, all personal data relating to volunteers is held and processed in the strictest confidence, and in accordance with the Data Protection Act (1998). The results of this study may be published, but it will not be possible to identify any individual from the report or results.

You are also free to withdraw from the study at any time without needing to justify your decision and without prejudice.

If you are taking any practice sessions with a **supervising driver** (family member/ friend/ partner), we'd also value their opinions and are offering them the chance to take part in a telephone interview for which they will be given £20; please let us know if they're interested!

To confirm that you wish to sign up for this research, please complete the consent form and we will send you the link and password for you to complete the first online questionnaire.

If you have any questions, please email me at drivertrial@trl.co.uk or you can leave a message on our dedicated phone line on 01344 770324.

Kind regards,

The Project Team

Dr Shaun Helman
Dr Neale Kinnear

Su Buttress
Rebecca Hutchins

Appendix C Weekly Sample Frame criteria

At the beginning of the study, the only requirement for learner drivers taking part in the study was that they had taken part in no previous formal driver training before joining their current ADI. Later in the project, the sampling frame used was monitored on a weekly basis and changes made to ensure that the people being accepted onto the study would result in a final sample that was as closely matched as possible to the gender (and as far as was possible, age) of the population of drivers presenting for test in GB.

The notes below show the changes made throughout the study.

Week 13 - week 21 (28/03/10 to 29/05/10)

1. All new learners who were female and 17 were excluded from being signed up.
2. All new learners who were female and aged between 21 and 30 were excluded from being signed up.
3. Any learners recruited in the older two age groups were allowed up to four hours of previous training (learners in other age groups were still allowed none).

Week 22 – 25 (30/05/10 to 26/06/10)

1. All new learners who were female and 17 were excluded from being signed up for the treatment group only.
2. All new learners who were female and aged between 21 and 30 were excluded from being signed up.
3. Any learners recruited in the 31+ age group were allowed up to four hours of previous training (learners in other age groups were still allowed none).

Week 26 – 27 (27/06/10 to 10/07/10)

1. All new learners who were female and 17 were excluded from being signed up for the control group only.
2. All new learners who were female and aged between 21 and 30 were excluded from being signed up.
3. Any learners recruited in the 31+ age group were allowed up to four hours of previous training (learners in other age groups were still allowed none).

Week 28 (11/07/10 to 17/07/10)

1. All new learners who were female and 17 were excluded from being signed up for the control group only.
2. All new learners who were female and aged between 21 and 30 were excluded from being signed up.
3. Any learners recruited in the 31+ age group were allowed up to four hours of previous training (learners in other age groups were still allowed none).

Week 29 – 31 (18/07/10 to 07/08/10)

1. All new learners who are female and 17 were now allowed to be recruited.
2. All new learners who were female and aged between 21 and 30 were still excluded from being signed up.
3. Any learners recruited in the 31+ age group were allowed up to four hours of previous training (learners in other age groups were still allowed none).

Week 33 – 39 (15/08/10 to 02/09/10)

1. Recruited learners of all ages and genders.
2. Any learners recruited in the 31+ age group were allowed up to four hours of previous training (learners in other age groups were still allowed none).

Appendix D ADI Questionnaire



We would like to ask you some questions about your experience as an Approved Driving Instructor (ADI) since you joined the Learning to Drive Trial. Please answer as accurately and as frankly as you can so that we can represent your views and opinions. No names or identification numbers will be used in the reporting of the results.

We realise the questionnaire will take a little while to complete, but your answers are important for the success of the trial. We really appreciate you spending the time required to give us insight into your personal experiences and opinions.

Please do not send the questionnaire on to other ADIs that you know, or publish it anywhere. We will ensure that the questionnaire is distributed to all ADIs within the trial.

ADI QUESTIONNAIRE

Please complete the questionnaire by ticking the appropriate box like this , circling the appropriate numbers like this (4), or writing in the spaces provided.

SECTION A: You and your learner drivers

1. How many learner drivers are you currently working with? drivers

2. Approximately how many learner drivers have you worked with since September 2010 drivers

3. Do you consider that you use any of the following methods or approaches with your learner drivers?
(Please tick all that apply)

- | | | |
|--|--------------------------|---|
| Instruction | <input type="checkbox"/> | 1 |
| Coaching | <input type="checkbox"/> | 2 |
| Client centred learning | <input type="checkbox"/> | 3 |
| Other (please specify in the text box below) | <input type="checkbox"/> | 4 |



4. Thinking of your learner drivers in the last 12 months, for how many have you had any contact with a supervising driver (e.g. parent)?

- All of them 1
- About three quarters of them 2 **Please go to question 5**
- About half of them 3
- About a quarter of them 4
- None of them 5 **Please go to question 6**

5. Please indicate the nature of your contact with supervising drivers.
(Please tick all that apply)

- 1 I was encouraging more private practice
- 2 I was encouraging supervising drivers to use the same methods I use
- 3 I was encouraging supervising drivers to discuss road safety risks with the learner driver
- 4 I was discussing finance and payment for lessons
- 5 I was discussing lesson planning
- 6 I was responding to some questions from the supervising drivers
- 7 I was promoting the importance of post-test lessons
- 8 Our contact related to something else (please specify in the text box below)

6. Please indicate your agreement with the following statements.

(Please select **one** number on **each** line)

	Strongly Disagree					Strongly Agree
	1	2	3	4	5	
a. I take the same approach and use the same methods with practically all my learner drivers	1	2	3	4	5	
b. Different learner drivers require different approaches to learning	1	2	3	4	5	
c. Most of the time, learner drivers simply need to be told what to do	1	2	3	4	5	
d. Learner drivers should be encouraged to work things out for themselves	1	2	3	4	5	



6. Please indicate your agreement with the following statements.

(Please select **one** number on **each** line)

	Strongly Disagree					Strongly Agree
	1	2	3	4	5	
e. My main goal is to get drivers test-ready as quickly as possible	1	2	3	4	5	
f. Learner drivers just want to get test-ready as quickly as possible and are not interested in how that happens	1	2	3	4	5	
g. I find learner drivers do better when I use my own methods	1	2	3	4	5	
h. Learner drivers mainly need experience, it doesn't really matter what I teach them	1	2	3	4	5	
i. Learner drivers have to take ownership of their learning to become better drivers	1	2	3	4	5	
j. Learner drivers need to be able to reflect on their driving to become better drivers	1	2	3	4	5	
k. Learner drivers need to develop awareness and responsibility to become good drivers	1	2	3	4	5	
l. Learner drivers need to develop awareness and responsibility to pass the practical driving test	1	2	3	4	5	
m. When a learner driver makes a mistake the ADI should tell them what they did wrong	1	2	3	4	5	
n. Learner drivers need to set their own aims and objectives to learn effectively	1	2	3	4	5	

7. Have you participated in any advanced ADI training (e.g. CPD - Continuing Professional Development) since September 2010?

