

# Young Drivers at Work



**THINK**  
Road Safety

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the Department for Transport



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Although this report was commissioned by the Department for Transport (DfT), the findings and recommendations are those of the authors and do not necessarily represent the views of the DfT. While the DfT has made every effort to ensure the information in this document is accurate, DfT does not guarantee the accuracy, completeness or usefulness of that information; and it cannot accept liability for any loss or damages of any kind resulting from reliance on the information or guidance this document contains.

# Executive summary

Young drivers at work face, and create, a higher risk than other drivers because they are inexperienced and because driving for work is higher risk than driving for personal reasons. Both young drivers and at-work drivers were identified as priority groups in the second three-year review of the road safety strategy.

With funding from the DfT's road safety partnership grant, and with the help of a working group including the DfT, DSA, Buckinghamshire and Lancashire County Councils, Birmingham City Council and Roadsafte, RoSPA conducted a 'Young Drivers at Work Study' among employers who have young staff (17-24 years) who drive as part of their work and young at-work drivers themselves.

The 'Young Drivers at Work Study' was phase I of a two-part project.

The study comprised individual interviews with employers and managers of young at-work drivers, a questionnaire survey of a wide range of employers, and a number of focus groups with young drivers who drove as part of their job. Chapter two outlines the methodology of the report.

The study explored whether employers, and young drivers, thought that learner driver training, and the driving test, provides young drivers with the knowledge, skills and attitudes they need when driving for work (as opposed to driving for their own private purposes). It also sought to assess whether employers, and young at-work drivers, would value and use additional 'driving for work' qualifications, and if so, what should be included in such a qualification and the most suitable format(s) and method(s) of delivery. A further aim was to match the findings from the research onto the DSA Competency Framework for Car and Light Van Drivers™ (hereafter referred to as the Competency Framework). Although most employers are not yet aware of the Competency Framework, their responses could be matched to elements in the framework.

## Main findings

- 60% of employers surveyed felt that the current system of driver training and testing was 'not at all' or 'not very' adequate for preparing young drivers to drive for work. 87% of employers who took part in more detailed telephone interviews replied the same
- Employers are not relying on the driving licence as evidence of competence in driving for work. Many conduct their own assessments before allowing their employees to drive for work purposes
- Three-quarters of employers surveyed reported that their young employees were driving in situations that were not covered by the current learner test, for example driving at night or in icy conditions
- More than two-thirds of young employees are driving vehicles for work which are larger than a car, and in which they were not trained or tested when learning to drive
- More than half of employers surveyed would like to see a post-test driving qualification introduced
- Accident reduction and compliance with health and safety legislation were the two main reasons why employers would find post-test training useful
- Developing safer driver attitudes, driving in different conditions, enhanced hazard perception, and motorway driving were the top issues employers would like a post-test qualification to include. These were also stated as inadequacies of the current test
- Employers preferred training for a post-test driving for work qualification to take place during work time. They wanted the qualification to be accredited to a national standard
- External training needs to be flexible and adaptable to the individual needs of organisations
- Large-sized companies and non-commercial organisations would have the capacity to provide accredited driving training in-house. They could also provide facilities for others if established as national assessment centres
- Personal and interactive training that young drivers can relate to was considered the most effective mode of delivery
- Young drivers felt that passing the driving test was the end of learning how to drive and that there is a limit to what can be taught. Young drivers believe that when they are driving in the 'real world' they learn by making mistakes
- Employers are using probation periods and restrictions on what young drivers can initially do, in order to structure their driving for work experience

# Chapter 1

## Introduction

Young drivers at work face, and create, a higher risk than other drivers because they are inexperienced and because driving for work is higher risk than driving for personal reasons. Both young drivers and at-work drivers were identified as priority groups in the second three-year review of the road safety strategy.

With funding from the DfT's road safety partnership grant, and with the help of a working group including the DfT, DSA, Buckinghamshire and Lancashire County Councils, Birmingham City Council and Roadsafely, RoSPA conducted a 'Young Drivers at Work Study' among employers who have young staff (17-24 years) who drive as part of their work and young at-work drivers themselves. **Chapter 2** outlines the methodology of the report.

The study comprised individual interviews with employers and managers of young at-work drivers, a questionnaire survey of a wide range of employers, and a number of focus groups with young drivers who drove as part of their job.

The study explored whether employers, and young drivers, thought that learner driver training, and the driving test, provides young drivers with the knowledge, skills and attitudes they need when driving for work (as opposed to driving for their own private purposes). It also sought to assess whether employers, and young at-work drivers, would value and use additional 'driving for work' qualifications, and if so, what they thought should be included in such a qualification and the most suitable format(s) and method(s) of delivery.

A further aim was to match the findings from the research onto the DSA's Competency Framework. Although most employers are not yet aware of the Competency Framework, their responses could be matched to elements in the framework.

**Chapter 3** explores the views of employers, from the questionnaire survey and individual telephone interviews, on whether they think learner driver training and the driving test prepares young drivers for the type of driving that is required when driving for work.

**Chapter 4** explores employers' views on whether a post-test driving for work qualification would be useful.

**Chapter 5** outlines views on the most suitable content, format and delivery method for such a qualification.

**Chapter 6** explores whether any additional resources would encourage employers and young drivers to make use of a driving for work qualification.

**Chapter 7** details the results of the focus groups with young at-work drivers.

**Chapter 8** discusses some 'overarching themes' that emerged from the qualitative interviews with employers, and the focus groups with young at-work drivers.

**Chapter 9** relates the findings of the research to the DSA's Competency Framework, in an attempt to ascertain the key elements of the Competency Framework where respondents identified gaps relevant to young drivers in the context of driving for work. It is hoped that this will help to assess how the Competency Framework supports the specific needs of at-work drivers and inform future developments in relation to the range/scope of core competencies in this specific context.

**Chapter 10** discusses the main findings of the research, and **Chapter 11** contains the conclusion and recommendations. Three case studies are included in **Appendix A**.

