

INQUIRY INTO YOUNG DRIVER SAFETY AND EDUCATION PROGRAMS

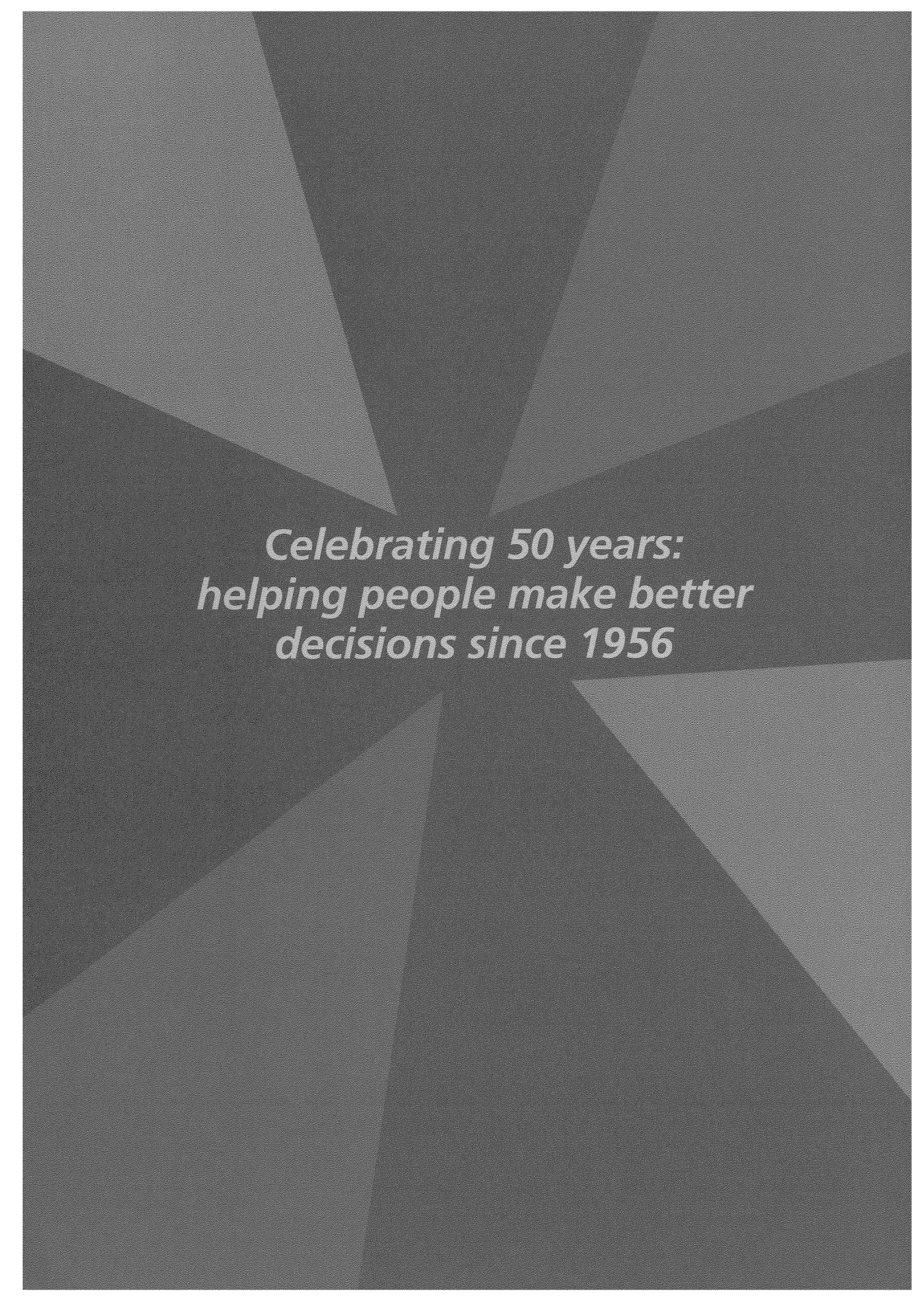
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Cessnock City Council
Youth on the Move – Young Driver Education and
Training Project
Evaluation Study



July 2007





*Celebrating 50 years:
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Job no. 503/07

**Cessnock City Council
Youth on the Move – Young Driver Education and
Training Project
Evaluation Study**

July 2007

Prepared for:

Cessnock City Council

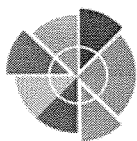
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Executive summary

Background

- The Youth on the Move Project (YOTM Project) was developed in 1997. The project development was conducted in partnership with Cessnock City Council, Samaritan's Job Placement Employment and Training, Kurri Kurri Youth Centre and Cessnock Youth Centre and Outreach Service. The project was developed for application in the Cessnock Local Government Area (LGA).
- The aims of the YOTM Project are to:
 - a) Educate young and novice drivers about the issues and consequences of driving;
 - b) Improve road user behaviour and road safety attitudes;
 - c) Decrease the incidence of risk taking behaviour;
 - d) Increase the awareness of drug and alcohol issues and standard drink information;
 - e) Improve hazard perception;
 - f) Decrease the incidence of road rage.
- The main product or output of the YOTM project is the Youth on the Move Young Driver Education Program (the Program). The Program and its evaluation is the focus of this report.

The evaluation study

- The evaluation study aimed to determine the level of satisfaction with the Program and to obtain data which would assist measurement of the degree of compliance of the Program with its original aims (set out above). More generally the evaluation was intended to explore the key benefits that graduates were experiencing as a result of their involvement, and the ways that the information and instruction that they received influenced their behaviour.
- The study was comprised of two parts. Part one of the study was a telephone survey of graduates, who completed the Program between the years 1998 to 2006. This part of the study resulted in 183 completed interviews.
- The second part of the study comprised telephone interviews with eight stakeholders in the YOTM Project. The list of stakeholders was provided by Cessnock City Council. They were drawn from the developmental team, the implementation team and the course presentation team. In depth interviews were administered with stakeholders to determine their perceptions of the Program's

contribution to road safety in the Cessnock LGA and to gain their opinions about how Cessnock City Council could improve the Program in the future.

Survey of graduates

Main Reason for attending the Program

- Over half of graduates interviewed (52.5%) attended the Program in order to take advantage of the free driving lessons that were offered as part of the course. The second most prevalent reason for attending the Program was to *obtain increased general knowledge, information and awareness* (33.3%), with *recommended by family* rating third (19.1%).
- The *Comprehensive Senior First Aid Certificate* was the main reason for attending the Program for 6 per cent of graduates.

Usefulness of the Program in obtaining licence

- All graduates considered the Program useful, to at least some degree, in moving from their learners licence to their provisional licence. Almost 60 per cent of graduates (57.9%) gave this question the highest rating of 'very useful' with the second highest rating of 'quite useful' attracting a further almost 30 per cent of responses (29.5%).
- There was a significant difference in responses to this question depending upon the year range of completion of the Program. A higher proportion of those graduates who completed the Program during 1998-2001 indicated that they found the Program 'very useful' in obtaining their provisional licence than those who the Program during 2002-2006. This may reflect that prior to the year 2000, eight professional driver training lessons were included in the course, while after 2000 only four were included.

Importance of and satisfaction with sessions covered in the Program

Importance

- The *Comprehensive Senior First Aid Certificate* and the *Practical driver training* sessions were considered the most important of the various sessions which are offered as part of the Program. Approximately 80 per cent of respondents (84.2% for the *Comprehensive Senior First Aid Certificate* and 78.1% for *Practical driver training*) considered these components of the Program to be 'very important', the highest rating available, and the mean score for both of these components was 4.8.

- The sessions highlighting the consequences of having a road accident:
 - *Volunteer Rescue Association - crash consequences from a local perspective;*
 - *Headstart - Acquired Brain Injury - the facts and consequences*
 were considered the second most important of all of the sessions, along with those covering:
 - *Risk taking and hazard perception;* and
 - *Police - legal consequences, crash factors, common mistakes and misapprehensions.*
 All of these sessions received a mean score of 4.6.
- It is noteworthy, however, that approximately 62 per cent of graduates (62.3%) considered that the session *Alcohol and other drugs* was 'very important', a higher percentage than for *Risk taking and hazard perception* (59.6%), despite the overall slightly lower mean score (*Alcohol and other drugs* mean score was 4.5).

Satisfaction

- The sessions which were considered of highest importance to graduates were also those with which they were most satisfied. The majority of graduates were most satisfied with the *Comprehensive Senior First Aid Course* (mean score 4.8) while *Practical driver training and Volunteer Rescue Association - crash consequences from a local perspective* ranked second (mean scores 4.7). The relatively low 'spread' of responses around the mean ratings for these factors (indicated by the standard deviation) suggested general agreement about the level of satisfaction.
- *Alcohol and other drugs* was among the sessions achieving the next highest mean score of 4.6, indicating that satisfaction with this session also reflected the level of importance placed upon it by many of the graduates.
- *Stress management, peer pressure, intimidation and road rage* (importance mean score 4.3 and satisfaction mean score 4.4), *Licensing, points and vehicle modifications* (importance mean score 4.1 and satisfaction mean score 4.3), *Media, advertising and the real cost of owning a car* (importance mean score 4.0 and satisfaction mean score 4.2), and *Insurance legalities and fraud* (importance mean score 4.0 and satisfaction mean score 4.1) achieved both the lowest importance and satisfaction scores. This may reflect the relatively less visual and practical nature of these components, resulting in a reduction in the level of engagement by the participants, particularly in relation to the latter three sessions.
- Finally, it is noteworthy that none of the sessions received a mean satisfaction or importance score of less than four. This indicates that for the large majority of graduates the sessions were considered both relevant and well presented.

Influence of the Program on the way graduates drive

Has the Program influenced driving behaviour?

- The overwhelming majority of graduates felt that attending the Program had influenced the way that they drive, which is one of the essential goals of the Program. Almost 97 per cent (96.7%) indicated that the way that they drive had been influenced by the course.

Sessions which have most influenced graduates driving behaviour

- The importance of the sessions (shown here with the percentage of graduates nominating each session as the most important influence on the way that they drive):
 - *Volunteer Rescue Association - crash consequences from a local perspective* (46.9%);
 - *Headstart - Acquired Brain Injury - the facts and consequences* (37.3%); and
 - *Police - legal consequences, crash factors, common mistakes and misapprehensions* (28.2%)

was reinforced by the fact that these were the top three sessions nominated by graduates.

- *Alcohol and other drugs* (18.1%) and *Risk taking and hazard perception* (14.7%) rated four and five respectively. These sessions also had comparable relative importance and satisfaction ratings.
- The gap between the scores for the *Alcohol and other drugs* and *Risk taking and hazard perception* sessions and the three highest rating sessions referred to above was relatively large, making it clear that the sessions dealing with the consequences of bad driving were clearly the most influential.
- The *Practical driver training* session (9.6%) was not considered as influential as the sessions highlighting the negative consequences of unsafe driving.

Way in which the information has influenced graduates driving behaviour

- *Drive more cautiously* and *Drive with greater awareness of hazards and/or consequences* were the two major ways in which the Program had influenced the way that graduates drive (nominated by 61.6% and 38.4% of graduates respectively). All of the graduates indicated at least one of these options, with *Don't speed* as the third most popular option (nominated by 11.9% of graduates).

Traffic infringements since the time of completing the course

- The large majority, (78% or 143 graduates), had not received a traffic infringement notice since the time of completing the course. However the remaining 22 per cent (40 graduates) had received an infringement notice for speeding, with some graduates who were part of this 22 per cent also receiving an infringement for another offence. This tends to support the proposition that the majority of

graduates are safe drivers who obey the road rules with those who speed also more likely to comment on other breaches.

Graduates experiencing a suspension of their licence for any period

- Licence suspension for any period was not a common occurrence for graduates. A total of 11 graduates, or 6 per cent of the total sample of 183, had had their licence suspended for a period.