Yes 1
No 2

If yes, please specify what further training you have had in this period.



SECTION B: The Learning to Drive workbook

We would like to get your feedback on the Learning to Drive workbook. Again, please answer as accurately and as frankly as you can so that we can represent your views and opinions.

8. How many of your learner drivers do you/will you use the DSA workbook with?

All of them	<input type="checkbox"/>	1	Please go to question 10
About three quarters of them	<input type="checkbox"/>	2	
About half of them	<input type="checkbox"/>	3	Please go to Question 9
About a quarter of them	<input type="checkbox"/>	4	
None of them	<input type="checkbox"/>	5	

9. Please indicate why you do not use the workbook with all of your learner drivers?

(Please tick all that apply)

I think it takes too much time	<input type="checkbox"/>	1
My learner drivers think it takes too much time	<input type="checkbox"/>	2
My learner drivers do not engage with it and do not complete their tasks	<input type="checkbox"/>	3
There are sections in the workbook that I do not like	<input type="checkbox"/>	4
There are sections in the workbook that my learner drivers do not like	<input type="checkbox"/>	5
The workbook is not suitable because some of my learner drivers have already had lessons	<input type="checkbox"/>	6
I think I would lose business if I used it with all learner drivers	<input type="checkbox"/>	7
My learners do not want to use it because their friends do not have to with other ADs	<input type="checkbox"/>	8
Other reason(s) (please specify)	<input type="checkbox"/>	9

10. Please indicate how frequently you use the following sections of the workbook with your learner drivers.

(select **one** number on **each** line)

	Never					With all my learners
	1	2	3	4	5	
a. The Learning Agreement	1	2	3	4	5	
b. Section 1.1 Crash Types	1	2	3	4	5	
c. Section 1.2 What the Law Requires	1	2	3	4	5	
d. Section 1.3 Seatbelts	1	2	3	4	5	
e. Section 1.4 Good Driver	1	2	3	4	5	
f. Section 1.5 You GROW plan	1	2	3	4	5	
g. Section 1.6 Vulnerable Road Users	1	2	3	4	5	
h. Section 2.1 Eco-safe driving	1	2	3	4	5	
i. Section 2.2 Route planning	1	2	3	4	5	
j. Section 2.3 Self Assessment	1	2	3	4	5	
k. Section 2.4 Journey context and Peer Pressure	1	2	3	4	5	
l. Section 3.1 Risk-Assessing a Journey	1	2	3	4	5	
m. Section 3.2 Fatigue	1	2	3	4	5	
n. Section 3.3 Alcohol and Drugs	1	2	3	4	5	
o. Section 3.4 Fitness to drive	1	2	3	4	5	
p. Section 3.5 Distractions	1	2	3	4	5	
q. Section 3.6 Time Pressures	1	2	3	4	5	
r. Section 3.7 Stress	1	2	3	4	5	
s. Section 3.8 Test Readiness Review	1	2	3	4	5	
t. Section 4.1 Emergency Vehicle Quiz	1	2	3	4	5	
u. Section 4.2 Crash Impact	1	2	3	4	5	
v. Section 4.3 Your post-test GROW plan	1	2	3	4	5	

11. Please indicate how valuable you think each section of the workbook is for the learner driver

(select **one** number on **each** line)

	Not at all valuable	1	2	3	4	Extremely Valuable
a. The Learning Agreement	1	2	3	4	5	
b. Section 1.1 Crash Types	1	2	3	4	5	
c. Section 1.2 What the Law Requires	1	2	3	4	5	
d. Section 1.3 Seatbelts	1	2	3	4	5	
e. Section 1.4 Good Driver	1	2	3	4	5	
f. Section 1.5 You GROW plan	1	2	3	4	5	
g. Section 1.6 Vulnerable Road Users	1	2	3	4	5	
h. Section 2.1 Eco-safe driving	1	2	3	4	5	
i. Section 2.2 Route planning	1	2	3	4	5	
j. Section 2.3 Self Assessment	1	2	3	4	5	
k. Section 2.4 Journey context and Peer Pressure	1	2	3	4	5	
l. Section 3.1 Risk-Assessing a Journey	1	2	3	4	5	
m. Section 3.2 Fatigue	1	2	3	4	5	
n. Section 3.3 Alcohol and Drugs	1	2	3	4	5	
o. Section 3.4 Fitness to drive	1	2	3	4	5	
p. Section 3.5 Distractions	1	2	3	4	5	
q. Section 3.6 Time Pressures	1	2	3	4	5	
r. Section 3.7 Stress	1	2	3	4	5	
s. Section 3.8 Test Readiness Review	1	2	3	4	5	
t. Section 4.1 Emergency Vehicle Quiz	1	2	3	4	5	
u. Section 4.2 Crash impact	1	2	3	4	5	
v. Section 4.3 Your post-test GROW plan	1	2	3	4	5	

12. Have you adapted any sections of the workbook for use with your learner drivers? For example, have you made up your own scenarios rather than use those given in the workbook?

Yes 1
No 2

If Yes, please specify what you have adapted.



13. Other than the workbook are there any materials that you use in the car with your learner drivers?

- Yes 1
No 2

If Yes, please identify what other materials you use.

14. If you have contacted your DSA mentor, please indicate how useful you have found this service?

- Extremely useful 1
Very useful 2
Somewhat useful 3
Not very useful 4
Not at all useful 5

I have not contacted my mentor at all 6

SECTION C: ABOUT YOU

Your answers will only be identifiable to the TRL researchers via your ADI identification number; the DSA will not be able to identify individual answers from our reporting as no names or identification numbers will be used in the reporting of the results.