## Methodology

The research employed a mixed methodology approach, consisting of three strands:

- 1) A questionnaire for employers and managers of young people who drive for work
- 2) In-depth interviews with employers and managers
- 3) Focus group interviews with the young people themselves who drive for work

Each component of the methodology was piloted and redrafting was undertaken where necessary. There were several stages of piloting. Initially several meetings were held with individual employers of different sizes and discussions were based around their experiences and thoughts about young at-work drivers.

The result of this was the production of an initial question set for both the questionnaire and the in depth interview. These documents were further refined with consultation from key project stakeholders.

The questionnaire was trialled on a group of 15 employers attending the Safety and Health Expo 2008 at the National Exhibition Centre in Birmingham. Three of those employers also participated in pilot telephone interviews which produced the final interview guide.

The questionnaire was also trialled internally to check usability.

Data was then collected over a period of 13 weeks, from September 30, 2008 to January 7, 2009. None of the pilot data has been included in the final analysis.

The questionnaire consisted of closed and open ended questions. Likert scales were also included to measure employers' attitudes.

The questionnaire yielded 407 responses. These were entered into a database from which the answers were descriptively analysed and cross-tabulated. Percentages were rounded up to the nearest whole number.

A total of 47 in-depth telephone interviews were conducted with employers and managers. Interviewees were sampled from the same frame as the questionnaire respondents and some duplication occurred.

The interviews followed a general semi-structured interview guide with open-ended questions, and lasted approximately 45 minutes each. Interviewees were asked if they were happy to be recorded and both their written and verbal consent was obtained. Not all interviews were recorded but those that were, were transcribed by the interviewer. Interviewees were informed that their data would be kept confidential and also anonymised. There was some follow-up correspondence by the interviewer to check the accuracy of information.

The qualitative in-depth interviews provided the opportunity for employers to expand on responses and to introduce points not covered.

Using a telephone interview method saved on travel costs and allowed collection of a greater amount of data within a limited time scale. The telephone interviews proved convenient for employers but did succumb to workplace distractions and in some cases, mobile telephone reception.

Five focus group interviews were carried out in which a total of 21 males and three females participated. All but one of the participants were aged between 17 and 24 years. One participant was aged 28 years. The sample groups were selected to represent a range of circumstances and conditions encountered in driving for work. These encompassed driving large vans in both urban and rural environments, operating various vehicles on site, and driving emergency response vehicles. The focus group members were either apprentices/trainees, or very newly qualified in their profession.

The focus groups were recorded with consent, and transcribed.

The combination of these three methods meant rich and triangulated data.

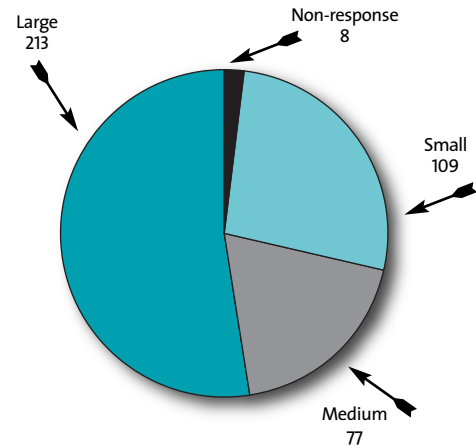
### Sample

The questionnaire survey was open to all employers and volunteer recruiters of 17-24 year olds who drive for work purposes (paid and un-paid work). The questionnaire was distributed electronically as well as in hard copy to a range of companies and organisations through a number of different databases. One disadvantage with this method was that it is not known how many people received the survey and therefore neither response rate nor non-response bias could be calculated. The sample was non-random and non-stratified. The questionnaire was distributed through the following channels:

# Chapter 2

- Employers who have entered RoSPA Awards
- Employers who are actual or potential RoSPA clients
- Local Authority road safety departments
- RoSPA websites ([www.rospace.com](http://www.rospace.com), [www.roadar.org.uk](http://www.roadar.org.uk), [www.youngworker.co.uk](http://www.youngworker.co.uk), [www.helpingLdrivers.com](http://www.helpingLdrivers.com))
- The Occupational Road Safety Alliance website ([www.orsa.org.uk](http://www.orsa.org.uk))
- RoSPA e-bulletins and road and occupational safety journals
- RoSPA's e-letter 'Safety Connections'
- RoSPA events, including the Occupational Safety Awards
- Speeches given by RoSPA staff at external conferences and seminars
- RoSPA press office and press releases
- RoSPA National Road Safety Committee and Road Safety Advisory Group
- RoSPA's national network of driver trainers, RoADAR groups and Local Safety Groups
- RoSPA members
- Roadsafe
- Direct mail/email to employer organisations, such as the CBI
- Direct mail/email to relevant road safety organisations, such as AIRSO
- Direct email to commercial mailing list of 5,000 employers
- The 'latest news' section of the HSE website

**Chart 1: Number of questionnaire respondents by organisation size (number of employees) (N = 407).**



Organisation size throughout the report refers to the Department for Business Enterprise and Regulatory Reform's classification:

- Small = 1-49 employees
- Medium = 50-249 employees
- Large = 250+ employees



## What do employers think of the current system of training and testing?

The research was undertaken to investigate the views of employers and managers of young drivers on how well the present system of driver training and testing prepares young people to drive for work. Respondents were invited to rate the current system, to identify areas of inadequacy and to suggest improvements.

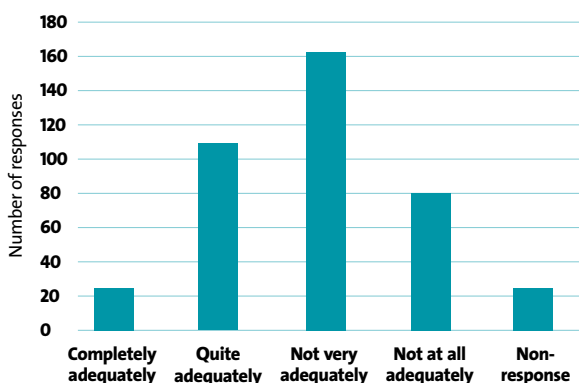
### 3.1 Are young drivers prepared for at-work driving?