Outcomes of the Program regarding graduates' driving

- Graduates indicated a generally high level of agreement with all of the statements regarding positive driving outcomes.
- Graduates believed that their understanding of the consequences of unsafe driving and their awareness of risk taking behaviour was enhanced through participation in the Program. The statement *You are better able to understand the consequences of driving unsafely* received the highest mean score of 4.6, with relatively low standard deviation, indicating relatively uniform agreement amongst the sample.
- The statements:
 - *You are more aware of decisions you make that involve risk taking;*
 - *You are a safer driver;*
 - *You pay more attention to other road users; and*
 - *You are better able to identify potential hazards while driving*all received the next highest mean agreement score of 4.5, also with relatively low standard deviation.

Content and presentation of the Program

- Almost 70 per cent (69.9%) of graduates agreed '*very strongly*' with the statement *The course was beneficial* (mean score 4.7). The standard deviation of the responses to this statement, as well as all of the other statements asked as part of this question, was also very low, indicating a high level of uniformity of agreement rather than a wide spread of responses across the sample.
- The mean agreement for all of the statements except the first, as referred to above, was 4.5. This indicated a high degree of agreement that the course was *relevant; current; presented clearly; and that the theory was useful before undertaking the practical component.*

Non-driving benefits arising from the Program

Whether the information and training provided non-driving benefits

- Approximately two thirds of graduates (66.1%) felt that they had received benefits aside from those relating to driving behaviour.

Sessions which provided the non-driving benefits

- Approximately half (52.1%) of the graduates who thought the course had provided them with non-driving benefits indicated that these benefits were obtained from the completion of the *Comprehensive Senior First Aid Certificate*.
- The next three highest scoring sessions were:
 - *Volunteer Rescue Association - crash consequences from a local perspective* (13.2%);
 - *Police - legal consequences, crash factors, common mistakes and misapprehensions* (13.2%); and
 - *Headstart - Acquired Brain injury - the facts and consequences* (11.6%).

These sessions, which highlight the consequences of unsafe driving, are clearly important for graduates both within and outside the driving context. A greater understanding of consequences of individual behaviour on others within society may be what the Program is providing through these sessions.

Agreement with statements about non-driving benefits

- The highest agreement with statements regarding non-driving benefits of the Program was indicated for the statement that, because of the Program, their *Resume is improved because of completion of the Comprehensive Senior First Aid Certificate* (mean score 4.5). The lowest level of agreement was indicated with regard to the statement that because of the Program graduates were *Better able to obtain employment* (mean score 3.9).

Other non-driving benefits

- Almost half (49.2%) of the graduates in the survey sample indicated that there were no further benefits, aside from those explored by previous questions, that they could identify.
- The additional benefits which were identified by the next greatest proportion of graduates related to benefits which had already been identified. They were:
 - *Use of First Aid Certificate* (22.4%); and
 - *Greater awareness of consequences and consideration of others* (18.6%)
- It is noteworthy that 7.1 per cent of the graduates indicated that *confidence* was a non-driving benefit that they had received from the course.

Whether the Program is value for money

- Nearly all (98.4%) graduates thought the Program was good value for money. This most likely reflects the nominal cost of participation, as well as the many benefits graduates indicated that they thought they had received from the Program. Only

three graduates (1.6%) indicated that they didn't know whether the Program was good value for money and no graduates thought it was not good value for money.

Whether graduates would recommend the Program to other learner drivers

- The results for this part of the survey clearly encapsulate the overwhelmingly positive response to the Program, which is evident in the answers to all of the questions throughout the survey. Only one respondent indicated that he or she didn't know if they would recommend the Program to other learner drivers and no graduates indicated that they would not recommend the Program.

Whether anything should be changed or added to the Program

Whether the Program should be changed

- The majority (78.1%) of graduates indicated that they thought nothing needed to be changed or added to the Program. A total of 34 graduates (18.6%) of respondents thought that improvements could be made.

Suggestions for improvement

- The 34 graduates who thought that improvements to the Program could be made were asked to make suggestions for change. The responses suggested by four or more graduates were:
 - More information on drugs and alcohol and consequences of DUI (driving under the influence);
 - Shorten sessions/some sessions;
 - More driving skills;
 - Should be compulsory/available to all learner drivers; and
 - More graphic images.

Stakeholder interviews

Stakeholders interviewed in the second part of the evaluation study were extremely positive about the importance and impact of the Program.

Attitude and support for the Program

- The entire sample of eight stakeholder interviewees had a high regard for the Program and indicated their continued support. Some of the responses highlighted the two-way nature of the benefit, as staff found involvement in the Program satisfying and informative. Interviewees based their support for the Program on the belief that it has, and continues, to make a positive contribution to the Cessnock community.

Perceptions of the overall value of the Program

- All interviewees were very positive about the overall value of the Program. Most saw it as part of an integrated package of safety initiatives that was effective

because its interface with the participants was outside their usual zones of influence, such as home and school.

- Interviewees also emphasised the importance of all of the components of the Program and their complementary nature. High importance was placed on the impact of the Program on attitudes as well as technical driving expertise.

Areas where the Program makes the greatest contribution

- The main areas where stakeholders saw the Program making the greatest contribution were in the areas of changing participants' attitudes, raising awareness, especially of risk taking behaviour and the consequences of unsafe driving, and developing a sense of responsibility for other road users, as well as other people generally. Other aspects of the course were also mentioned, including the practical driver training component, the positive impact of the involvement of parents and the impact of the drug and alcohol session.

Extension of the Program

- While some stakeholders saw the Program as most useful in the context of the socio-economically disadvantaged, most felt that the Program should be made as broadly available as possible, across all groups.
- All stakeholders indicated that they would like to see the Program extended both inside and outside Cessnock, but acknowledged that this may be expensive. They generally did not think that making the Program compulsory or placing it in the context of schools was a good idea.

Perceptions of community support

- Stakeholders who had some interaction with the local Cessnock community and were therefore able to address the issue of community support, thought that the level of support for the Program was high.

Improvement of the Program

- Suggestions for improvement of the Program included:

Integrating the content of the Program more tightly;
Making it user-pays so that it could be offered more widely;
Making the Program more flexible;
Including parents in a session about driver training;
Having an extra night for parents;
Having a young person presenting about their experiences;
Having smaller class sizes;
More emphasis on the peer pressure issue; and
More driver training in dangerous situations.

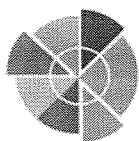
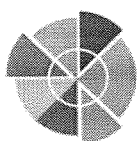


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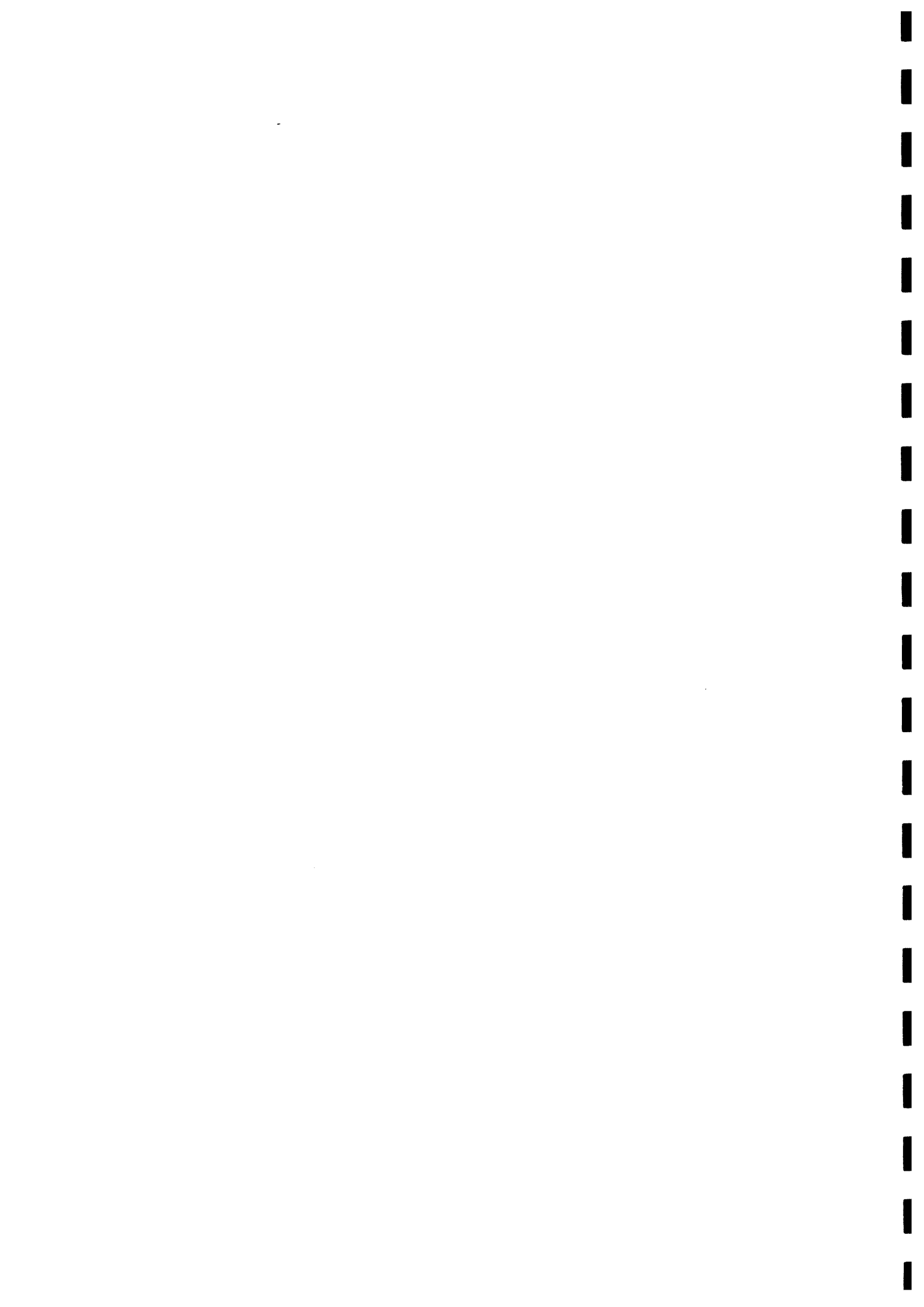
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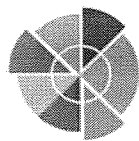
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1 Introduction

This document presents the results of an evaluation study of the Cessnock City Council Youth on the Move - Young Driver Education and Training Project (YOTM Project). The study was conducted by the Hunter Valley Research Foundation (HVRF) on behalf of Cessnock City Council over the period from April to July 2007.

1.1 The YOTM Project

The YOTM Project was developed in 1997. The Project development was conducted in partnership with Cessnock City Council, Samaritan's Job Placement Employment and Training, Kurri Kurri Youth Centre and Cessnock Youth Centre and Outreach Service. The YOTM Project was developed for application in the Cessnock Local Government Area (LGA).

The aims of the YOTM Project are to:

- a) Educate young and novice drivers about the issues and consequences of driving;
- b) Improve road user behaviour and road safety attitudes;
- c) Decrease the incidence of risk taking behaviour;
- d) Increase the awareness of drug and alcohol issues and standard drink information;
- e) Improve hazard perception;
- f) Decrease the incidence of road rage.

These aims and other detailed information about the content of the YOTM Project are set out in the Program Outline which can be accessed at www.cessnock.nsw.gov.au.

The Youth on the Move Young Driver Education Program (the Program), which is the main output of the YOTM Project, is available to young people between the ages of 16 and 21 years who reside in the Cessnock LGA, have held a learner's permit for six months and have no outstanding fines with the RTA or police. Applicants attend an interview with a supervising driver as part of the selection process and pay a nominal fee of \$40 as full payment for the course.

The Program is delivered through three key elements:

- 1. Road Safety Seminars – six, two hour seminars are delivered weekly prior to on-road driver instruction;
- 2. Completion of a Senior First Aid Certificate;
- 3. On-road driver training with an accredited driving instructor.