15. What is your ADI number?

16. Are you:

Male 1

Female 2

17. What is your age?

years

18. What is your ADI level?

- 4 1
5 2
6 3

Thank you for completing the questionnaire.

Appendix E ADI Exit Interview Guide – Post-training

General Purpose Statement:

To understand the reasons behind ADI withdrawal from the trial

Refined Purpose Statement:

To discover if reasons for withdrawal were related to the training and/or the trial rather than purely personal circumstances.

1) How far into the trial were ADIs before they decided to withdraw?

- At what point did you consider, and then decide, to leave the trial?
- How many pupils had you used the new techniques from your DSA training with? How well did you feel the pupils responded? What did you feel about the techniques, how were they to use in practice?
- How did you get on with using the workbook for trial pupils?
- Some trial ADIs have raised concerns about the amount of ADI time spent on using the new techniques and completing the workbook. Was this an issue for you at all?

2) Thinking about the initial training you received at the DSA. How easy did you find it to understand the topics and new techniques covered in the training days that you attended?

- At the end of the training days you attended, how much confidence did you have in your ability to try out what you had learned?
- Any other comments on the training? Did you have any expectations of what it would involve?

3) Please could you tell me how you felt about Client Centred Learning for learner drivers, *before* the training?

- Have these feelings changed *since* the training?

4) Did you make use at any time of the DSA support phone number or email address?

- **If so:** Was this helpful? How soon after sending your query did you receive a reply? In what format was this reply, e.g. an email or phone message/call?

If not: Were you aware of the support available? What put you off from using the service?

Did you have any support from other ADI's you had met on the training? Have you been in touch with any of those ADI's other than at the training days?

5) What would you say were your main reasons for withdrawing from the trial?

- Any personal (family/home/work) factors involved? (you need not explain)
- Time commitment concerns?

6) Was there anything about the evaluation process that concerned you?

- Was the paperwork off-putting?
- Did the commitments regarding attending focus groups and recruiting learners deter you in any way from continuing with the trial?
- Did you have any difficulties in contacting or communicating with the evaluation team at any point?

7) Are there any other comments that you like to say or any questions that you would like to ask?

- If you have any questions then please contact ----- at any time.

THANK YOU very much for your time.

Appendix F Treatment ADI Focus Group Topic Guide

1. General Purpose Statement

The focus groups will establish the how ADIs are adopting the new syllabus and process, and the situations or reasons that lead to elements of it being used or not.

The focus groups will also explore the ADIs' perceptions of learner empowerment in the learning process and the relationship between the Learner Driver, and their Supervising Driver and ADI.

2. Refined Purpose Statement

The focus groups will

1. Find out the ADIs' views on the new syllabus and process and how and when they are using components from it.
2. Get ADIs' views on how much of the new syllabus and process they had already been using, and how their practices differ before and after the training
3. Establish what control over the learning process they give to the learners and whether it changes the way learner drivers learn
4. Understand how the training has affected the ADI as a professional and a business
5. Find out what ADIs' would or have changed to help them use the new syllabus and process

The focus groups will not

- Find out what participants think of other peoples/individuals
- Discuss general road safety issues
- Discuss general issues to do with the DSA/ the driving test or it's administration

3. Moderators Guide

(Explain the purpose of the focus groups)

- The focus groups will establish the how ADIs are adopting the new syllabus and process, and the situations or reasons that lead to elements of it being used or not

(Establish consent)

- Participation in this focus group is voluntary
- Want to hear your views, even if you do not have strong opinions

(Check agreement for tape recording)

- Recording the focus groups if you're ok with this?
- Taking notes

(Set the ground rules)

(Check everyone is comfortable)

- Focus groups should last around 90 minutes
- Refreshments

(Define terms)

- New syllabus and process

4. Questions

1. Why did you take up the offer of being involved in the trial?

2. What were the main things you took out of the training? (1)

3. How do your driving lessons now differ from when you became involved in the trial? (1) (2)

Prompts

- Activities within the lessons
- Relationship with learner
- Is there a difference between beginner and experienced learners
- Seek examples

4. What hasn't changed? (1) (2)

5. What is it about the new materials and process that has worked well? (2) (3)

Prompts

- Refer back to examples of differences in lessons
- Specific kinds of learners, or specific time in the learning process
- Which activities do you use the most?
- Have they been using the workbook, and have learners been completing and returning homework? How has using the workbook gone?
- What input do the learners have?

6. What has not worked so well? (2) (3)

Prompts

- What did you do about it?
- Which activities are you aware of but tend to avoid? Why?
- Has time to deliver new techniques been an issue? Especially non-driving time?

7. How do you feel you personally have developed since becoming involved in the trial? (4)

Prompts

- How has the new syllabus process helped you develop?
- What aspects of it have contributed to your development?
- What other factors have influenced your development recently?

8. How do you feel your business has developed since becoming involved in the trial? (4)

Prompts

- What factors have been influencing your business recently?

9. Overall how have you found the new syllabus and process? (5)

Prompts

- What have you enjoyed the most about using the new syllabus and process?
- What would you change about it?
- Has it met your expectations?

10. Any issues with the trial itself?

Prompts

- Contacting TRL? Informing them of learners?
- Learners not being interested in taking part in the trial?
- Difficult questions about the trial?

Appendix G Control ADI Focus Group Topic Guide

1. General Purpose Statement

The focus groups will establish the how ADIs are addressing the task of continuing to provide conventional instruction as well as their awareness of the new syllabus and process, and whether methods of instruction and learning similar to the new syllabus and process are currently being used.

The focus groups will also explore the ADIs' perceptions of learner empowerment in the learning process and the relationship between the Learner Driver, and their Supervising Driver and ADI in the context of conventional instruction.

2. Refined Purpose Statement

The focus groups will

6. Find out the ADIs' views on the new syllabus and process and how and when they are using components from it in the context of conventional instruction.
7. Get ADIs' views on how much of the new syllabus and process they had already been using, and how their practices differ before and after the training
8. Establish what control over the learning process they give to the learners and whether it changes the way learner drivers learn
9. Understand what has recently affected the ADI as a professional and a business

The focus groups will not

- Find out what participants think of other peoples/individuals
- Discuss general road safety issues
- Discuss general issues to do with the DSA/ the driving test or it's administration

3. Moderators Guide

(Explain the purpose of the focus groups)

- The focus groups will establish the how ADIs are addressing the task of continuing to provide conventional instruction as well as their awareness

of the new syllabus and process, and whether methods of instruction and learning similar to the new syllabus and process are currently being used.