The questionnaire included a section headed, 'Current learner driver training and testing', and was introduced by the statement: "This section seeks your views on learner driver training and the driving test, and how it prepares young drivers for work-related driving". The questions in the section explicitly asked about the driving test. The first question (Q2.1) asked: 'How adequately do you feel the current driving test prepares young drivers for driving for work?'

Chart 2 shows that in total, 134 respondents (33%) replied that the driving test either quite adequately or completely adequately prepared young drivers for driving for work.

239 respondents (59%) replied that the driving test did not very adequately or not at all adequately prepare young drivers for driving for work.

**Chart 2: The adequacy of the current test at preparing young drivers for at-work driving (N = 407).**



These findings were almost identical between private and public sector organisations, and between different size organisations.

**Table 1: Adequacy of the current test at preparing young drivers for at-work driving, shown by organisation size (N = 399).**

	Small	Medium	Large	Total
Completely	5	5	15	25
Quite	32	26	51	109
Not very	45	31	85	161
Not at all	22	10	46	78
Non-response	5	5	16	26
<b>Total</b>	<b>109</b>	<b>77</b>	<b>213</b>	<b>399</b>

(Organisation size unknown not included)

Only 6% of respondents in organisations of all sizes felt that the test completely prepared young drivers for driving at work. However, organisations with 50-249 employees were slightly more positive towards the test's effectiveness.

#### Interview findings

In the semi-structured interviews, respondents were first asked about the type of driving their young people were doing. Respondents were then asked:

(Q3) 'How adequate do you feel the current system of driver training and testing is in preparing young people for this type of driving work?'

Responses to this question could be collated into three distinct groups:

1. Those who thought the driving test was 'adequate' in preparing young drivers for at-work driving
2. Those who felt it was 'nearly adequate'
3. Those who felt it was 'not adequate'.

#### Adequate

Of the 47 telephone interviews only one respondent (2%) replied that they felt the current system was adequate without exception:

*"I think it's perfectly adequate for our purposes. It's a lot more rigorous than when I did mine."*

*(Health and Safety Manager, public body)*

# Chapter 3

This response was corroborated by the fact that their organisation did not undertake any driver assessments or driver training for staff members. Their managing road risk policy was limited to checking employees' driving licences and insurance cover. The organisation also did not consider young drivers to be at any greater risk on the road than more experienced drivers. Consequently, their young drivers were expected to make the same type of journeys as their more experienced colleagues.

## Nearly adequate

Three respondents (6%) reported that they felt the current system of training and testing was 'just about' adequate. They only raised one or two areas where they felt the current system could be improved. It is worth noting that in two of the three cases, young employees only drove on work sites with maximum speed limits of 15 or 20mph.

A further two respondents (4%) initially indicated that they regarded the current system as adequate. They said that they thought the driving test was 'OK' and 'fairly good'.

However further questions revealed that these companies conducted routine in-house driver assessments as a result of which some employees receiving negative reports had been 'grounded' from driving.

The two companies had also bought in advanced driver training, from external agents, for their regular drivers.

This suggests either:

- That although they regarded the current system of learning to drive and testing as 'adequate', they did not rely on it to assure that their drivers were of a safe and reliable standard
- Or they felt the need to raise their drivers' standards beyond those required for driving test purposes

## Not adequate

The remaining 41 respondents (87%) unreservedly regarded the current system of training and testing as 'inadequate' for at-work driving. There were some very strongly-held opinions within this group:

*"Wholly inadequate for modern driving, a 35 minute test and a video game does not prepare anyone for driving 30,000 miles a year."*

*(Director, private company)*

*"I don't think that driving instruction or testing in this country is at all adequate."*

*(Manager, private company)*

*"Nowhere near good enough, it needs to be a lot, lot better."*

*(Small business owner)*

*"Woefully inadequate. If there's a poor score put it down at the lowest score and I mean that."*

*(Director, private company)*

## 3.2 How does at-work driving differ from other driving?

Any variation between the type of driving young drivers are expected to do for work and 'non' work-related driving may give an insight into why employers think young drivers are unprepared. It may also give some indication of what should be addressed in any changes to the learning to drive and testing regime or what should be included in any post test training.

Table 2 shows question 2.1 of the questionnaire 'How adequately do you feel the current driving test prepares young drivers for driving for work?' cross-tabulated with question 1.6 'What sorts of jobs involving driving do your younger drivers undertake?'

**Table 2: Adequacy of the current test at preparing young drivers for at-work driving shown by journey type (N = 407).**

	Completely	Quite	Not very	Not at all	Non-response	Total
Sales visits	10	21	32	19	2	84
Deliveries to and from customers	10	37	42	42	8	139
Service visits to customers	14	55	90	37	10	206
Carrying passengers	8	44	52	19	13	136
Other	10	35	55	23	8	131
<b>Total</b>	<b>27</b>	<b>110</b>	<b>163</b>	<b>80</b>	<b>27</b>	<b>407</b>

Out of the 131 'other' responses for Q1.6, 51% of respondents said the driving job their young colleagues were doing was driving between work sites. This figure includes travel to external meetings and training events. 6% of young drivers within the 'other' category were carrying out short ad hoc trips for work.

## Interview findings

The telephone interviews also found that under 25 year olds drive for a wide range of work duties, including the types of journeys listed in the questionnaire survey. The exhaustive list was:

- Travel between sites
- Driving with passengers or clients, including young children
- Local and residential areas
- Driving for errands
- Motorway driving
- Night-time driving
- Collection and delivery of goods/materials
- Rural roads
- Site-limited driving off the public highway, e.g. power stations and construction sites
- Driving internationally, return journeys as well as staff members being based abroad
- Long-distance journeys across the UK, both day-return and with overnight stops
- Routine and irregular
- Multi-stop journeys – both deliveries and visiting as many clients as possible within a short time frame
- Transportation of hazardous substances

## Mileage

Respondents reported that their young drivers covered up to 50,000 miles per annum. When an average mileage was given, the modal response was 29-30,000 miles/year.