Cessnock City Council has, in partnership with community agencies, sponsored the YOTM Program since 1998. The Program has consistently achieved full enrolments and is well established.

The form and substance of the Program has remained relatively consistent throughout the time that it has been running except that:

- Prior to 2004 the session on “Media, advertising and the real cost of owning a car” was not offered;
- Prior to 2000 eight professional driver training lessons were included in the course while after 2000 only four were included (this change occurred because of the changes to the number of logged driving hours required to obtain a Provisional licence)
- Prior to 2000 courses were run with 15 students per class and courses were run simultaneously at two campuses, while from 2000 there were up to 30 students in each class and the course was only run at one campus.

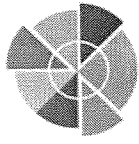
1.2 The evaluation study

The evaluation study aimed to determine the level of satisfaction with the Program and to obtain data which would assist measurement of the degree of compliance of the Program with its original aims (set out above). More generally the evaluation was intended to explore the key benefits that graduates were experiencing as a result of their involvement in the Program and the ways in which the information and instruction that they received influenced their driving behaviour.

The study was comprised of two parts. Part one was a telephone survey of graduates who completed the Program between the years from 1998 to 2006. This part of the study resulted in 183 completed interviews.

The second part of the study comprised in-depth telephone interviews with eight stakeholders in the project. These stakeholders were drawn from the developmental team, the implementation team and the course presentation team. Those interviewed as part of this second stage of the project were asked about their perceptions of the Program's contribution to road safety in the Cessnock LGA and to gain their opinions about how Cessnock City Council could improve the Program.

Methods of telephone data collection and analysis and conducting stakeholder interviews are described in Section 2. Survey response rates are also set out in this section. Detailed results of the telephone survey are presented in Section 3 and results of the stakeholder interviews are set out in Section 4. A copy of the telephone survey is provided in Appendix I and details of the demographic characteristics of the survey sample of graduates are indicated in Appendix II. Appendix III sets out the detailed percentages for responses to scale questions where the table set out in the body of the report provides mean scores. An outline for the stakeholder interviews is provided in Appendix IV and details of the interviewees are set out in Appendix V.



2 Methods

2.1 Telephone survey of graduates of the Program

2.1.1. Questionnaire development

The survey questionnaire was developed by the HVRF in consultation with Jennifer Andrews, Road Safety Officer from Cessnock City Council. An initial meeting between the HVRF and Jennifer Andrews laid the basis for the structure of the questionnaire and several drafts were subsequently refined. A copy of the questionnaire is provided in Appendix I.

2.1.2 Telephone survey methodology

Technique: Computer assisted telephone interviews.

Interview period: Monday, 23 April to Saturday, 19 May 2007 inclusive.

Sample selection: The sample was drawn from a database provided to the HVRF by Cessnock City Council containing the contact details (names and telephone numbers) of 321 past participants in the Program. This total was made up of two separate databases. The first contained details of 161 participants and the second contained details of 160 participants. Interviewing revealed that the numbers provided contained varying proportions of participants for each of the years that the course had been running.

After reviewing the data bases for duplication and errors the total of suitable numbers was reduced to 307.

Past participants of the Program were not contacted by mail or otherwise prior to HVRF telephone interviewers calling to conduct the interview or to make suitable arrangements for a call back time. As some years had elapsed since the time of many of the participants' enrolment in the Program the contact details provided for a number of individuals were no longer correct. In these cases HVRF telephone interviewers sought the new contact details from the current residents at the address corresponding with the original contact number provided. The new contact telephone number, not the contact address, was requested. Given that participants were relatively young when they were enrolled in the course and many were living with family at that time, this was a successful strategy.

Table 2-1 provides details of the number of interviews completed from the combined data bases.

Table 2-1: Contact numbers utilised from the combined databases

No. contacts originally received	321
No. legitimate contacts	307
No. interviews completed	183

Call back protocol: If the selected telephone number, or a replacement telephone number provided by residents living in the household, did not answer, or if the number was engaged, up to five calls back were made at different times and on different days to establish initial contact with the household. When the required respondent was not available, an appointment to call back was made via the person answering the telephone and up to five calls back were made to secure an interview with the required person. Where this procedure did not result in a successful interview a replacement telephone number was selected.

Final sample size: 183 completed interviews.

Participants in the Program were not asked to proceed with the interview if they had not completed the Program.

A randomly selected sample of 200 yields a sample variation of ± 7.1 per cent at a confidence level of 95 per cent, given a response probability of 50 per cent.

In practical terms, this means that if 50 per cent of the randomly selected respondents in the sample answered "yes" in a yes/no question (the result with the highest possible variation in statistical accuracy), the true proportion of the population who would answer "yes" (if all were surveyed) would lie between 42.9 per cent and 57.1 per cent, 95 times out of 100.

Average duration of interview: 11 minutes and 24 seconds. This time does *not* include time spent with past participants in the Program who declined to participate.

Response rate: Interviews were completed with 96 per cent of all *eligible* respondents contacted.

Contact rate: 71 per cent, calculated as the ratio of eligible contacts to 'legitimate' contacts (total numbers called less disconnected and business numbers).

Details of all telephone contacts are provided in Table 2-2.

Table 2-2: Response and contact rates – telephone survey

	No.	No. as % of total	No. as % of eligible
Ineligible			
No answer	7	2.3%	
Respondent unsuitable	2	0.7%	
Answering machine	9	2.9%	
Did not complete Program	19	6.2%	
Disconnected number	38	12.4%	
No eligible person in household	38	12.4%	
Unavailable for duration of survey	4	1.3%	
Total ineligible	117	38.1%	
Eligible			
Completed interviews	183	59.6%	96.3%
Refusal	7	2.3%	3.7%
Terminated	0	0.0%	0.0%
Total eligible	190	61.9%	100.0%
Total (eligible + ineligible)	307	100.0%	
Contact rate		70.6%	

2.1.3 Representativeness of survey sample

The survey sample of past participants was not randomly selected. Only individuals who appeared on the databases provided by the Cessnock City Council were interviewed. The databases provided by the Council included participants in Programs in all years but in varying proportions between the years. *Because of this selection procedure it is possible that the sample may not be entirely representative of the 'population' of all past graduates in the Program.*

The Program has been relatively consistent in terms of content and format except that:

- Prior to 2004 the session on “Media, advertising and the real cost of owning a car” was not offered;
- Prior to 2000 eight professional driver training lessons were included in the course while after 2000 only four were included (this change occurred because of the increased number of hours required to obtain a provisional licence)
- Prior to 2000 courses were run with 15 students per class and courses were run simultaneously at two campuses, while from 2000 there were 30 students in each class and the course was only run at one campus.

The survey sample included graduates who had completed the Program both before and after these changes. However, the proportion of total interviews conducted with those completing the Program during the four years from 2002 to 2006 was more than double the proportion of interviews conducted with those completing the course in the four years from 1998 to 2001. This variation is shown in Table 2-3 below.

Table 2-3: Year range completed Program

1998 to 2001	57	31.1%
2002 to 2006	126	68.9%
Total	183	100.0%

The difference in numbers of completed interviews with those graduating from the course in the different year ranges may have arisen in part due to the sample selection process, but is also likely to have arisen because those who graduated from the course in the years just after its inception were more likely to have moved from the contact address provided.

Another factor relevant to the consideration of the representativeness of the results for the whole of the relevant population of past graduates is that the selection criteria for the course have remained consistent for the time that the Program has been running.

Overall, and as stated above, *it is therefore possible that the sample may not be entirely representative of the 'population' of all graduates in the Program*, with a bias to those enrolled in the Program in more recent years (those completing in 2005 and 2006 comprised more than 50 per cent of the completed interviews). Accordingly, this bias is likely to mean that the results are more representative of the views of graduates completing the course after the content and format changes carried out after 2000 and 2004 (described above).

It is noteworthy, however, that analysis of the results indicates that there was only one question where there is a statistically significant difference between the response of those who completed the course during 1998 to 2001 and those who completed the course during 2002 to 2006. This therefore minimises the impact of the difference in size of the two sub-samples to the interpretation of the results overall.

Demographic characteristics of the survey sample are provided in Appendix II.

2.1.4 Data analysis

(i) Mean ratings

Respondents were asked to answer various questions using one of the following scales:

Usefulness

Not useful	(1)
Somewhat useful	(2)
Moderately useful	(3)
Quite useful	(4)
Very useful	(5)

Satisfaction

Very dissatisfied	(1)
Dissatisfied	(2)
Neither dissatisfied nor satisfied	(3)
Satisfied	(4)
Very satisfied	(5)

Importance

Not important	(1)
Somewhat important	(2)
Moderately important	(3)
Quite important	(4)
Very important	(5)

Agreement

Strongly disagree	(1)
Disagree	(2)
Neither disagree or agree	(3)
Agree	(4)
Strongly agree	(5)

Average (mean) ratings were calculated by assigning the value shown in parentheses next to each of the components within the scale. All *don't know* and other non-scale responses were excluded from these calculations. Table 2-4 provides an example of the calculation of a mean rating.

Table 2-4: Illustration of mean rating calculation

Rating	No. points	No. responses	Calculation: no. points x no. responses	Mean rating
Very dissatisfied	1	30	1 x 30= 30	The mean is calculated by dividing 760 by the number of responses using the 1 to 5 scale (in this case 300-40=260): 760/260
Dissatisfied	2	100	2 x 100=200	
Neither dissatisfied nor satisfied	3	30	3 x 30 = 90	
Satisfied	4	60	4 x 60 =240	
Very satisfied	5	40	5 x 40 =200	
Don't know	Not included in calculation	40	Not included in calculation	Mean = 2.9
Total		300	760	

In this manner a mean rating of 1 would indicate that all respondents who provided a rating were *very dissatisfied* with the issue being canvassed; conversely, a mean of 5 would indicate that they were all *very satisfied*. Therefore, a *higher* rating represents a relatively *more* favourable response.

Note that when reviewing the detailed results it is important to consider:

- The *distribution* of ratings, since this may be masked in the mean score. For example, ratings which are evenly spread over the 1 to 5 scale may yield the same mean as those which are relatively polarised at either end of the scale.
- The level of non-response (that is, *don't know* and other responses which did not use the specified scale).

(ii) Statistical analysis

Chi-square analysis and analysis of variance were used to determine *statistically significant* differences in the responses to questions. Statistical significance was measured at the 95 per cent confidence level. Note that a *significant* difference referred to in the following section means a *statistically significant* difference: that is one which is considered to be a 'true' difference and not a difference attributable to chance.

2.1.5 Presentation of the results

In the tables in the following sections:

- Responses are generally sorted in descending order.
- Totals relate to the *number of respondents* who were asked the question; *not* the number of answers provided. Where more than one response to a question was given, the components will not add to the totals shown.
- A blank cell indicates that no-one responded in the manner indicated.

2.2 Stakeholder interviews

2.2.1 Sample and conduct of interviews

Telephone interviews were conducted with eight stakeholders involved in the development, implementation and course presentation components of the YOTM Project. Details of these stakeholders are contained in Appendix IV.

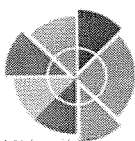
Cessnock City Council provided the HVRF with a list of potential interviewees and Jennifer Andrews, Road Safety Officer, identified those for whom she had current contact details, to arrive at the final list of approximately 10 interviewees for this second part of the evaluation study. They were drawn from the developmental team, the implementation team and the course presentation team. After numerous attempts were made to reach all stakeholders contained on the list, interviews were conducted with eight of them.

The HVRF devised an interview outline which was approved by Jennifer Andrews of Cessnock City Council. This outline is provided at Appendix III. The outline provided an overall structure for the conduct of the interviews but was not used as a questionnaire requiring strict adherence to order of questioning and precise terminology.

2.2.2 Representativeness of stakeholder sample

The methodology employed in the selection of the sample for stakeholder interviews was not random or structured in a way intended to provide statistical representativeness of the results for any defined group. The information obtained from these interviews is intended to give qualitative depth to the quantitative results obtained from the telephone survey of graduates.