(Establish consent)

- Participation in this focus group is voluntary
- Want to hear your views, even if you do not have strong opinions

(Check agreement for tape recording)

- Recording the focus groups if you're ok with this?
- Taking notes

(Set the ground rules)

(Check everyone is comfortable)

- Focus groups should last around 90 minutes
- Refreshments

(Define terms)

- New syllabus and process

4. Questions

1. Why did you take up the offer of being involved in the trial?

2. Are there ways in which your driving lessons now differ from when you became involved in the trial (notwithstanding membership of the control group)? (1) (2)

Prompts

- Activities within the lessons
- Relationship with learners
- Seek examples

3. What hasn't changed? (1) (2)

4. What materials do you use with your learner or suggest they use outside of lessons? (2) (3)

Prompts

- Formats – written, DVD, online
- Any discussions with the learner about them in lessons?
- Any materials you have written yourself?
- What specific kinds of learners, or specific time in the learning process do you use them with?

5. What do you feel works well about the current approach? (2) (3)

Prompts

- What aspects of it could be improved?

6. How do you feel you personally have developed since becoming involved in the trial? (4)

Prompts

- Have you been on any training?
- What helps you to develop personally?
- What wider factors have influenced your development recently?

7. How do you feel your business has developed since becoming involved in the trial? (4)

Prompts

- What has changed about your business in the last 6 months?
- What external factors have been influencing your business recently?

8. What are your expectations of the training you will receive at the end of the trial?

9. What is your understanding about what the new syllabus and content involves?

10. Any issues with the trial itself?

Prompts

- Contacting TRL? Informing them of learners?
- Learners not being interested in taking part in the trial?
- Difficult questions about the trial?

Appendix H Focus group topic guide – learner drivers

Learner Drivers Focus Groups

1. General Purpose Statement

The focus groups will establish the extent that learner drivers are able to engage with the new syllabus and process, and their perceptions of ownership and involvement in the learning process. They will also explore the relationship between the Learner Driver, and their Supervising Driver and ADI.

2. Refined Purpose Statement

The focus groups will

1. Explore the learner driver's attitudes towards the learning to drive syllabus and process, and their views on the learning process itself.
2. Find out about their relationship with the ADI as well as what they think about the learning techniques used and why the techniques might not be working as ideally imagined.
3. Find out whether the learner drivers understanding of the issues covered in discussions with their ADI and how they perceive their attitude towards driving has changed.
4. Identify their views on the amount and quality of private practice they undertake and how it relates to their formal lessons.
5. Find out what aspects of learning to drive they perceive are preparing them best for driving after the test

The focus groups will not

- Find out what participants think of other peoples/individuals
- Discuss general road safety issues
- Identify participants views with using the online questionnaire

3. Moderators Guide

(Explain the purpose of the focus groups)

(Establish consent)

- Participation in this focus group is voluntary
- Want to hear your views, even if you do not have strong opinions

(Check agreement for tape recording)

- Recording the focus groups if you're ok with this?
- Taking notes

(Set the ground rules)

(Check everyone is comfortable)

- Focus groups should last around 60 minutes
- Refreshments

4. Questions

1. How many lessons have you had so far? (1)

Prompts

- Same instructor
- How regular

2. Can you describe your most recent driving lesson? (1) (2)

Prompts

- Is this different from your expectation?
- Ask the group if they share the same experiences as described by each learner

3. How does your ADI involve you when deciding what to do during a lesson? (2)

Prompts

- How does that help you?
- Do you want to be involved more or less
- Are you asked to self-rate your driving skills at all? Does this help?

4. What discussions do you have with your ADI about road safety? (2) (3)

Prompts

- Home work/ written work/activities
- What do you think about the written activities? Do you always do them before your next lesson? Do you remember to bring your sheet back for your instructor? How do you find using the workbook?
- Mention specific road safety issues and topics from the microlessons (without mentioning 'microlessons')
- When are road safety topics introduced by the ADI?
- Are the topics helpful to you as a learner driver?
- Will they be helpful to you when you have passed your test?
- Did you discuss the topics your ADI raised with your parents/friends?

5. What do you do outside of lessons towards learning to drive?

Prompts

- Does your ADI give you any written work or topics to think about? What are they?
- What response do you get from your instructor after completing work?
- Private practice/discussions with parents/friends

6. How does your private practice compare with formal driving lessons? (4)

Prompts

- Topics covered
- Learning and instruction style

7. Can you give examples of when your supervising driver and ADI gave conflicting advice about driving? (4)

Prompts

- What did you do?
- How did it affect your relationship with them

8. What parts of learning to drive might be useful when you pass your test?(5)

9. Can you think of any situations that learning to drive isn't preparing you for? (5)

Prompts

- Why not?

10. What makes a good driver? (3)

Prompts

- Why are these an example of a good driver
- Do you see yourself becoming a good driver
- How has your view changed while you've been learning to drive?
- What makes a safe driver

Appendix I Interview guide – supervising drivers

Supervising Drivers Interviews

1. General Purpose Statement

The interviews will establish the extent that supervising drivers are able to engage with the new syllabus and process, and identify how that engagement affects their role whilst supervising and their relationship with the learner and ADI.

2. Refined Purpose Statement

The interviews will

1. Explore how much engagement the SD has in the learning to drive process and what has influenced that.
2. Find out the supervising driver's awareness and understanding of the new learning to drive syllabus and process, and how the ADI is delivering it.
3. Understand the SD's views on the relationship between themselves, the ADI and the learner during private practice.
4. Find out how relevant SDs see the learning to drive syllabus and process to post test driving

Instruction to Interviewee about the purpose:

To explore your involvement in the learning to drive process, and to ask for your opinions on it

The interviews will not

- Find out what participants think of other peoples/individuals
- Discuss general road safety issues
- Cover administration issues such as difficulties with booking lessons or tests

3. Moderators Guide

(Explain the purpose of the interview)

(Establish consent)

- Participation in this interview is voluntary
- Want to hear your views, even if you do not have strong opinions

(Check agreement for tape recording)

- Recording the interview if you're ok with this?
- Taking notes

(Set the ground rules)

(Check everyone is comfortable)

- The interview should last around 30 minutes max.
- Refreshments

(Define terms)

- New syllabus and process

4. Questions

1. What is your relationship to the learner driver?

Prompts

- Parent/friend/sole or main SD?