## Type of vehicle

In more than two-thirds (70%) of cases, young people were driving a vehicle larger than a car. Over half (53%) of young people were specifically responsible for driving a transit van. The vehicles driven for work by young people, which included vehicles not covered by the category B driving licence, were:

- Company cars
- Own vehicles
- Hire-cars

- Minibuses and other PCVs
- Transit vans, including with trailers
- Pick-up trucks
- Four wheel drive cars
- Tractors and other agricultural vehicles, including with trailers
- Fork-lift trucks and other plant vehicles
- Emergency vehicles
- Loaded flat-bed trucks, e.g. diesel tankers
- LGVs and HGVs

## 3.3 Why is the current learning to drive and testing process not adequate?

Respondents who felt that the test prepared young drivers adequately, generally made positive comments about the driving test. Although they expressed satisfaction, respondents recognised that anyone passing their test to use their car for private driving would need other skills if they began to drive for work.

Some respondents were guarded against new legislation for post-test training, warning about the difficulties businesses would face in meeting additional government regulations.

The respondents who answered that the test prepared young drivers quite adequately, not very adequately, or not at all adequately for driving for work, gave a range of reasons.

Most respondents expressed a belief that young drivers required more experience after the test, either to apply some of the skills they had learnt to a different environment, or to learn new skills specific to at-work driving.

Most respondents also gave specific examples of at-work situations for which they felt younger drivers were not prepared.

308 respondents (75%) said that their employees drove in situations not covered in the driving test. This was the same irrespective of organisation size, fleet size, or the jobs undertaken by young drivers.

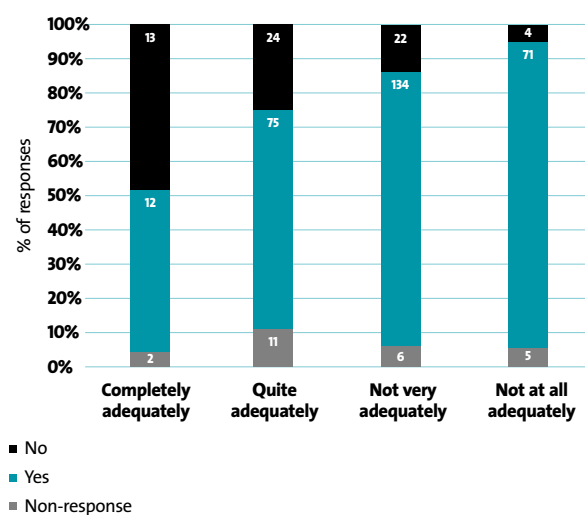
# Chapter 3

Chart 3 shows Q2.1 'How adequately do you feel the current driving test prepares young drivers for driving for work?' cross-tabulated with Q2.3 'Do your employees drive in any situations at work which may not be covered in the driving test?'

Respondents who said that the 'L' test did not prepare their young drivers for at-work driving, were much more likely to say that those drivers had to drive in situations that were not covered by the learner test.

52% of the respondents who felt the test completely adequately prepared young drivers also said that the situations they drove in were covered by the test.

**Chart 3: Adequacy of the driving test at preparing young drivers for at-work driving, shown by whether young drivers drive in situations not covered by the test (N = 379).**



## Interview findings

Of the 46 respondents who considered there to be at least some room for improvement in the current system, 39 made specific suggestions for skills and knowledge which ought to be included.

These suggestions are akin to the questionnaire responses in that they are skills and knowledge either not taught at all in the current training and testing process, or they are skills and knowledge taught but within limited contexts or scope.

56% of respondents thought that there should be some capacity for the training and testing of motorway driving:

*“I think one of the main things that young drivers should have is some kind of training in motorway driving. When I passed my test nearly 20 years ago as soon as I passed, the next day I was on the motorway and before I knew where I was I was doing 70/80 mph, and I'd never done that before because you're not allowed on the motorway as a learner and my driving examiner never took me onto a dual carriageway at that speed. So I passed my test and the next day I was actually on the motorway going at 70 mph. It was quite frightening actually, I think I was over-confident.”*  
(Senior Team Leader, multi-national private company)

*“I think that what you seriously have to consider is a complete review of the licensing process. I think it's woefully inadequate, absolutely pathetic. I cannot believe that a driver can; a little kid can buzz around in a motorcar never even hitting the motorway, can take a test.”*  
(Director, private company)

35% mentioned the need for familiarisation with and understanding of different vehicles:

*“If you say, 'jump into that van and reverse it into the shed', they say, 'I won't be able to do it'. 'Well how do you know that you can't?'; 'I just won't be able to do it, I won't be able to see.'”*  
(Small business owner)

*“I would say that it's a national standard but that national standard, normally most people would take it in a car and then I then want that person to be a tradesman and he won't be able to carry his equipment in a car.”*  
(Training officer, private company)

35% also stated that the learning to drive and testing process needs to take account of varying traffic and weather conditions. Driving in different road, traffic, and weather conditions was also the most frequently-cited skill in a separate interview question which asked what skills or behaviours employees need in order to do their type of driving safely. Driving under different conditions was mentioned in 41% of the replies:

*“We've actually just got one lad who's started and he's gone, 'It's windy I don't want to drive the van'. Why not?; 'It might blow over.'”*  
(Small business owner)

*“We had a lad driving into Newcastle and he got quite panicky because the area was obviously a lot busier so we said, ‘well until you feel confident we’ll send somebody else.’”*

*(Health and Safety Officer, private company)*

15% wished to see learning to drive encompass loading and the effects of weight on a vehicle:

*“The problem with youngsters and the cars nowadays is that they don’t understand dynamics, the suspension dynamics of a vehicle, they don’t understand the dynamics of the way a vehicle handles either when it’s lightly loaded or when it’s fully loaded, and the braking under different conditions because the test doesn’t teach them that.”*

*(Director, private company)*

12% would prefer a probationary or other graduated approach to driver licensing:

*“In my ideal world people would do their basic test and that would be fine and then six months later there would be something that checks that they are still safe and have remembered the first bit, and then they would go onto something that covers the skills that they have not learnt at all or picked up badly, such as driving on the motorway.”*

*(Chairman, large registered charity)*

10% believed that the length of the driving test was too short and so did not realistically assess concentration levels:

*“Once they’ve passed the test then we take over and we do our own assessments. This is far better than them taking 35 minutes doing a test which doesn’t prepare them for nothing, it doesn’t prepare them for doing a fifteen hour day, it doesn’t prepare them for what they can do legally, which is 56 hours driving in a week.”*

*(Driver Liaison Officer, private company)*

A further 10% wanted learner drivers to be able to demonstrate knowledge of vehicle maintenance and basic mechanical function.

40% of respondents suggested that their drivers needed a mature attitude, common sense, and calm behaviour, in order to stay safe:

*“The youngsters tend to think they are more bullet proof and they are much more prepared to take greater risks. We’ve got this ruling in the policy that over a certain number of hours, over a certain amount of time, they should stay overnight somewhere and yet they’ll tend to, one or two of them anyway, they’ve tended to ignore that and take a chance.”*

*(Environmental Manager, telephone interviewee)*

10% also believed that there should be an assessment of driver attitude although they were unclear about how that might be done.

Less than 10% of respondents suggested accident or breakdown management, and journey planning, although the latter was a skill which respondents said their young drivers needed in answer to another question.

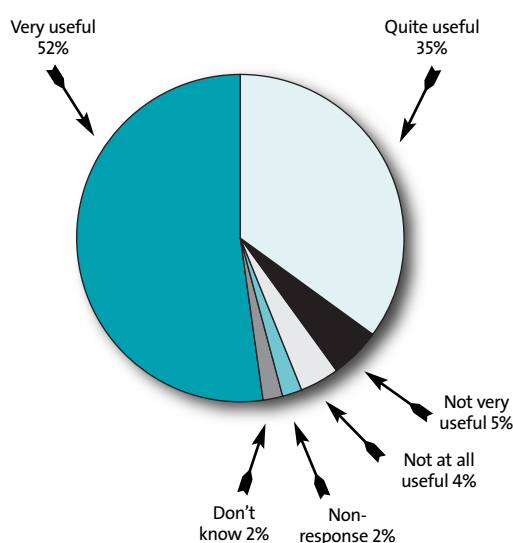
# Chapter 4

## Would employers recognise and make use of a ‘driving for work qualification’?

### 4.1 Would a post-test qualification be useful?

Respondents were asked how useful they would find a driving for work qualification.

**Chart 4: How useful would an additional driving for work qualification be? (N = 407).**



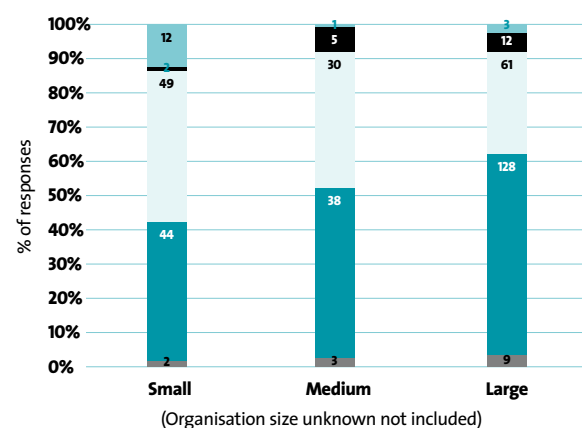
52% of respondents indicated that they would find it very useful. The next largest group (35%) said that they would find a qualification quite useful – which may indicate some reservations about the idea or the way that it would be implemented. 9% of respondents indicated that they would find such a qualification either not very useful or not at all useful.

Reponses showed that smaller organisations would be less likely than larger organisations to find a qualification useful. See Chart 5.

Cross-tabulating Q2.1 ‘How adequately do you feel the current driving test prepares young drivers for driving for work?’ with Q3.1 ‘How useful would you find an additional driving qualification?’ revealed that:

The usefulness of an additional driving qualification was negatively correlated with the reported adequacy of the current driving test, e.g. respondents who believed the current test was adequate were less likely to find a post-test qualification useful.

**Chart 5: How useful would an additional driving for work qualification be?, shown by organisation size (N = 399).**



- Not at all useful
- Not very useful
- Quite useful
- Very useful
- Non-response

### Interview findings

The majority of respondents were very positive towards a driving for work qualification:

*“More training: better driving.”*

*(Driver Liaison Officer, private company)*

Respondents who did not think that a driving for work qualification would be useful were those who felt that there should be a single but improved driving test. They thought that all skills should be included in the learning to drive and testing process and that no differentiation should be made for people who drive for work or for younger drivers more generally:

*“If you’re a fit and proper driver you’re fit and proper to be on the road for whatever reason and for whatever occasion and there’s no distinction.”*

*(Director, private company)*

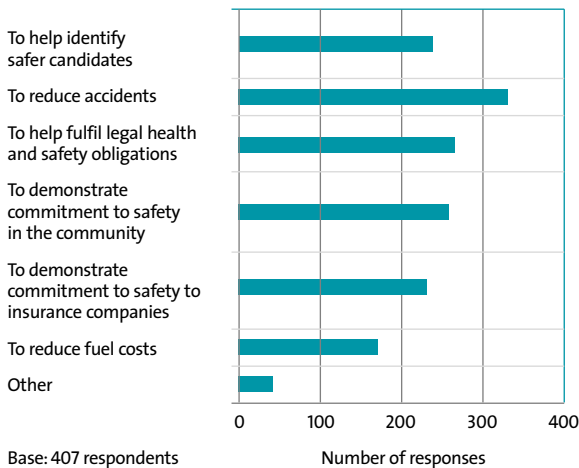
*“Young or new drivers should all be trained to a far better standard than the current test offers. There should be no distinction between a non-working driver and a driver who drives for work.”*

*(Questionnaire respondent)*

## 4.2 Why a post-test qualification would be useful

Questionnaire respondents were asked why they would find a driving for work qualification useful.