The sample was drawn from those involved with the Program in different roles and, as such, provides insights into the strengths and weaknesses of the Program from their perspective as well as identifying areas where there could be further development and improvement.



3 Results: telephone survey

3.1 Main reason for attending the Program

Table 3-1 shows that slightly over half of graduates (52.5%) interviewed attended the Program in order to take advantage of the free driving lessons that were offered as part of the course. The second most prevalent reason for attending was *to obtain increased general knowledge, information and awareness* (33.3%), with *Recommended by family* rating third (19.1%).

The answers to this question underline the key importance graduates placed on the practical on-road driving instruction which forms part of the course. Another key practical component of the course is the *Comprehensive Senior First Aid Certificate*. It is noteworthy that for 6 per cent of graduates this was the main reason that they attended.

Table 3-1: Main reason for attending the Program

Q2. What was the main reason you decided to attend the Program?		
	No.	%
For free driving lessons	96	52.5%
General knowledge/information/awareness	61	33.3%
Recommended by family	35	19.1%
Confidence builder	14	7.7%
Council advertising	12	6.6%
Recommended by friends	11	6.0%
Comprehensive Senior First Aid Certificate	11	6.0%
Parents made me	10	5.5%
Add to resume/recommended by mentor figure	6	3.3%
Don't remember/don't know	2	1.1%
Saw advertisement in paper	2	1.1%
Total	183	100.0%

3.2 Usefulness of Program in obtaining licence

Graduates of the Program thought that the Program provided them with assistance in moving from their learners licence to their provisional licence. Almost 60 per cent (57.9%) of graduates gave the highest rating of 'very useful' with the second highest rating of 'quite useful' attracting a further almost 30 per cent (29.5%) of responses. These results are set out in Table 3-2 below.

Table 3-2: Usefulness of Program in obtaining licence

Q3. In general, how useful was the Program in obtaining your licence?		
	No.	%
Very useful	106	57.9%
Quite useful	54	29.5%
Moderately useful	15	8.2%
Somewhat useful	8	4.4%
Not useful	0	0.0%
Total	183	100.0%

There was a significant difference in answers depending upon the year range of completion of the Program. A higher proportion of those graduates who completed the Program during 1998-2001 indicated that they found the Program 'very useful' in obtaining their licence than those who completed the Program during 2002-2006. This may reflect that, prior to 2000, eight professional driver training lessons were included in the course while, after 2000, only four were included and the number of hours of driving required to obtain a provisional licence had been increased.

3.3 Importance of and satisfaction with sessions covered in the Program

(i) Importance

The *Comprehensive Senior First Aid Certificate* and the *Practical driver training* sessions were considered the most important of the various sessions which are offered as part of the Program. Approximately 80 per cent of respondents (84.2% for the *Comprehensive Senior First Aid Certificate* and 78.1% for *Practical driver training*) considered these components of the Program to be 'very important', the highest rating available, and the mean score for both of these components was 4.8.

Table 3-3 below shows that the sessions highlighting the consequences of having a road accident:

- *Volunteer Rescue Association - crash consequences from a local perspective;*
- *Headstart - Acquired Brain Injury - the facts and consequences*

were considered the second most important of all of the sessions, along with those covering:

- *Risk taking and hazard perception; and*
- *Police - legal consequences, crash factors, common mistakes and misapprehensions.*

All of these sessions received a mean score of 4.6.

It is noteworthy, however, that approximately 62 per cent of graduates (62.3%) considered that the session *Alcohol and other drugs* was 'very important', a higher percentage than

for *Risk taking and hazard perception* (59.6%), despite the overall slightly lower mean score (*Alcohol and other drugs* mean score was 4.5).

Table 3-3: Importance of sessions covered in the Program

Q4. Using a scale from 1 to 5 how important was.....				
	Mean rating out of 5	No.	Standard deviation	Median rating out of 5
Comprehensive Senior First Aid Course	4.8	181	0.7	5.0
Practical driver training	4.8	178	0.7	5.0
Headstart - Acquired Brain Injury - the facts and consequences	4.6	176	0.6	5.0
Volunteer Rescue Association - crash consequences from a local perspective	4.6	181	0.7	5.0
Risk taking and hazard perception	4.6	106	0.9	4.0
Police - legal consequences, crash factors, common mistakes and misapprehensions	4.6	180	0.7	5.0
Alcohol and other drugs	4.5	171	1.0	4.0
Road safety - cost of crashes and behavioural factors	4.5	179	0.8	4.0
Stress management, peer pressure, intimidation and road rage	4.3	175	0.9	4.0
Licensing, points and vehicle modifications	4.1	178	0.7	5.0
Media, advertising and the real cost of owning a car	4.0	178	0.5	5.0
Insurance legalities and fraud	4.0	178	0.6	5.0

Note that in the table above:

No. – the number of respondents who provided a rating using the 1 to 5 scale

Standard deviation – an indication of the 'spread' of responses around the mean. The higher the standard deviation, the greater the spread of individual ratings around the mean rating.

Median – the middle rating in the distribution of all ratings. Half of the scores are above the median and half are below the median.

(ii) Satisfaction

The results set out in Table 3-4 below show that the sessions which were considered of highest importance to graduates were also those with which they were most satisfied. The majority of graduates were most satisfied with the *Comprehensive Senior First Aid Course* (mean score 4.8) while *Practical driver training* and *Volunteer Rescue Association - crash consequences from a local perspective* ranked second (mean scores 4.7). The relatively low 'spread' of responses around the mean ratings for these factors (indicated by the standard deviation) suggested general agreement about the level of satisfaction.

Alcohol and other drugs was among the sessions achieving the next highest mean score of 4.6, indicating that satisfaction with this session also reflected the level of importance placed upon it by many of the graduates.

Stress management, peer pressure, intimidation and road rage (importance mean score 4.3 and satisfaction mean score 4.4), *Licensing, points and vehicle modifications* (importance mean score 4.1 and satisfaction mean score 4.3), *Media, advertising and the real cost of owning a car* (importance mean score 4.0 and satisfaction mean score 4.2), and *Insurance legalities and fraud* (importance mean score 4.0 and satisfaction mean score 4.1) achieved both the lowest importance and satisfaction scores. This may reflect the relatively less visual and practical nature of these components, resulting in a reduction in the level of engagement by the participants, particularly in relation to the latter three sessions.

Finally, it is noteworthy that none of the sessions received a mean satisfaction or importance score of less than four. This indicates that for the large majority of graduates the sessions were considered both relevant and well presented.

Table 3-4: Satisfaction with the way the sessions were covered

Q4A. Using a scale from 1 to 5 how satisfied were you with the way this session was covered?				
	Mean rating out of 5	No.	Standard deviation	Median rating out of 5
Comprehensive Senior First Aid Course	4.8	174	0.4	5.0
Practical driver training	4.7	178	0.6	5.0
Volunteer Rescue Association - crash consequences from a local perspective	4.7	180	0.6	5.0
Headstart - Acquired Brain Injury - the facts and consequences	4.6	178	0.6	5.0
Alcohol and other drugs	4.6	179	0.7	5.0
Risk taking and hazard perception	4.6	176	0.6	5.0
Police - legal consequences, crash factors, common mistakes and misapprehensions	4.6	180	0.6	5.0
Road safety - cost of crashes and behavioural factors	4.5	177	0.7	5.0
Stress management, peer pressure, intimidation and road rage	4.4	178	0.7	5.0
Licensing, points and vehicle modifications	4.3	175	0.8	4.0
Media, advertising and the real cost of owning a car	4.2	106	0.8	4.0
Insurance legalities and fraud	4.1	170	0.8	4.0

Note:

No. – the number of respondents who provided a rating using the 1 to 5 scale

Standard deviation – an indication of the 'spread' of responses around the mean. The higher the standard deviation, the greater the spread of individual ratings around the mean rating.

Median – the middle rating in the distribution of all ratings. Half of the scores are above the median and half are below the median.

3.4 Influence of the Program on the way graduates drive

(i) Whether the information and training influenced graduates' driving

The results set out in Table 3-5 illustrate that the overwhelming majority of graduates felt that attending the Program had influenced the way that they drive, which is one of the essential goals of the Program. Almost 97 per cent (96.7%) indicated that the way that they drive had been influenced by the course.

Table 3-5: Whether the information and training influenced graduates' driving

Q5. Did any of the information and training you received from the course influence the way you drive?		
	No.	%
Yes	177	96.7%
No	4	2.2%
Don't know	2	1.1%
Total	183	100.0%

(ii) Sessions which have most influenced the way that graduates drive

The importance of the sessions (shown here with the percentage of graduates nominating each session as the most important influence on the way that they drive):

- *Volunteer Rescue Association - crash consequences from a local perspective* (46.9%);
- *Headstart - Acquired Brain Injury - the facts and consequences* (37.3%); and
- *Police - legal consequences, crash factors, common mistakes and misapprehensions* (28.2%)

was reinforced by the fact that these were the top three sessions nominated by graduates as being those which most influence the way they drive. These results highlight the key role of these sessions, which convey the consequences of bad driving and accidents.

Table 3-6 below sets out the results which show that the sessions *Alcohol and other drugs* (18.1%) and *Risk taking and hazard perception* (14.7%) rated four and five respectively. These sessions also had comparable relative importance and satisfaction ratings.

The gap between the scores for the *Alcohol and other drugs* and *Risk taking and hazard perception* sessions and the three highest rating sessions referred to above was relatively large, making it clear that the sessions dealing with the consequences of bad driving were clearly the most influential.

The *Practical driver training* session (9.6%) was not considered as influential as the sessions highlighting the negative consequences of unsafe driving.

Table 3-6: Sessions which have most influenced the way that graduates drive

Q5A. What sessions have MOST influenced the way you drive?		
	No.	%
Volunteer Rescue Association - crash consequences from a local perspective	83	46.9%
Headstart - Acquired Brain Injury - the facts and consequences	66	37.3%
Police - legal consequences, crash factors, common mistakes and misapprehensions	50	28.2%
Alcohol and other drugs	32	18.1%
Risk taking and hazard perception	26	14.7%
Road safety - cost of crashes and behavioural factors	22	12.4%
Practical driver training	17	9.6%
Stress management	15	8.5%
Comprehensive Senior First Aid Course	9	5.1%
Don't know	6	3.4%
Media, advertising and the real cost of owning a car	4	2.3%
Licensing, points and vehicle modifications	4	2.3%
Insurance legalities and fraud	1	0.6%
Total	177	100.0%

(iii) Way in which the information has influenced graduates' driving behaviour

Multiple answers were allowed. The results are set out in Table 3-7 below.

Drive more cautiously and *Drive with greater awareness of hazards and/or consequences* were the two major ways in which the Program had influenced the way that graduates drive (nominated by 61.6% and 38.4% of graduates respectively). All of the graduates indicated at least one of these options, with *Don't speed* as the third most popular option (nominated by 11.9% of graduates).

Table 3-7: Way in which the information has influenced graduates' driving behaviour

Q5B. In what way has the information influenced your driving behaviour?		
	No.	%
Drive more cautiously	109	61.6%
Drive with greater awareness of hazards and/or consequences	68	38.4%
Don't speed	21	11.9%
Pay more attention to road rules	18	10.2%
Don't drink drive/careful about alcohol consumption	15	8.5%
More competent/confident driver	13	7.3%
Not influenced by passengers/peers	6	3.4%
Don't know	4	2.3%
Total	177	100.0%

3.5 Traffic infringements since the time of completing the course

The large majority, (78% or 143 graduates), had not received a traffic infringement notice since the time of completing the course. However the remaining 22 per cent (40 graduates) had received an infringement notice for speeding, with some graduates who were part of this 22 per cent also receiving an infringement for another offence. This tends to support the proposition that the majority of graduates are safe drivers who obey the road rules with those who speed also more likely to comment other breaches.