2. How involved have you been in helping your learner learn to drive? (1)

Prompts

- What has helped or hindered your involvement?
- Financial involvement?

3. What contact do you have with the ADI? (1) (2)

Prompts

- Reasons why SD has had discussions with ADI
- Sit in on a lesson?
- If no solid examples given, what situations would make you?

4. Often, Supervising Drivers do not know much about what their learner covers during their lessons. In general, how much would you say that you know about what your learner covers?

Prompts

- How do you know this?
- What do you think about it?

5. How often do you go out on practice drives? (3)

Prompts

- What circumstances do you do that?
- Any pressure from the learner to do so
- ADI asked you to?
- Any pressures which make it hard to do

6. How do you and the learner decide what to do on the practice drives? (2) (3)

Prompts

- Any involvement from the ADI?

7. Apart from actual driving practice, has your learner asked you any questions, or asked for any other help, about learning to drive/driving? (2) (3)

Prompts

- If so, what?
- Search for specific examples
- Relationship between the SD and LD – who initiated the help?

8. Are you aware of any resource materials your learner has used whilst learning to drive, such as DVDs for example? (2)

Prompts

- ADI given learner anything to take home, e.g. factsheets?
- Different formats – written, DVD, online
- Trial group – worksheets or home learning from the ADI
- What stage(s) in the learning are the materials used?
- What do you think of them?

10. How well do you think that the learning to drive process is preparing your learner for driving after they have passed their test? (4)

Prompts

- Any particular parts of the process?
- What benefits do you see from any changes?
- How would these materials would have helped you when you were learning to drive?
- Do you feel that the process is giving you value for money?

Thank you very much for your time that is the end of the interview. Is there anything else you would like to add? Do you have any questions you would like to ask? My contact number is: xxxxxxxxxxxxxx

Appendix J Scored workbook

Un-numbered!

1	3	4	5	14	15	16	17	18	29	39
20	23	34	35	36	38	39				
41	42	43								

Learning
to Drive

Workbook

Version 1.0
© Crown Copyright 2010

Learning Agreement *

Learner: ### ## ## III
 Address: ### ## ## III
 Tel/Mobile: ### ## ## III
 Email: ### ## ## III
 Trainer: ### ## ## III
 ADI No.: ### ## ## III
 Mentor: ### ## ## III
 Tel/Mobile: ### ## ## III
 Emergency: ### ## ## III
 Relationship: ### ## ## III
 Tel/Mobile: ### ## ## III

Legal requirements/ Fitness to drive/ Learning Style	G (Goal) Where do I want to get to?	R (Reality) Where am I now?	O (Options) What options do I have to maximise my progress?	W (Way forward) What will I do?
Licence checked <input type="checkbox"/> Eyesight checked <input type="checkbox"/> Medication <input type="checkbox"/> Learning Style: ### ## ## III Visual <input type="checkbox"/> Auditory <input type="checkbox"/> Kinaesthetic <input type="checkbox"/>	What knowledge, skills and understanding do I need to develop? ### ## ## III ### ## ## III Theory test ### ## ## III	How do I like to learn? ### ## ## III ### ## ## III What relevant knowledge or experience do I have? ### ## ## III ### ## ## III ### ## ## III	What's in my way? ### ## ## III ### ## ## III ### ## ## III	What resources are available to me? ### ## ## III ### ## ## III ### ## ## III ### ## ## III

Signature of Learner: ### ## ## III Date: ### ## ## III
 Signature of Trainer: ### ## ## III Date: ### ## ## III
 Signature of Mentor: ### ## ## III Date: ### ## ## III

W11-111

1.1 Learning to Drive - Crash Types

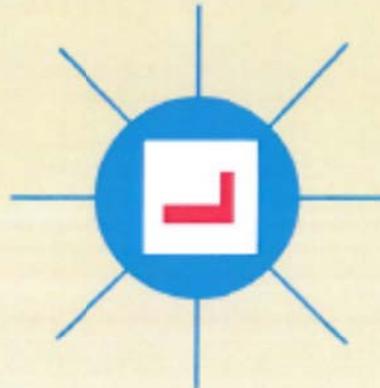
<p>Phase 1</p> <p>Where do you feel most crashes may take place involving newly qualified drivers? (For example what road types?)</p> <p>### ## ## ## ##</p>	<p>Self-learning</p> <p>Why do you think newly qualified drivers are at risk of being involved in these crashes?</p> <p>### ## ##</p> <p> </p>	<p>Phase 3</p> <p>Summary of short in-car discussion, highlighting the key learning points.</p> <p>### ## ##</p>
<p>At what times of the day and on what days of the week do you feel these collisions are most likely to occur? (Please be specific)</p> <p>Times of day</p> <p>### ## ## ## ##</p> <p>Days of the week</p> <p>### ## ## ## ##</p> <p>What types of collision do you think these might be? (For example rear end collisions - try and list 5)</p> <p>### ## ## ## ##</p>	<p>Further resources</p> <p>Highway Code On-line Highway code at: direct.gov.uk/en/TravelAndTransport/Highwaycode/DG_070190 Driving - The Essential Skills Etc.</p>	

1.2 Learning to Drive - What the Law Requires

Phase 1

With what legal conditions must you comply when driving as a provisional licence holder?

||



Version 1.8
© Crown Copyright 2010

Self-learning

As a provisional driver you need to comply with certain legal conditions relating to the vehicle you drive and who can accompany you.

What is the minimum age that the accompanying driver needs to be?

1

How long do they need to have held a full driving licence for the category of vehicle being used?

1

What does the vehicle have to display?

##

What do you need to consider with regard to the vehicle documentation?

II

Phase 3

As well as the legal issues you identified for normal driving, what other documentation/legal issues do you need to consider when going for your theory and practical driving tests?