**Chart 6: Reasons for finding an additional qualification useful (N = 407).**



As organisations could select more than one option, percentages may total over 100%.

The most common reason, given by 80% of respondents, for finding an additional qualification useful was that it would help to reduce accidents.

65% of respondents felt that it would help them to fulfil their health and safety obligations and 64% that it would demonstrate their commitment to safety in the community.

57% of respondents believed it would help them to identify safer candidates for jobs and the same proportion felt it would demonstrate their commitment to safety to their insurance company.

41% said that reduced fuel costs were a reason for finding the new qualification useful.

In the 'other' responses, 11 out of 34 respondents (32%) mentioned their duty of care to the employee, and eight out of the 34 respondents (24%) said that it would give their drivers improved competence, confidence and skills.

Respondents who believed the qualification would be either 'very useful' or 'quite useful', also expressed the belief that it should not just be limited in scope to younger drivers, as many saw bad driving habits in all ages.

### Interview findings

The recognition of benefits to both the employer and the employee was clearly found in the telephone interviews.

### Benefits to the employer:

Respondents identified benefits from having an additional post-test qualification which ranged beyond simple cost benefits. Direct economic benefits identified included:

- Reduced accident rates resulting in: less staff sickness absence, minimised vehicle down-time, and less risk of equipment damage during transportation
- Greater fuel efficiency
- Reduced vehicle wear and tear
- Lower insurance premiums and more inclusive policies for younger drivers
- Administration cost savings by no longer needing to do their own driver training or assessments

The financial benefits were very plainly identified by one interviewee:

*“We invest a lot in our staff and if they lose their lives then there's a benefit to avoid that. Apart from the moral reasons there's a business reason there.”*

*(Technical Manager, private company)*

Beside the direct economic benefits, two other main benefits for the employer were identified in the interviews:

- Help in assessing job candidates
- Confidence in the competence of their staff

For recruitment purposes the proposed benefits were that employers would have a benchmark of the standard of driving ability they should aim for. Not only could candidates be evaluated against this (to the extent of being externally assessed at interview stage), but possession of a qualification was also thought to show that recruits had the 'right attitude'. The 'right attitude' was described as a willingness to learn, to improve, and to recognise own weaknesses.

For competence purposes, employers stated that a qualification would help prove that employees were sufficiently trained to safely tackle the driving elements of their work. Similarly, failure to successfully complete a post-test course would clearly highlight training needs.

# Chapter 4

Another benefit from having confidence in the competence of staff was the positive impact on public relations. Public image was a particular concern with organisations using liveried vehicles.

## Benefits to the employee

Benefits for the employee fell into two categories:

- Financial
- Personal

The financial benefits were seen to come from a qualification which could be traded: the gain of transferable skills. Respondents suggested that a qualification might help employees with career progression as they would be able to enter a new job at a higher skill level. A nationally-recognised qualification would also save employees from repeating the same level of training when joining a new employer.

Respondents also suggested that a post-test qualification would help instil in employees a sense of progression. This was deemed particularly important for those with existing concerns about driving in certain conditions:

*“The trouble with the ‘L’ test is that you pass it and that’s it. There’s no appreciation of a process by which you can say, ‘I’m going to get to a place where I’m a sufficiently confident driver, that I can get into any car the hire company gives me whatever the weather, day or night, and drive safely.”*

*(Consultant, private company)*

Benefits for the employee on a personal level included:

- The transfer of advanced driving skills into their social driving and family lives
- Safeguarding their own safety

Personal safety did not just include accident or near-miss avoidance but a person’s vulnerability when out alone; choosing where to park, for example. The latter was especially a concern for managers of a predominantly female workforce:

*“The most important thing is to be able to do whatever it is that you are doing safely. I think the benefit will mainly be to protect them.”*

*(Environmental Manager, large private company)*

*“Women drivers bring certain types of problems with them in a way that men drivers bring different types of problems but clearly we have an issue around parking and maneuvering, there are other issues as well around safety and security.”*

*(Fleet Manager, large private company)*

## 4.3 Respondents’ concerns

Respondents who stated that they would find the qualification ‘not at all useful’ voiced several concerns. Firstly that employers already have too much regulation to follow which imposes costs onto businesses. Several of which felt that they were an ‘easy target’. One respondent stated that:

*“This is all getting over-complicated. No other industry has this amount of qualifications to carry out the basic role.”*

Another respondent voiced concern that:

*“As an employer the level of well-meaning red tape has now become a full time job in itself with tick boxes taking over from common sense. You will probably bring this scheme in, no matter what we say... adding yet more cost to businesses.”*

There was also concern that:

*“Any accreditation scheme will result in already-good employers incurring more cost, the worst kind of employers doing even less to manage ORR, and ‘not much’ for the majority of employers in the middle of these poles.”*

Reasons given by respondent for why they would find the qualification, ‘not very useful’, included:

- It would be better if the learning to drive process prepared drivers better
- It would not be useful in their organisation because they already had a training scheme in place to manage the risk

One response was that the training would not solve the issue alone and that:

*“Attention [should be] on organisational safety climate in the context of young workers, and key issues such as analysis of collision data to target risks, better induction programmes, van familiarisation etc.”*



## Interview findings

Telephone interviews identified a different set of concerns over a post-test qualification, centred around cost and staff resistance.