The results are set out in Table 3-8 below.

Table 3-8: Traffic infringements since the time of completing the course

Q6. Since completing the course, have you been issued with a traffic infringement notice by the police for any of the following.....?		
	No.	%
No	143	78.1%
Speeding	40	21.9%
Running a red light	5	2.7%
Having a crash	4	2.2%
Driving without P plates or unregistered	3	1.6%
Failing to stop at stop sign	2	1.1%
Driving while using a mobile phone	2	1.1%
Not wearing a seatbelt	1	0.5%
Total	183	100.0%

3.6 Suspension of licence for any period

Licence suspension for any period was not a common occurrence for graduates. A total of 11 graduates, or 6 per cent of the total sample of 183, had had their licence suspended for a period.

Table 3-9: Suspension of licence for any period

Q7. Have you had your licence suspended for any period?		
	No.	%
No	172	94.0%
Yes	11	6.0%
Total	183	100%

3.7 Outcomes of the Program regarding graduates' driving

Graduates indicated a generally high level of agreement with all of the statements regarding positive driving outcomes.

Table 3-10 below shows that graduates' believed that their understanding of the consequences of unsafe driving, and their awareness of risk taking behaviour was enhanced through participation in the Program. The statement *You are better able to understand the consequences of driving unsafely* received the highest mean score of 4.6, with relatively low standard deviation, indicating relatively uniform agreement amongst the sample.

The statements:

- *You are more aware of decisions you make that involve risk taking;*
- *You are a safer driver;*
- *You pay more attention to other road users; and*
- *You are better able to identify potential hazards while driving*

all received the next highest mean agreement score of 4.5, also with relatively low standard deviation.

Table 3-10: Outcomes of the Program regarding graduates' driving

Q8. On a scale of 1 to 5...thinking about the Program overall, do you agree or disagree that, because of the Program.....?				
	Mean rating out of 5	No.	Standard deviation	Median rating out of 5
You are better able to understand the consequences of driving unsafely	4.6	183	0.5	5.0
You are more aware of decisions you make that involve risk taking	4.5	183	0.5	5.0
You are a safer driver	4.5	182	0.6	5.0
You pay more attention to other road users	4.5	183	0.6	5.0
You are better able to identify potential hazards while driving	4.5	182	0.6	4.0
You are more aware of the traffic rules	4.4	182	0.6	4.0
You are less likely to take risks while driving	4.4	182	0.7	4.0
You are less at risk of having a crash	4.2	182	0.9	4.0
You are a less aggressive driver	4.1	182	0.8	4.0

Note:

No. – the number of respondents who provided a rating using the 1 to 5 scale

Standard deviation – an indication of the 'spread' of responses around the mean. The higher the standard deviation, the greater the spread of individual ratings around the mean rating.

Median – the middle rating in the distribution of all ratings. Half of the scores are above the median and half are below the median.

3.8 Content and presentation of the Program

Table 3-11 below shows that almost 70 per cent (69.9%) of graduates agreed 'very strongly' with the statement *The course was beneficial* (mean score 4.7). The standard deviation of the responses to this statement, as well as all of the other statements asked as part of this question, was also very low, indicating a high level of uniformity of agreement rather than a wide spread of responses across the sample.

The mean agreement for all of the statements except the first, as referred to above, was 4.5. This indicated a high degree of agreement that the course was *relevant; current; presented clearly;* and that *the theory was useful before undertaking the practical component.*

Table 3-11: Agreement with statements about the content and presentation of the Program

Q9. On a scale of 1 to 5...thinking about the Program content, do you agree or disagree that.....?				
	Mean rating out of 5	No.	Standard deviation	Median rating out of 5
The course was beneficial	4.7	183	0.5	5.0
The content was relevant	4.5	183	0.6	5.0
The content was current	4.5	182	0.5	5.0
The way in which the content was presented was clear	4.5	182	0.6	5.0
The theory was useful before undertaking practical component	4.5	182	0.6	5.0

Note:

No. – the number of respondents who provided a rating using the 1 to 5 scale

Standard deviation – an indication of the 'spread' of responses around the mean. The higher the standard deviation, the greater the spread of individual ratings around the mean rating.

Median – the middle rating in the distribution of all ratings. Half of the scores are above the median and half are below the median.

3.9 Non-driving related benefits provided by the Program

(i) Whether the information and training provided non-driving related benefits

The Program was devised for the purpose of moulding safer young drivers. Nevertheless the results of this question set out in Table 3-12 show that approximately two thirds of graduates (66.1%) felt that they had received benefits aside from those relating to driving behaviour. The subsequent question explored the sessions that provided these benefits.

Table 3-12: Whether the information and training provided non-driving related benefits

Q10. Has the information and training from the program provided you with any benefits aside from those relating to driving behaviour?		
	No.	%
Yes	121	66.1%
No	51	27.9%
Don't know	11	6.0%
Total	183	100.0%

(ii) Sessions which provided the non-driving benefits

The responses set out in Table 3-14, highlight the usefulness of the *Comprehensive Senior First Aid Certificate* for graduates. This qualification is one which can be used in a wide range of work and recreational contexts and provides the graduates with important life skills. Approximately half (52.1%) of the graduates who thought the course had

provided them with non-driving benefits indicated that these benefits were obtained from the completion of the *Comprehensive Senior First Aid Certificate*.

The next three highest scoring sessions were:

- *Volunteer Rescue Association - crash consequences from a local perspective* (13.2%);
- *Police - legal consequences, crash factors, common mistakes and misapprehensions* (13.2%); and
- *Headstart - Acquired Brain injury - the facts and consequences* (11.6%).

These sessions, which highlight the consequences of unsafe driving, are clearly important for graduates both within and outside the driving context. A greater understanding of consequences of individual behaviour on others within society may be what the Program is providing through these sessions.

Table 3-13: Sessions provided non-driving benefits

Q10A. What sessions provided these benefits?		
	No.	%
Comprehensive Senior First Aid Certificate	62	51.2%
Volunteer Rescue Association - crash consequences from a local perspective	16	13.2%
Police - legal consequences, crash factors, common mistakes and misapprehensions	16	13.2%
Headstart - Acquired Brain Injury - the facts and consequences	14	11.6%
Road safety - cost of crashes and behavioural factors	12	9.9%
Practical driver training	12	9.9%
Risk taking and hazard perception	9	7.4%
Alcohol and other drugs	9	7.4%
Insurance legalities and fraud	9	7.4%
Stress management	7	5.8%
Media, advertising and the real cost of owning a car	3	2.5%
Licensing, points and vehicle modifications	9	5.1%
Total	177	100.0%

(iii) Agreement with statements about non-driving benefits

Graduates were asked to agree or disagree on a five point scale to specific statements about non-driving benefits of the course, was asked of all interviewees, regardless of whether they had indicated having received such benefits. Despite this the level of agreement for all of the statements was relatively high.

The highest agreement with statements regarding non-driving benefits of the Program was indicated for the statement that, because of the Program, their *Resume is improved because of completion of the Comprehensive Senior First Aid Certificate* (mean score 4.5). The lowest level of agreement was indicated with regard to the statement that, because of the Program, graduates were *Better able to obtain employment* (mean score 3.9).

Table 3-14: Agreement with statements about non-driving benefits

Q11. On a scale of 1 to 5... do you agree or disagree that because of the Program.....?				
	Mean rating out of 5	No.	Standard deviation	Median rating out of 5
Resume is improved because of completion of the Senior First Aid Certificate	4.5	179	0.7	5.0
Passed information from the Program onto family and friends	4.4	183	0.7	4.0
Able to manage issues associated with car ownership	4.2	183	0.7	4.0
Resume is improved by the inclusion of this course	4.0	182	1.0	4.0
Better able to obtain employment	3.9	181	1.0	4.0

Note:

No. – the number of respondents who provided a rating using the 1 to 5 scale

Standard deviation – an indication of the 'spread' of responses around the mean. The higher the standard deviation, the greater the spread of individual ratings around the mean rating.

Median – the middle rating in the distribution of all ratings. Half of the scores are above the median and half are below the median.

(iv) Other non-driving benefits received

This question was the last in this series concerning non-driving benefits. It was intended to capture any benefits which had not been mentioned in the preceding questions which may have been important to the graduates. Almost half (49.2%) of the graduates in the survey sample indicated that there were no further benefits, aside from those explored by previous questions.

The additional benefits which were identified by the next greatest proportion of graduates related to benefits which had already been identified. They were:

- *Use of First Aid Certificate* (22.4%); and
- *Greater awareness of consequences and consideration of others* (18.6%)

It is noteworthy that 7.1 per cent of the graduates indicated that *confidence* was a non-driving benefit that they had received from the course. This is a benefit that could provide long lasting affects for the young people thought they had received this from their participation in the Program.

Table 3-15: Other non-driving benefits received

Q12. What other non-driving benefits have you received?		
	No.	%
Don't know	90	49.2%
Use of First Aid Certificate	41	22.4%
Greater awareness of consequences and consideration of others	34	18.6%
Assistance with employment	16	8.7%
Confidence	13	7.1%
Awareness of insurance and/or car ownership	11	6.0%
Alcohol and/or drug awareness	10	5.5%
Not applicable	7	3.8%
Total	183	100%

3.10 Whether the Program is value for money

Nearly all (98.4%) graduates thought the Program was good value for money. This most likely reflects the nominal cost of participation, as well as the many benefits graduates indicated that they thought they had received from the Program. Table 3-16 shows that only three graduates (1.6%) indicated that they didn't know whether the Program was good value for money and no graduates thought it was not good value for money.

Table 3-16: Whether the Program is value for money

Q13. Do you think that the Program is good value for money?		
	No.	%
Yes	180	98.4%
Don't know	3	1.6%
No	0	0.0%
Total	183	100%

3.11 Whether graduates would recommend the Program to other learner drivers

The results set out in Table 3-17 clearly encapsulate the overwhelmingly positive response to the Program, which is evident in the answers to all of the questions throughout the survey. Only one respondent indicated that he or she didn't know if they would recommend the Program to other learner drivers and no graduates indicated that they would not recommend the Program.

Table 3-17: Whether graduates would recommend the Program to other learner drivers

Q14. Would you recommend the Program to other learner drivers?		
	No.	%
Yes	182	99.5%
Don't know	1	0.5%
No	0	0.0%
Total	183	100%

3.12 Whether anything should be changed or added to the Program

(i) Whether the Program should be changed

The majority (78.1%) of graduates indicated that they thought nothing needed to be changed or added to the Program. Table 3-18 shows that a total of 34 graduates (18.6%) thought that improvements could be made.

Table 3-18: Whether anything should be changed or added to the Program

Q15. Should anything be changed or added to the Program?		
	No.	%
No	143	78.1%
Yes	34	18.6%
Don't know	6	3.3%
Total	183	100%

(ii) Suggestions for improvement

The 34 graduates who thought improvements could be made to the Program were asked to make suggestions for change. The responses were varied and 10 were singular and could not be classified into a group aside from 'other'. The responses which were grouped into this category were:

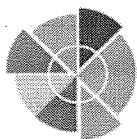
- *More could be covered in the peer pressure section as this is a major issue in young people driving;*
- *More detail in written paperwork of the Program;*
- *More information about modifications as I think it is an important factor in the amount of injuries;*
- *Normal road rules for the test;*
- *Prefer younger VRA member as students thought he was possibly out of touch with younger thoughts;*
- *The pizza promised did not come so if offering motivational presents they should ensure they can do so;*
- *The driving teachers should be more attentive and not using mobile phones at the time of instruction;*

- *This course should include the advanced driving course as well;*
- *Car maintenance skills; and*
- *Less graphic images*

The remainder of the responses were grouped into the categories shown in Table 3-19.