##

1.3 Learning to Drive - Seatbelts

Self-learning

List five reasons people could give for not wearing a seatbelt:

- 1 ~~###~~ ~~###~~ ~~###~~ ~~###~~ ~~###~~
- 2 ~~###~~ ~~###~~ ~~###~~ ~~###~~ ~~###~~
- 3 ~~###~~ ~~###~~ ~~###~~ ~~###~~ ~~###~~
- 4 ~~###~~ ~~###~~ ~~###~~ ~~###~~ ~~###~~
- 5 ~~###~~ ~~###~~ ~~###~~ ~~###~~ ~~###~~

If someone is not wearing a seatbelt, who do you think is at risk and why?

- ~~###~~
- ~~###~~
- ~~###~~
- ~~###~~

Phase 3 - What could you do?

With your instructor, discuss the options you could use to get a friend to wear their seatbelt.

- ~~###~~ ~~###~~ ~~###~~ ~~###~~ ~~###~~

What options do you think would work best for you?

- ~~###~~ ~~###~~ ~~###~~ ~~###~~ ~~###~~

1.4 Learning to Drive - Good Driver

Start of lessons Using three words, how would you describe a good driver?	End of stage 1 Using three words, how would you describe a good driver?	End of stage 3 Using three words, how would you describe a good driver?	End of stage 4 Using three words, how would you describe a good driver?	End of stage 2 Using three words, how would you describe a good driver?
<p>III</p> <p>III III III</p> <p>III III III</p>	<p>III III III</p> <p>III III III</p> <p>III III III</p>	<p>III III III</p> <p>III III III</p> <p>III III III</p>	<p>III</p> <p>III</p> <p>III</p>	<p>III III III</p> <p>III III I</p> <p>III III I</p>
<p>Instructor's notes</p> <p>Four flexible stages of delivery</p> <p>Discuss with the learner and then repeat at the end of each stage (stage 4 just prior to the driving test).</p>				

conducted all the way through:

1.5 Learning to Drive - Your GROW plan

What do you feel you need to further improve?
What is your goal(s) over the next few weeks for your driving?

- ①
- ②
- ③

##-###
##-###
II

What options could you use to help you attain your goal(s)?

Goal 1:

III

Goal 2:

III

Goal 3:

I

What will you do? From the options you have identified what will you actually do?

Goal 1:

III

Goal 2:

I

Goal 3:

III

(

1.6 Learning to Drive - Vulnerable Road Users

Phase 1

What do you think makes some road users more vulnerable than others?

###

Self-learning

Please list any situations where you have felt vulnerable to traffic. Try to think about two of the situations you have listed and list the possible impact on vulnerable users.

Situation 1

###

Situation 2

| |

As a driver how would you deal with the situations outlined above?

Situation 1

| | | |

Situation 2

| |

Phase 3

Are you a vulnerable road user?

###

If so, what actions can you take to reduce your vulnerability?

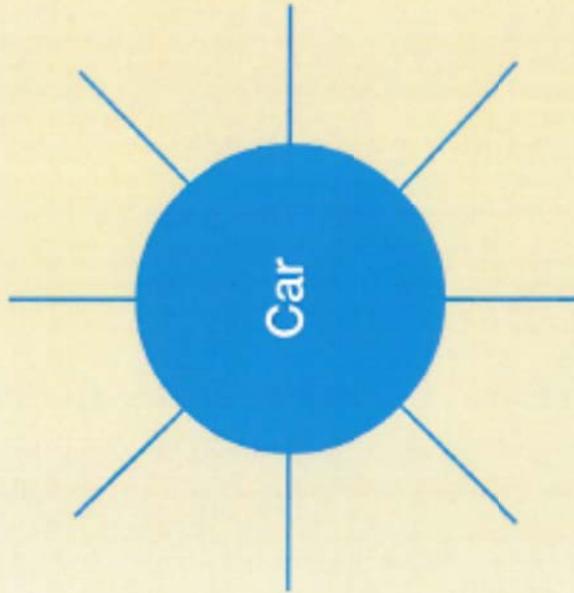
###

2.1 Learning to Drive - Eco-safe driving

Phase 1

What are the environmental impacts of vehicle use? (<http://bit.ly/1clonca2>, direct.gov.uk)

###



Self-learning

What other methods of transport could you use that would reduce the impact on the environment?

###

Phase 3

What could you do in your driving to reduce the impact of vehicle use?

###

11 111

2.3 Learning to Drive - Self Assessment

Phase 1		
Vehicle Number	Responsibility	Avoidability
1	1111 1111 1111	1111 1111 1111
2	1111 1111 1111	1111 1111 1111
3	1111 1111 1111	1111 1111 1111

Phase 3 - To be completed by the learner in discussion with the instructor

In what ways do you feel your post-test driving experience will help you to develop your driving?

1111 1111 1

Can you imagine any problems with learning from this experience?

1111 1111

What will you do to address any problems you see with learning from experience?

1111 1111

Self-learning

There are times when we should carry out a review of our own driving, for example if we have nearly been involved in a collision. These times are sometimes called 'triggers'. Can you think of five events that may trigger you to reflect on your own driving? Remember to take this with you to your next lesson.

1111 1111 11

1-1111

2.4 Learning to Drive - Journey Context and Peer Pressure

Journey	Risk-increasing factors	Score for this journey	Possible coping strategies
Phase 1 - Journey just completed with instructor	<p>1111</p> <p>1111</p> <p>11</p>	<p>This is the score your instructor asked you to give on the drive you have just completed</p> <p>1111 1111 VI</p>	<p>1111</p> <p>1111</p> <p>11</p>
Phase 2 - About to complete your first journey at night on a motorway in heavy rain	<p>1111</p> <p>1111</p> <p>1111</p>	<p>How do you feel this may alter your score?</p> <p>1111 1111</p> <p>1</p>	<p>1111</p> <p>1111</p> <p>1111</p>
Phase 3 - You are going out for the evening with a number of friends and plan to return late	<p>1111</p> <p>1111</p> <p>1111</p>	<p>How do you feel this may alter your score?</p> <p>1111 1111</p>	<p>1111</p> <p>1111</p> <p>1111</p>

3.1 Learning to Drive - Risk-Assessing a Journey

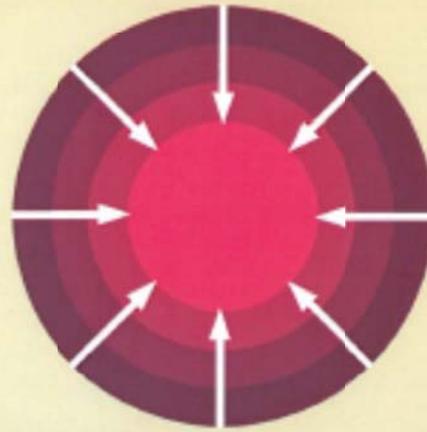
###

Personality

- I

Vehicle skills

I I



Edwards I., Curle T., Dorn L., Manikzama N. and Green A. 2008. Based on the GDE (2002) (Hietakka et al.)