Respondents felt that members of staff would feel stigmatised by being asked to complete a further driving course, due to a perception that only 'bad' drivers need to improve their skills. Respondents suggested that there would need to be a large-scale take up of the qualification or strong case examples of its success, in order for employees to see the merit for themselves.

Respondents were also concerned that there would be reluctance to sit a test as opposed to a more continuous form of assessment:

*“Most people struggle to get through the normal driving test, the last thing they want to do is to go through it again.”*

*(Fleet Manager, large private company)*

*“Everyone hates exams, I don't think you'd be human if you didn't, you always get that butterfly feeling don't you. It obviously has to be strict but people have different ways of learning and I think people struggle, most people struggle with exams because of the pressure.”*

*(Focus group 5 member)*

The primary cost concern amongst the respondents was opportunity cost, ie time away from work and vehicle downtime, rather than the purchase price of the qualification.

Respondents did discuss financial costs, for example: the cost of the test, the trainers, the cost of having to provide administrative support, and the cost of hiring cover staff. The financial burden, however, was not reported to be great and was not as significant an issue as employee time. Budgets and boardroom commitment were said to have already been agreed for health and safety training:

*“We take it [driving] as the most serious part of the job. When we get new employees on board, if they're used to sitting in an office and are not used to driving it could be a big shock to them so we don't have any problems with it. We've got the finances already in place to incorporate all of this [training] to help them drive safely and it's the most important part of what we do.”*

*Although we're working with medical equipment, no-one's going to get contaminated or diseased because we've all had our Hepatitis B jabs but we're probably going to have a serious accident on the road eventually if we carry on doing the amount of miles that we are.”*

*(Senior Engineer, large multi-national company)*

*“Health and safety is always our number one priority on a site like this so anything that's going to improve it would be something we need to look favourably on.”*

*(Manager, large private company)*

(NB. It must be remembered that these interviews were taken in the early stages of the economic downturn. The impact of additional costs for training may well be greater if the downturn continues. While the will for training was in place, any additional financial costs to the organisations would need to be firmly evidence-backed.)

30% of interview respondents suggested that, if such a qualification was to go ahead, it should be supported by government funding to off-set the costs.

Representatives of a number of large-sized companies described how they had recouped their training-related costs by establishing themselves as national assessment and training centres. These companies had a mutually beneficial arrangement in providing facilities for other organisations, whilst receiving cost price training materials and certificates. They suggested other organisations could do the same.

Concerns over staff resistance and cost were shared by respondents from the voluntary sector although from a different angle.

A respondent from one large voluntary organisation reported that they conducted their own driver induction programme and would like simple access to post-assessment rather than additional training.

Flexibility was a particular concern as most volunteer work was carried out in holiday time, over weekends, or during evenings. It was considered that volunteers would be asked to make extra time commitments if training became compulsory, which would detract from their reasons for volunteering.

# Chapter 4

Respondents from the voluntary sector also reported that their volunteers were sometimes uncomfortable about accepting training when it involved a high level of financial investment on the part of the organisation. Volunteers did not think that they would be able to repay the financial investment made in them.

Voluntary organisations also frequently cited the impact of the driver licence regulations for minibus drivers, particularly the need for many drivers to gain a D1 entitlement on their licence in order to drive a minibus. They were also concerned that voluntary training schemes, such as the Minibus Driving Awareness Scheme (MIDAS), might become compulsory. Some organisations had found the cost prohibitive and no longer used minibuses as a result. They believed that the training should be introduced but remain as non-compulsory.

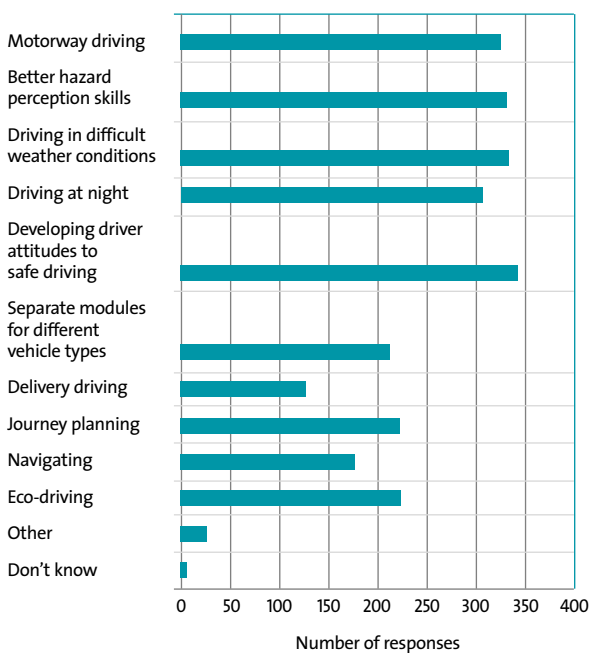
Respondents from the third sector were keen to stress the large numbers of volunteer drivers and the significance therefore of any legislative or voluntary changes upon them.

## What should be included in such a qualification or training programme?

### 5.1 Content

Questionnaire respondents were asked what they thought should be included in a post-test qualification.

**Chart 7: What should be included in a qualification or training programme? (N = 407).**



As organisations could select more than one option, percentages may total over 100%.

There was a high response rate to this question, with only three respondents selecting the 'don't know' option, and 27 respondents not selecting any option. Over 300 respondents selected:

- Motorway driving
- Better hazard perception skills
- Driving in difficult weather conditions
- Driving at night
- Developing driver attitudes to safer driving

The most frequently selected response (85%) was 'developing driver attitudes to safer driving'.