Table 3-19: Suggestions for improvement

Q15A. What would you suggest?		
	No.	%
Other	10	29.3%
More information on drugs and alcohol and consequences of DUI (driving under the influence)	6	17.6%
Shorten sessions/some sessions	4	11.8%
More driving skills	4	11.8%
Should be compulsory/available to all learner drivers	4	11.8%
More graphic images	4	11.8%
More discussion/time for questions	2	5.9%
Total	34	100%



4 Results: stakeholder interviews

4.1 Attitude to and support for the Program

Summary

The entire sample of eight stakeholder interviewees had a high regard for the Program and indicated their continued support. Some of the responses highlighted the two-way nature of the benefit, as staff found involvement in the Program satisfying and informative. Interviewees based their support for the Program on the belief that it has, and continues, to make a positive contribution to the Cessnock community.

Comments

The Program was extremely innovative when it was first put together.

The Program is very good. It gives insight into driving tests and impacts of dangerous behaviour on the road.

The audience was originally more from the disadvantaged groups. It is now broader but still focussed on some groups such as the Kurri Youth Centre. Sending delinquents along was a waste of time. Overall though I think it's a very worthwhile Program.

The Program is very important as it reaches out to young people before they are offenders.

We have a high level of support for the Program and take other members of our organisation along to teach them how present the material.

The course provides benefits to the community and to our organisation as staff find it very satisfying and informative to be involved.

We consider the Program to very valuable from a road safety perspective. Learning over a period of time such as seven weeks is very effective.

We have a strong commitment to the Program – we want to be involved and make a contribution.

Our level of support for the Program is very high.

The Program is an important part of crime prevention in Cessnock.

I've seen too much carnage – I really believe in this Program.

The Program is supported and run by volunteers and is really good value for the community.

4.2 Perceptions of overall value of the Program

Summary

All interviewees were very positive about the overall value of the Program. Most saw it as part of an integrated package of safety initiatives that was effective because its interface with the participants was outside their usual zones of influence, such as home and school.

Interviewees also emphasised the importance of all of the components of the Program and their complementary nature. High importance was placed on the impact of the Program on attitudes as well as technical driving expertise.

Comments

The social implications are probably the most important because it breaks the cycle of driving without a licence, being charged and then continuing to drive.

It was initially a Program more for the disadvantaged youth, those in the lower socio-economic groups – there was no public transport and there was a real problem.

The Program has changed emphasis because of the reduced driver instruction after the changes to the requirements to obtain a licence.

Enforcement is the greatest deterrent – the Program doesn't replace mainstream safety programs but is a localised way of affecting small groups that can filter through to the wider group – just another way of getting at the grass roots.

People who go through driving schools are better drivers.

If you are better equipped at the start, then that will govern the way that you drive for the rest of your life.

The Program gets people to think and changes facial expressions and attitudes.

Fines and enforcement don't reach out to everybody, only those getting fined or tested. This provides a bird's eye view of policing issues from behind the scenes.

This is so much more direct and effective than glossy advertising.

This is an area of their lives where they are outside of the parental cocoon – no child restraint, no 40km zone - and have to make all the decisions and show responsibility for other road users. This is the first time many are in a position to cause harm to others.

The Program works as an integrated whole – all the parts fit together and are equally important.

The Program makes accidents more real and has an overall message to be more cautious – the body bag is a very effective image. Allows participants to discuss the cause of accidents and really understand the factors that contribute.

The Program takes away the blasé attitude. It raises awareness.

The Program is part of the overall mix of traffic safety measures including enforcement and testing.

Provides practical advice about things such as insurance that you may otherwise only come to understand if you have an accident – for instance the effect on a claim if you were drink driving.

The Program moves far beyond technical skills and looks at the behavioural component. It provides education outside the home and school and therefore has greater impact. It provides a real life perspective.

The real effectiveness of the Program lies in the fact that it influences attitudes. The Program is away from parents and police and will help to guide decision making.

All the sessions are really good. The different sessions are important to different people. It is good to have the full range.

The Program used to be more targeted towards socio-economically disadvantaged but now it has come into its own and is offered to a broader range of people. Traffic offenders and delinquents need a separate Program.

Teaching respectfulness is really important.

The Program was never specifically targeted at the disadvantaged but some kids were subsidised to go through. We did encourage at risk kids to attend but it was never targeted this way.

The strength of the Program is that it is popular amongst the kids themselves – it's cool to do it and kids recommend it to each other. The courses are always full and the demand has increased.

The integrated nature of the Program is essential with the driver training and first aid providing critical, concrete information.

Anecdotally we have found that the Program has made a real difference, especially in influencing attitudes.

The course can even help kids to get jobs – it looks great on the resume.

4.3 Areas where the Program makes the greatest contribution

Summary

The main areas where stakeholders saw the Program making the greatest contribution were in the areas of changing participants' attitudes, raising awareness, especially of risk taking behaviour and the consequences of unsafe driving, and developing a sense of responsibility for other road users and other people generally. Other aspects of the course were also mentioned, including the practical driver training component, the positive impact of the involvement of parents and the impact of the drug and alcohol session.

Comments

I think that the Program makes a real contribution in reducing risk taking behaviour.

There is an overall safety benefit, especially when aiming at the socio-economically disadvantaged.

The Program changes attitudes – they are absolutely pivotal – it also raises awareness.

There are real road safety benefits as the Program brings an awareness of obligations when you are on the road – it's not just about the mechanics of driving. It emphasises the possible impact on other drivers of wrong behaviour – promotes a sense of responsibility.

The driver training sessions are a major benefit; lots of other information is good but not absolutely necessary. Information about why you do or do not pass driving tests is very important.

Blind spot training is critical.

Getting the parents in and talking to them is one of the best parts of the Program.

Education about risk taking is excellent. What it is like to be in a car on your own and making decisions and also realising the consequences of making mistakes.

Because the people who come to the Program are generally switched on and eager to learn they rarely come to adverse attention of the police after attending the Program.

The crash photographs and death messages get through to the kids.

Talking about the impact of crashes on parents is very forceful.

It is educative and attitude altering. There is a benefit beyond measurable outcomes. It cultivates a sense of responsibility.

The visual impact of some of the material on crash consequences has a significant impact.

The Program prevents offending, prevents statistics.

The incidence of fatalities in Cessnock has diminished substantially.

The Program influences attitudes and behaviour and goes beyond the technical and also looks at potential impacts on other road users.

The greatest contribution of the Program is in moulding the attitudes which are being formed by these young people at the time that they are doing the course.

The course provides a model of empowerment. It is not just about driving skills - it goes way beyond the text book.

The course assists with modification of risk taking and clarifying personal choice – less influenced by outside influences.

The drug and alcohol session is a very powerful one – interactive and confronting.

The best thing about the Program is that the kids talk to people who've really seen it – the crashes, injuries and fatalities and it makes it real. The brain injury session is also very powerful.

Mum and Dad teaching young people how to drive has inbuilt problems so the practical component is very important.

The contribution of the Program is that it demystifies driving, provides accurate contemporary information, conveys the outcome of research and provides a good analysis of risk taking behaviour. It also provides aversive stimuli and is very powerful as local accidents are more poignant and are not abstract, they are concrete.

The Program makes the risks real and concrete and raises awareness and changes attitudes.

The course also has positive messages and increases confidence.

4.4 Extension of the Program

Summary

Some stakeholders saw the Program as most useful in the context of the socio-economically disadvantaged whilst most felt that the Program should be made as broadly available as possible, across all groups.

All stakeholders indicated that they would like to see the Program extended both inside and outside Cessnock, but acknowledged that this may be expensive. They generally did not think that making the Program compulsory or placing it in the context of schools was a good idea.

Comments

This is something that could work State-wide, but it is very expensive.

The Program works very well on a local level and has major benefits in areas where socio-economics are a youth issue and also in areas where there is a lack of public transport.

I see this as a specifically targeted local project aiming at the socio-economically disadvantaged.

I agree that the underprivileged should be helped, but the information in the Program is not provided anywhere else and is valuable for everyone – however it is expensive.

It should be expanded and available to a broader range of people – a lot of people ask about it.

There should be a different course for traffic offenders rather than kids just getting their licence for the first time.

Extend it across Cessnock and to other areas.

Making the Program compulsory would turn people off – it should just be readily available.

Schools are a good place to reach kids but a very different and potentially problematic venue because of the underlying attitudes to courses taught at school.

It would be good if the Program was offered more broadly and introduced as an integral part of the learner driver experience. The more people it gets to the better.

The fact that the Program is not compulsory is good. We would like to see it extended.

Maybe the Program needs to be a pre-condition for getting your L's – that way it would get to all the people who really need it. The socio-economically disadvantaged are a key group as their cars are usually of lesser quality and they have different attitudes. Maybe not compulsory but more incentive based – less time on Ps.

The Program should be available to the widest range possible.

I would not put the Program in schools. The students will switch off. Outsiders are new and interesting.

I would not make the Program compulsory. Maybe the schools would be good forum because that's where the peer group is – at least a good forum to look at the group dynamics (follower/leader) issues. I can see that if it was in schools this would guarantee an educational standard but this would also have drawbacks – maybe complementary Programs inside and outside schools.

You should talk to young people about the future direction of the Program and whether it should go into schools or not.

You would probably start to get a State-wide difference in road fatalities if this was adopted more widely. Also the huge costs of road trauma would be minimised.

4.5 Perceptions of community support

Summary

Stakeholders who had interaction with the local Cessnock community and were therefore able to address the issue of community support, suggested that the level of support for the Program was high.

Comments

I have heard many comments from the general public which are very positive.

Community support gave initial support to the Program which grew out of a number of youth road fatalities in the 1990s. A lot of people donated time to assist.

We are always getting very positive feedback from the kids.

I think there is a very high level of support.

A lot of people mention the course very positively.

Parents approve their children to attend the course so I think it has the support of the community.

Don't really have any knowledge of community support.

The Program gets a very good response from all those involved with it.

Young people like the Program, it is cost effective and local so it has good support and is effective. It is also doable for road safety officers in other areas to set a similar Program up.

I think that community support is very high. The parents come along to one of the sessions now and this is very positive because they learn as well as show an interest in their child.

4.6 Improvement of the Program

Summary

Suggestions for improvement of the Program included:

- Integrating the content of the Program more tightly;
- Making it user pays so that it could be offered more widely;
- Making the Program more flexible;
- Including parents in a session about driver training;
- Having an extra night for parents;
- Having a young person presenting about their experiences;
- Having smaller class sizes;
- More emphasis on the peer pressure issue; and
- More driver training in dangerous situations.

Comments

I think that rather than booking presenters in for set hours of training I would synchronize the content more tightly and have all the presenters meet and know what the others are presenting.

Sometimes an hour is not long enough but it depends on the group.

I think that people would be prepared to pay and that if they increased the fee they would be able to offer it more widely which would be good.

The content could be more flexible; you would still cover the fundamentals and change the course to meet trends in road safety. Should be careful not to let it get stale.

I would like to see parents in one classroom session about driver training.

I think it would be useful to incorporate a driver hazard perception test into the testing regime before getting your full licence.

It's good to have parents involved but you have to be careful because they tend to hijack the process - may be better to have an extra night for parents.

Keep it off the cuff and informal. No PowerPoint presentations by academics.

I don't really need to know what other presenters do – we are unlikely to change our material too much.

You could possibly have a young person presenting to tell a story from their perspective.

Could have follow up calls after completion to ask about the impact of the Program and what has been learnt.

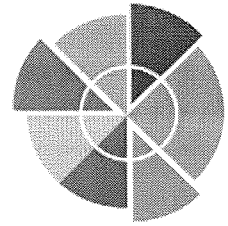
It would be good if the class sizes could be smaller and that each session was given a bit more time.

The Program should go one step further with group issues as this is so important. This should be targeted more in the Program.

Could get young people who have had an accident to come in and talk. Anecdotal stories are really important – the psych-social dynamic is really important.

There should be more driver training in dangerous situations.

Appendix I: Survey questionnaire



Note that:

- (i) The text [TYPED IN UPPER CASE AND ENCLOSED IN SQUARE BRACKETS] provides instructions to the interviewers. It was not read to the respondents.
- (ii) The pre-coded response options shown for some questions were not read to respondents unless the interviewers received explicit instructions to do so. Pre-coding saves time during the interview because responses do not have to be typed.