Journey

- I

Reading the road

- I

Scenario 14

Version 1.2
© Crown Copyright 2010

3.3 Learning to Drive - Alcohol and Drugs

	Thinking	Feeling	Seeing	Doing
Alcohol	### ### ###	### ### ###	### ### ###	### ### ###
Drugs	### ### ###	### ### ###	### ### ###	### ### ###
Non-prescribed drugs	### ### ###	### ### ###	### ### ###	### ### ###

Self-learning

What is a Unit of alcohol?

###

How many units are there in a pint of standard strength lager or beer?

###

Summary - To be completed by the learner in discussion with the instructor

After drinking alcohol when would you be safe to drive again?

###

What affects how long it would take to become sober?

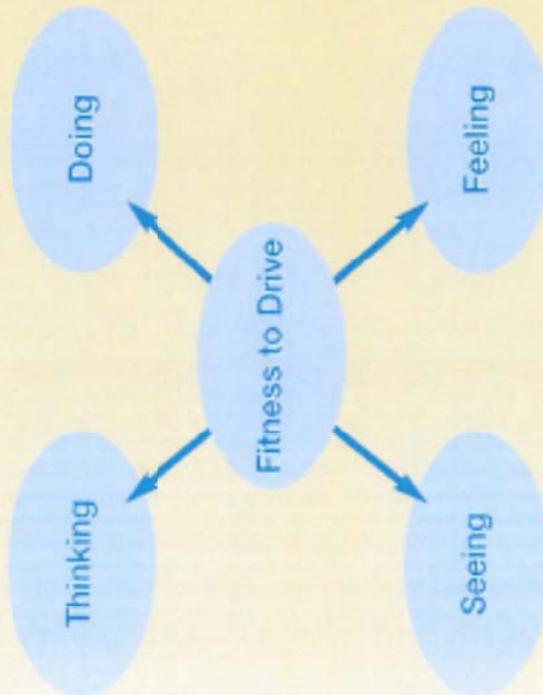
###

What do you feel are the best ways of ensuring you are fit to drive after drinking alcohol?

###

3.4 Learning to Drive - Fitness to drive

+++
I



Self-learning - Being fit to drive is really important. Try and identify four conditions that could influence your ability to driver safely. Use the boxes below to consider how these 'conditions' would impact on your thinking, feeling, doing and seeing, for example hay fever.

Condition	Thinking	Feeling	Seeing	Doing
+++ +--- 	 +--- +---	 +--- +---	 +--- +---	 +--- +---
+--- +--- 	+--- +--- 	+--- +--- +--- +--- +--- +---	 +--- +---	+--- +--- +---
+--- +--- 	+--- +--- +--- +---	+--- +--- +--- +--- +--- +---	+--- +--- +--- +---	+--- +--- +--- +---
+--- +--- +---	+--- +--- +---	+--- +--- +---	+--- +--- +---	+--- +--- +---

Phase 3

If you were concerned that you where not fit to drive, where could you go for assistance and to whom would you consider reporting the condition?

+++ +--- ||

+++
+---

3.5 Learning to Drive - Distractions

###

<p>Phase 1</p> <p>Stroop test results</p> <p>Test 1: ### ### ### </p> <p>Test 2: ### ### ### </p>	<p>Phase 3</p> <p>Pick three of your personal distracters. What do you think you could do to reduce these distractions?</p> <p>Distracter 1 ### ### ### </p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Distracter 2 ### ### ### </p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Distracter 3 ### ### ### </p> <p>_____</p> <p>_____</p> <p>_____</p>
---	--

||||

3.6 Learning to Drive - Time Pressures

The Scenario

You have passed your test four months ago; your friends with whom you share a house, have asked you to take them to the airport. It is 9.30pm; the taxi they ordered to take them to the airport at 9.00pm has not turned up. You have 30 minutes to get them to the airport, a journey you have never made before.

Self-learning

If you found yourself in the situation outlined in the scenario how do you feel it would impact on your judgements related to:

Approaching an amber traffic light

|||| ||| |||

A level crossing where the warning lights have just started to flash

|||| ||| |||

Overtaking a slow-moving vehicle

|||| ||| |||

Phase 3 - Coping strategies

How do you think you could deal with this type of situation? Try and list three possible ways of dealing with the situation

|||| ||| ||| ||| |||

Which one of these do you think would work best for you?

|||| ||| ||| ||| |||

3.7 Learning to Drive - Stress

+++

Phase 1 - What stresses you?	Self-learning	Phase 3 - Coping strategies
<p>List five things that add to your stress. Try and think of two related to driving and three related to non-driving pressures.</p> <p>Driving +++ +++ +++ </p> <p>Non-driving +++ +++ +++ </p>	<p>How would the stressors you identified affect you? Use three from your list and think about how they would make you feel, think, see and do?</p> <p>Stress 1 +++ +++ +++</p> <p>Stress 2 +++ +++ +++</p> <p>Stress 3 +++ +++ +++</p>	<p>How do you think you could reduce the impact these stresses have on your driving?</p> <p>Stress 1 +++ +++ +++</p> <p>Stress 2 +++ +++ +++</p> <p>Stress 3 +++ +++ +++</p>

###-###

3.8 Test Readiness Review

This test readiness review should be completed by you in discussion with your driving instructor. The aim is to help you to understand if you are ready to apply for your Theory Test, Hazard Perception and practical tests. By completing this review you will have a clear picture of where you are and what you need to do to be ready for test. Using a 1 to 5 scale (with 1 being poor and 5 being very good) how would you assess your own performance, knowledge and understanding relating to the following statement:

Statement	This element of your driving is tested in this:	What score do you give yourself?	Why do you feel this way?	What do you feel you need to do now to improve further
I understand the effect that things such as fatigue, alcohol, distractions etc would have on the way I drive and have a sensible understanding of my own limitations to cope with them.	### I	###	###	###
I can weigh up the risks involved to a journey taking into account things such as time of day, traffic, passengers, time pressures, my own fitness to drive etc and have a sensible understanding of my own limitations to cope with them.	### ###	### ###	###-###	###-###
I can always deal properly and safely with traffic and hazards without any help from my instructor.	### ###	###-###	###-###	###-###
I am able to consistently and safely control the vehicle and have a realistic understanding of my own and the vehicle's limitations.	### ###	###-###	###-###	###-###

Instructor Assessment

Having considered and discussed the outline above I agree this is an accurate reflection of their ability. I have therefore agreed that they can now consider applying for their theory test and, on successful completion of the theory test, apply for their practical test. (Please check again with your instructor before applying for your practical driving test as waiting lists vary and you may wish to use the instructor's vehicle and need to check availability).

Signature of Learner: ### I Date: ### I

Signature of instructor: ### ### Date: ###-###

1111
111

4.1 Learning to Drive - Emergency Vehicle Quiz

When being followed by an emergency vehicle along a congested road route				When being followed by an emergency vehicle with double white lines in the middle of the road			
How likely are you to: (Please consider each option)	I would not do this	I would consider this as an option	I would do this if it appeared safe	How likely are you to: (Please consider each option)	I would not do this	I would consider this as an option	I would do this if it appeared safe
Stop and allow the vehicle to pass	1111	1111	1111	Speed up beyond the speed limit to clear the area	1111	1111	1111
Slow down and allow the emergency vehicle driver to make the decision of when to overtake	1111	1111	1111	Slow down and allow the emergency vehicle driver to make the decision of when to overtake	1111	1111	1111
Mount the path to allow the vehicle through	1111	1111	1111	Mount the path to allow the vehicle through	1111	1111	1111
At traffic lights an emergency vehicle approaches from the rear, you are the first vehicle and the lights are on red				At a railway crossing an emergency vehicle approaches from the rear, you are the first vehicle and the lights are on red			
How likely are you to: (Please consider each option)	I would not do this	I would consider this as an option	I would do this if it appeared safe	How likely are you to: (Please consider each option)	I would not do this	I would consider this as an option	I would do this if it appeared safe
Move forward to beyond the traffic lights to allow the vehicle to pass	1111	1111	1111	Drive beyond the lights pulling into the left as far as possible	1111	1111	1111
Remain where you are until the lights change	1111	1111	1111	Stay where you are until the lights have changed then pull forward and stop	1111	1111	1111
Drive up onto the pavement	1111	1111	1111	Wait until the emergency vehicle has passed then move off	1111	1111	1111

Version 1.0
© Cabot Copyright 2010

Scenario 22

4.2 Learning to Drive - Crash impact



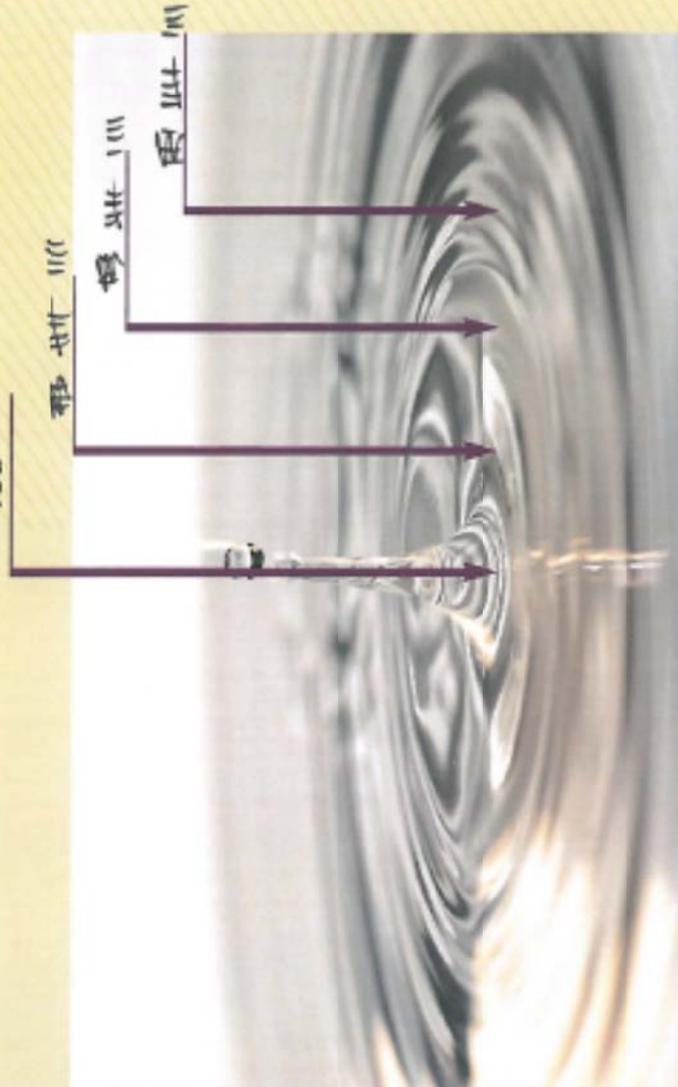
+++
|



Phase 3
Who would be affected by this collision?

+++
|

You



Self-learning

Having discussed the damage to the vehicle above with your instructor what injuries do you think the occupants may have sustained?

+++
+++
|

1
LUL
HHT

4.3 Learning to Drive - Your post-test GROW plan

Things never easy the same and you need to consider how you keep up to date.
HHT HHT

How could you change over the next 10 years?
HHT HHT

How could vehicles develop?
HHT HHT

How will the roads change?
HHT HHT

What changes could we see in the law?
HHT HHT

What are your goals over the next few years for your driving? For example what do you feel you need to further improve upon, how will you keep up to date?
HHT HHT

What options could you use to help you attain your goals?
HHT HHT

Reality - Where are you now?
On a scale of 1 to 10 how close do you feel you are to achieving your goal?
HHT HHT

What will you do? From the options you have identified, what will you actually do?
HHT HHT