Telephone survey of graduates of the Youth on the Move Program

Introduction

Good morning/afternoon, my name is _____. I'm calling on behalf of Cessnock City Council

Could I please speak with?

[DETERMINE BEST CALLBACK TIME IF NOT AVAILABLE]

[INTERVIEWER: IF RESPONDENT NO LONGER AT THIS ADDRESS]

I'm calling on behalf of Cessnock City Council to speak with graduates from the Youth On The Move driver education program.

Would you be able to provide contact details for?

WHEN PERSON IS ON THE LINE SAY: [IF NECESSARY]

Good morning/afternoon, my name is _____. I'm calling on behalf of Cessnock City Council

We are calling graduates who participated in the Youth On The Move program to obtain feedback about the course. The interview should take no more than 10 minutes. It is voluntary, confidential and anonymous.

Did you complete the Youth on the Move program and is it OK to talk to you now?

Survey questions

Q1. So that I know which questions to ask you I need to know an approximate year you completed the program.

Q1A. Was it between ...? [READ YEAR RANGE]

1. 1998 and 2001
2. 2002 and 2006

[8. DON'T REMEMBER / DON'T KNOW - DO NOT READ]

[9. REFUSED - DO NOT READ]

Q2. What was the MAIN reason you decided to attend the program?

[DO NOT PROMPT - ALLOW AS MANY AS APPLICABLE]

- 1 Recommended by family
- 2 Recommended by friends
- 3 Parents made me
- 4 Council advertising
- 5 For free driving lessons
- 6 Counter service from Council Staff
- 8 Don't remember / don't know
- 9 Refused

Q3. In general, how useful was the program to you in obtaining your licence?

On a scale of 1 to 5 where [READ OUT SCALE]

1. Not useful
2. Somewhat useful
3. Moderately useful
4. Quite useful
5. Very useful

[8. DON'T KNOW / DON'T REMEMBER - DON'T READ OUT]

[9. REFUSED - DON'T READ OUT]

Now some questions about the sessions covered in the program - how important you thought they were, and how satisfied you were with those sessions.

On a scale of 1 to 5 where

- | | |
|------------------------|--------------------------------------|
| 1 Not important | 1 Very dissatisfied |
| 2 Somewhat important | 2 Dissatisfied |
| 3 Moderately important | 3 Neither satisfied nor dissatisfied |
| 4 Quite important | 4 Satisfied |
| 5 Very important | 5 Very satisfied |

[8. DON'T KNOW 9. REFUSED - DO NOT READ]

Q4. how important was...

Q4A. and how satisfied were you with the way this session was covered?

[PROMPT FOR VERY]

- # Volunteer Rescue Association - crash consequences from a local perspective
- # Headstart - Acquired Brain injury - the facts and consequences
- # Risk taking and hazard perception
- # Police - legal consequences, crash factors, common mistakes and misapprehensions
- # Media, advertising and the real cost of owning a car
- # Alcohol and other drugs
- # Insurance legalities and fraud
- # Stress management, peer pressure, intimidation and road rage
- # Licensing, points and vehicle modifications
- # Road safety - cost of crashes and behavioural factors
- # Comprehensive senior first aid course
- # Practical driver training

Q5. Did any of the information and training you received from the course influence the way you drive?

1. Yes
2. No
8. Don't know
9. Refused

IF question 5 was answered yes

Q5A. What sessions have MOST influenced the way you drive?

[INTERVIEWER – ALLOW NO MORE THAN THREE OPTIONS]

[INTERVIEWER, PROMPT IF NECESSARY TO CLARIFY DESCRIPTION AND CODE ANSWERS]

1. Volunteer Rescue Association - crash consequences from a local perspective
2. Headstart - Acquired Brain injury - the facts and consequences
3. Risk taking and hazard perception
4. Police - legal consequences, crash factors, common mistakes and misapprehensions
5. Media, advertising and the real cost of owning a car
6. Alcohol and other drugs
7. Insurance legalities and fraud
8. Stress management, peer pressure, intimidation and road rage
9. Licensing, points and vehicle modifications
10. Road safety - cost of crashes and behavioural factors
11. Comprehensive senior first aid course
12. Practical driver training

[88. DON'T KNOW 99. REFUSED]

IF q5 was answered yes

Q5B. In what way has the information influenced your driving behaviour?

[INTERVIEWER, DO NOT READ OUT OPTIONS - USE CODES WHERE POSSIBLE]

- 1 Don't speed
- 2 Don't drink drive/careful about alcohol consumption
- 3 Drive more cautiously
- 4 Pay more attention to road rules

[TYPE IN OTHER - 8. DON'T KNOW 9. REFUSED]

Q6. Since completing the course, have you been issued with a traffic infringement notice by the police for any of the following:

- 1 Speeding
- 2 Failing to stop at stop sign
- 3 Not wearing a seatbelt
- 4 Having a crash
- 5 Running a red light
- 6 DUI

[PROMPT - ANY OTHER? - 9. REFUSED]

Q7. Have you had your licence suspended for any period?

1. Yes
2. No
9. Refused

Q8. Thinking about the program overall, do you agree or disagree that,
because of the program...

[PROMPT FOR STRONGLY]

1. strongly disagree
2. disagree
3. neither disagree nor agree
4. agree
5. strongly agree

[8. DON'T KNOW - DO NOT READ]

[9. REFUSED - DO NOT READ]

- # You are less at risk of having a crash
- # You are more aware of decisions you make that involve risk taking
- # You are less likely to take risks while driving
- # You are better able to identify potential hazards while driving
- # You are a less aggressive driver
- # You are a safer driver
- # You are more aware of the traffic rules
- # You pay more attention to other road users
- # You are better able to understand the consequences of driving unsafely

Q9. Thinking about the program content, do you agree or disagree that...

[PROMPT FOR STRONGLY]

1. Strongly disagree
2. Disagree
3. Neither disagree or agree
4. Agree
5. Strongly agree

[8. DON'T KNOW - DON'T READ OUT]

[9. REFUSED - DON'T READ OUT]

- # The course was beneficial.
- # The content was relevant.
- # The content was current.
- # The way in which the content was presented was clear.
- # The theory was useful before undertaking practical component.

Q10. Has the information and training from the program provided you with
any benefits ASIDE from those relating to driving behaviour?

1. Yes
2. No
8. Don't know
9. Refused

IF q10 was answered yes

Q10A. What sessions provided these benefits?

[INTERVIEWER - ALLOW NO MORE THAN THREE OPTIONS]

[INTERVIEWER - PROMPT IF NECESSARY TO CLARIFY DESCRIPTION AND CODE ANSWERS]

1. Volunteer Rescue Association - crash consequences from a local perspective
2. Headstart - Acquired Brain injury - the facts and consequences
3. Risk taking and hazard perception
4. Police - legal consequences, crash factors, common mistakes and misapprehensions
5. Media, advertising and the real cost of owning a car
6. Alcohol and other drugs
7. Insurance legalities and fraud
8. Stress management, peer pressure, intimidation and road rage
9. Licensing, points and vehicle modifications
10. Road safety - cost of crashes and behavioural factors
11. Comprehensive senior first aid course
12. Practical driver training

Q11. Do you agree or disagree that BECAUSE OF THE PROGRAM...PROMPT FOR STRONGLY]

1. strongly disagree
2. disagree
3. neither disagree nor agree
4. agree
5. strongly agree

[8 DON'T KNOW - DON'T READ OUT]

[9 REFUSED - DON'T READ OUT]

- # You are more able to manage issues associated with car ownership
- # You were better able to obtain employment
- # Your resume is improved by the inclusion of this course
- # Your resume is improved because of completion of the Senior First Aid Certificate
- # You have passed information from the program onto family and friends

Q12. What other non-driving benefits have you received?

[TYPE IN RESPONSE - 8. DON'T KNOW 9. REFUSED]

Q13. Do you think the program is good value for money?

1. Yes
2. No
8. Don't know
9. Refused

Q14. Would you recommend the program to other learner drivers?

- 1. Yes
- 2. No
- 8. Don't know
- 9. Refused

Q15. Should anything be changed or added to the program?

- 1. Yes
- 2. No
- 8. Don't know
- 9. Refused

IF q15 was answered yes...

Q15A. What would you suggest?

[TYPE IN RESPONSE - 8. DON'T KNOW 9. REFUSED]

Concluding with demographic questions

Finally a few questions to make sure we have spoken to a wide cross-section of people who participated in the program.

[INTERVIEWER: DO NOT ASK THIS QUESTION UNLESS NECESSARY]

Q16. Are you male or female?

[M. Male F. Female 9. Refused]

Q17. How old were you when you completed the program?

[AGE IN YEARS - 99. REFUSED]

Q18. And how old are you now?

[AGE IN YEARS - 99. REFUSED]

Q19. What suburb or area of Cessnock do you live in?

- | | | |
|---------------------------|--------------------|---------------------|
| 1 Aberdare | 17 East Branxton | 34 Neath |
| 2 Abermain | 18 Ellalong | 35 North Rothbury |
| 3 Abernethy | 19 Elrington | 36 Nulkaba |
| 4 Allandale | 20 Four Mile Creek | 37 Paxton |
| 5 Bellbird(incl. Heights) | 21 Greta | 38 Payne's Crossing |
| 6 Bishop's Bridge | 22 Heddons Greta | 39 Pelaw Main |
| 7 Branxton | 23 Kearsley | 40 Pelton |
| 8 Brunkerville | 24 Keinbah | 41 Pokolbin |
| 9 Buchanan | 25 Kitchener | 42 Quorrobolong |
| 10 Buttai | 26 Kurri Kurri | 43 Rothbury |
| 11 Cessnock | 27 Laguna | 44 Sawyer's Gully |
| 12 Cessnock East | 28 Lovedale | 45 Stanford Merthyr |
| 13 Cessnock South | 29 Loxford | 46 Stockrington |
| 14 Cessnock West | 30 Millfield | 47 Sweetman's Creek |
| 15 Cliftleigh | 31 Mount View | 48 Weston |
| 16 Congewai | 32 Mount Vincent | 49 Wollombi |
| | 33 Mulbring | 50 Yango Creek |

[TYPE IN OTHER - 99. REFUSED]

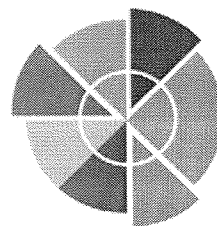
Conclusion

That completes the survey.

Thank you for your co-operation. This information will assist Cessnock Council to improve the program and continue its funding.

My name is _____, calling from The Hunter Valley Research Foundation and if you have any concerns about this survey please contact my supervisor on 1800 355 534.

Appendix II: Demographic characteristics of the survey sample of graduates



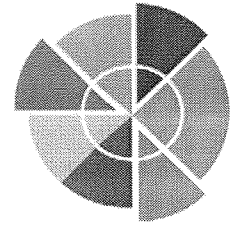
Sex and age

	No.	%
Sex		
Female	99	54.1%
Male	84	45.9%
Total	183	100.0%
Age		
16	1	0.5%
17	30	16.4%
18	40	21.9%
19	29	15.8%
20	16	8.7%
21	4	2.2%
22	11	6.0%
23	13	7.1%
24	21	11.5%
25	9	4.9%
26	5	2.7%
27	3	1.6%
33	1	0.5%
Total	183	100.0%

Suburb of residence

	No.	%
Abermain	13	7.1%
Abernethy	2	1.1%
Bellbird(incl. Heights)	9	4.9%
Branxton	1	0.5%
Cessnock	18	9.8%
Cessnock East	7	3.8%
Cessnock South	5	2.7%
Cessnock West	8	4.4%
Clifftleigh	1	0.5%
Congewai	1	0.5%
Ellalong	2	1.1%
Elrington	1	0.5%
Heddon Greta	6	3.3%
Kearsley	3	1.6%
Keinbah	1	0.5%
Kitchener	1	0.5%
Kurri Kurri	24	13.1%
Laguna	2	1.1%
Lovedale	4	2.2%
Mount View	4	2.2%
Mount Vincent	1	0.5%
Mulbring	5	2.7%
Neath	2	1.1%
Nulkaba	3	1.6%
Paxton	3	1.6%
Pelton	1	0.5%
Pokolbin	1	0.5%
Quorrobolong	2	1.1%
Rothbury	1	0.5%
Sweetman's Creek	1	0.5%
Weston	9	4.9%
Unknown	31	16.9%
Total	183	100.0%

Appendix III: Detailed responses for questions reported using mean scores



Note that:

- (i) Responses are presented in the order of the relevant response scale;
- (ii) Where an option on the response scale is not shown there was a zero response to this option;
- (iii) Options for which the scale responses are required are presented in the order that they appear in the questionnaire.

Q4. How important was...?

		COUNT	%
Volunteer Rescue Association - crash consequences from a local perspective	Somewhat important	3	1.6%
	Moderately important	13	7.1%
	Quite important	39	21.3%
	Very important	126	68.9%
	Don't know	2	1.1%
Headstart - Acquired Brain Injury - the facts and consequences	Somewhat important	1	0.5%
	Moderately important	14	7.7%
	Quite important	35	19.1%
	Very important	128	69.9%
	Don't know	5	2.7%
Risk taking and hazard perception	Somewhat important	1	0.5%
	Moderately important	7	3.8%
	Quite important	59	32.2%
	Very important	109	59.6%
	Don't know	7	3.8%
Police - legal consequences, crash factors, common mistakes and misapprehensions	Somewhat important	1	0.5%
	Moderately important	14	7.7%
	Quite important	48	26.2%
	Very important	118	64.5%
	Don't know	2	1.1%
Media, advertising and the real cost of owning a car	Not important	1	0.9%
	Somewhat important	4	3.7%
	Moderately important	28	26.2%
	Quite important	37	34.6%
	Very important	36	33.6%
	Don't know	1	0.9%
Alcohol and other drugs	Somewhat important	2	1.1%
	Moderately important	16	8.7%
	Quite important	48	26.2%
	Very important	114	62.3%
	Don't know	3	1.6%
Insurance legalities and fraud	Not important	4	2.2%
	Somewhat important	9	4.9%
	Moderately important	38	20.8%
	Quite important	60	32.8%
	Very important	60	32.8%
	Don't know	12	6.6%
Stress management, peer pressure, intimidation and road rage	Not important	1	0.5%
	Somewhat important	3	1.6%
	Moderately important	28	15.3%
	Quite important	59	32.2%
	Very important	88	48.1%
	Don't know	4	2.2%

Q4. How important was...?			
Licensing, points and vehicle modifications	Not important	1	0.5%
	Somewhat important	9	4.9%
	Moderately important	34	18.6%
	Quite important	60	32.8%
	Very important	71	38.8%
	Don't know	8	4.4%
Road safety - cost of crashes and behavioural factors	Somewhat important	1	0.5%
	Moderately important	16	8.7%
	Quite important	54	29.5%
	Very important	107	58.5%
	Don't know	5	2.7%
Comprehensive Senior First Aid Certificate	Somewhat important	1	0.5%
	Moderately important	6	3.3%
	Quite important	17	9.3%
	Very important	154	84.2%
	Don't know	5	2.7%
Practical driver training	Not important	1	0.5%
	Moderately important	6	3.3%
	Quite important	28	15.3%
	Very important	143	78.1%
	Don't know	5	2.7%
TOTAL		183	100.0%

Q4A. How satisfied were you with the way this session was covered?			
		COUNT	%
Volunteer Rescue Association - crash consequences from a local perspective	Neither satisfied / dissatisfied	8	4.4%
	Satisfied	45	24.6%
	Very satisfied	127	69.4%
	Don't know	3	1.6%
Headstart - Acquired Brain Injury - the facts and consequences	Dissatisfied	1	0.5%
	Neither satisfied / dissatisfied	10	5.5%
	Satisfied	41	22.4%
	Very satisfied	126	68.9%
	Don't know	5	2.7%
Risk taking and hazard perception	Dissatisfied	1	0.5%
	Neither satisfied / dissatisfied	9	4.9%
	Satisfied	55	30.1%
	Very satisfied	111	60.7%
	Don't know	7	3.8%
Police - legal consequences, crash factors, common mistakes and misapprehensions	Dissatisfied	2	1.1%
	Neither satisfied / dissatisfied	9	4.9%

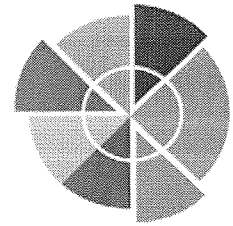
Q4A. How satisfied were you with the way this session was covered?			
	Satisfied	56	30.6%
	Very satisfied	113	61.7%
	Don't know	3	1.6%
Media, advertising and the real cost of owning a car	Dissatisfied	3	2.8%
	Neither satisfied / dissatisfied	17	15.9%
	Satisfied	45	42.1%
	Very satisfied	41	38.3%
	Don't know	1	0.9%
Alcohol and other drugs	Dissatisfied	1	0.5%
	Neither satisfied / dissatisfied	13	7.1%
	Satisfied	45	24.6%
	Very satisfied	120	65.6%
	Don't know	4	2.2%
Insurance legalities and fraud	Very dissatisfied	1	0.5%
	Dissatisfied	5	2.7%
	Neither satisfied / dissatisfied	29	15.8%
	Satisfied	68	37.2%
	Very satisfied	67	36.6%
	Don't know	13	7.1%
Stress management, peer pressure, intimidation and road rage	Very dissatisfied	1	0.5%
	Neither satisfied / dissatisfied	19	10.4%
	Satisfied	67	36.6%
	Very satisfied	91	49.7%
	Don't know	5	2.7%
Licensing, points and vehicle modifications	Dissatisfied	5	2.7%
	Neither satisfied / dissatisfied	23	12.6%
	Satisfied	67	36.6%
	Very satisfied	80	43.7%
	Don't know	8	4.4%
Road safety - cost of crashes and behavioural factors	Dissatisfied	1	0.5%
	Neither satisfied / dissatisfied	13	7.1%
	Satisfied	60	32.8%
	Very satisfied	103	56.3%
	Don't know	6	3.3%
Comprehensive senior first aid course	Neither satisfied / dissatisfied	3	1.6%
	Satisfied	27	14.8%
	Very satisfied	144	78.7%
	Don't know	9	4.9%
Practical driver training	Dissatisfied	1	0.5%
	Neither satisfied / dissatisfied	12	6.6%
	Satisfied	30	16.4%
	Very satisfied	135	73.8%
	Don't know	5	2.7%
TOTAL		183	100.0%

Q8. Thinking about the program overall, do you agree or disagree that because of the program.....?			
		COUNT	%
You are less at risk of having a crash	strongly disagree	3	1.6%
	disagree	6	3.3%
	neither disagree / agree	15	8.2%
	agree	78	42.6%
	strongly agree	80	43.7%
	Don't know	1	0.5%
You are more aware of decisions you make that involve risk taking	neither disagree / agree	4	2.2%
	agree	78	42.6%
	strongly agree	101	55.2%
You are less likely to take risks while driving	disagree	2	1.1%
	neither disagree / agree	11	6.0%
	agree	82	44.8%
	strongly agree	87	47.5%
	Don't know	1	0.5%
You pay more attention to other road users	disagree	1	0.5%
	neither disagree / agree	5	2.7%
	agree	85	46.4%
	strongly agree	92	50.3%
	disagree	1	0.5%
	neither disagree / agree	5	2.7%
	agree	85	46.4%
	strongly agree	92	50.3%
You are a less aggressive driver	disagree	9	4.9%
	neither disagree / agree	30	16.4%
	agree	77	42.1%
	strongly agree	66	36.1%
	Don't know	1	0.5%
You are a safer driver	neither disagree / agree	6	3.3%
	agree	82	44.8%
	strongly agree	94	51.4%
	Don't know	1	0.5%
You are more aware of the traffic rules	neither disagree / agree	13	7.1%
	agree	79	43.2%
	strongly agree	90	49.2%
	Don't know	1	0.5%
You are better able to understand the consequences of driving unsafely	neither disagree / agree	1	0.5%
	agree	65	35.5%
	strongly agree	117	63.9%
TOTAL		183	100.0%

Q9. Thinking about the program content, do you agree or disagree that.....?			
		COUNT	%
The course was beneficial	agree	55	30.1%
	strongly agree	128	69.9%
The content was relevant	strongly disagree	1	0.5%
	disagree	2	1.1%
	neither disagree / agree	2	1.1%
	agree	71	38.8%
	strongly agree	107	58.5%
The content was current	neither disagree / agree	4	2.2%
	agree	77	42.1%
	strongly agree	101	55.2%
	Don't know	1	0.5%
The way in which the content was presented was clear	disagree	2	1.1%
	neither disagree / agree	2	1.1%
	agree	75	41.0%
	strongly agree	103	56.3%
	Don't know	1	0.5%
The theory was useful before undertaking practical component	neither disagree / agree	8	4.4%
	agree	76	41.5%
	strongly agree	98	53.6%
	Don't know	1	0.5%
TOTAL		183	100.0%

Q11. Do you agree or disagree that because of the program.....?			
		COUNT	%
Able to manage issues associated with car ownership	disagree	6	3.3%
	neither disagree / agree	15	8.2%
	agree	100	54.6%
	strongly agree	62	33.9%
Better able to obtain employment	strongly disagree	2	1.1%
	disagree	18	9.8%
	neither disagree / agree	31	16.9%
	agree	80	43.7%
	strongly agree	50	27.3%
	Don't know	2	1.1%
Resume is improved by the inclusion of this course	strongly disagree	4	2.2%
	disagree	20	10.9%
	neither disagree / agree	19	10.4%
	agree	77	42.1%
	strongly agree	62	33.9%
	Don't know	1	0.5%
Resume is improved because of completion of the Senior First Aid Certificate	disagree	4	2.2%
	neither disagree / agree	7	3.8%
	agree	63	34.4%
	strongly agree	105	57.4%
	Don't know	3	1.6%
	Refused	1	0.5%
Passed information from the program onto family and friends	disagree	5	2.7%
	neither disagree / agree	4	2.2%
	agree	85	46.4%
	strongly agree	89	48.6%
TOTAL		183	100.0%

Appendix IV: Stakeholder interview outline



Interview outline

What was the nature of your involvement in the YOTM Project?

What is your attitude to the Program and does it have your continued support?

What value do you think that the Program has overall?

Where does the Program make the most significant contribution?

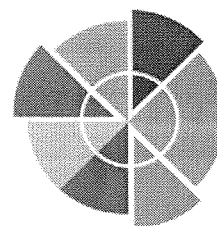
Do you think that the Program should be extended? If so how would you recommend this occur?

What is your understanding of the impact of the Program on the graduates and the community?

What are your perceptions of the level of community support for the Program?

Could the Program be improved? If so, how?

Appendix V: Stakeholder interviewees



Stakeholder	Organisation	Contribution as part of.....
Russell Humble	RTA – formerly with Cessnock City Council	Developmental team
Scott Player	RTA – formerly driving instructor	Course presentation team
Senior Constable Warren Jeffrey	Cessnock – Lower Hunter Highway Patrol	Course presentation team
Captain Trevor Milgate	Cessnock Volunteer Rescue Association	Course presentation team
Selina O'Connor	AAMI – Senior Corporate affairs Manager	Course presentation team
Clayton Barr	Canteen – Manager of Hunter and Northern NSW	Course presentation team
Sergeant Michael Hall	Station Manager, Charlestown – formerly worked in Cessnock	Implementation team Course presentation team
Denis Jackson	Private consultant – formerly with Cessnock City Council	Developmental team Course presentation team