Respondents were also able to give their own suggestions in the 'other' section. Common themes were:

- Dealing with anger or stress and driving in stressful situations
- Journey planning, including when a journey may be too dangerous to undertake

#### Interview findings

Respondents identified many of the skills listed in the questionnaire. They also identified the following:

- 'Competence' – although this was undefined
- Greater focus on vehicle manoeuvring: how to stop, park, pull out, reverse, and tow safely, with special reference to busy town centres, main roads, narrow roads, and other hazardous areas. Vehicle marshalling to help a co-driver perform these tasks:

*“Sometimes they're parking on blind bends and they think that a flashing light is going to make them indestructible.”*

*(Small Business Owner, telephone interviewee)*

- International driving and left-hand drive familiarity. This was an important issue both for respondents who sent young people abroad to visit clients, and for employers of migrant workers. Respondents in the agriculture and haulage industries had particular concerns about the levels of driving ability of non-UK nationals:

*“In this day and age, in all walks of life now, I think that any national company introducing policies for whatever subject really must include migrant workers because they are now fully integrated into our society. We must recognise that the driving workforce now does not consist solely of UK nationals.”*

*(Services Manager, telephone interviewee)*

# Chapter 5

- Refresher training, including both the Highway Code and practical driving skills:

*“They [young drivers] learn to drive competently for the driving test, they are taught well, and then they immediately forget everything they’ve learned. They themselves admit that the training they’ve had with us reminds them of things they’ve forgotten and builds on the skills they’ve gained in the few years they’ve been driving, to make a better driver.”*

*(Transport Administrator for a voluntary organisation, telephone interviewee)*

*“Renewal of being able to check a vehicle for road worthiness. It’s frightening how many of them have never lifted the bonnet since they did it for their own driving test.”*

*(Transport Administrator, telephone interviewee)*

- Driver responsibility: raising awareness of the potential consequences of bad driving and the responsibilities of driving. For instance, the consequences of speeding as opposed to only learning about the relevant legislation. The responsibilities of drivers for their passengers, as well as for all other road users:

*“What I would need; I would need some degree of maturity because we’re talking about driving a commercial vehicle that’s logo’d. They need to be aware of the impact they may have with regard to other road users, pedestrians and the general public.”*

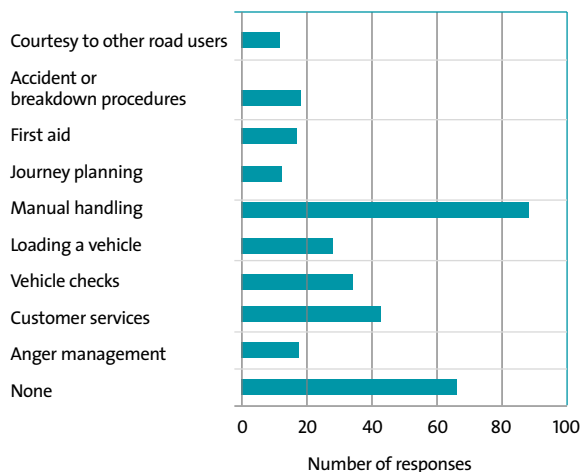
*(Training Officer, telephone interviewee)*

One additional skill respondents reported as desirable, and which had not been previously mentioned, was awareness and understanding of in-vehicle technology and safety features, for example anti-lock braking systems (ABS).

## Non-driving skills

Respondents were also asked what other skills, in addition to driving skills, they would find useful in a driving qualification. This was an open question although respondents were offered manual handling and customer service as prompts. 255 respondents made suggestions, as shown in Chart 8 in next column.

**Chart 8: The non-driving skills which would be useful in a qualification or training programme (N = 407).**



85 out of 255 respondents (33%) suggested manual handling. One respondent qualified the answer by noting that many staff had had handling and loading training but forgotten it, and another highlighted that employees who use vans will almost always encounter situations where manual handling skills would be required. Respondents also raised the issue of training being too generic and not meeting their specific requirements:

*“All these topics are done in-house to our own desired and exacting standards and would still be done irrespective of any vocational training/testing.”*

*(Questionnaire respondent)*

*“None. It would vary too much company to company. I want customer service done **my way!**”*

*(Questionnaire respondent, original emphasis)*

*“We prefer to provide this training in-house because we can tailor it better to our individual needs.”*

*(Questionnaire respondent)*

This issue of duplication was also raised in the telephone interviews. For example, manual handling was reported as a necessary skill but one for which the majority of organisations already supplied training:

*“We would need focused training so there wasn’t anything that was superfluous to requirements, so it was bespoke to you the actual company. We wouldn’t want a section on how to load a lorry for example or anything like that.”*

*(Business Systems Manager, telephone interviewee)*

The second largest group of respondents, 66 out of 255 (26%), replied that no non-driving skills needed to be added to the qualification to improve its value. Many qualified this by saying that their company already runs many of these courses in-house and that there is the potential for them to increase the cost and burden of the qualification.

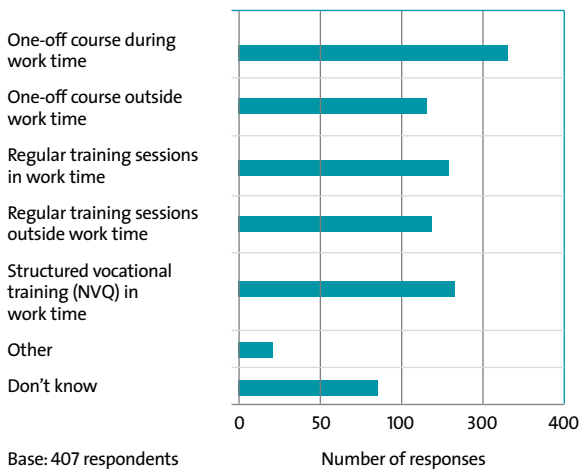
17 respondents out of 255 (7%) cited anger management, noting that there were situations in their work that could make drivers stressed and that if this filtered into their driving then employees could become more at risk on the road.

Respondents cited all these skills as non-driving, when most are, in fact, core driving skills. However certain skills may be more appropriate to young drivers at work than in learning to drive training and testing.

## 5.2 Structure

There are a large number of ways that training could be structured, and respondents were surveyed to find out how they would prefer to see a potential qualification delivered.

**Chart 9: Preferred format for training (N = 407).**



Base: 407 respondents

Number of responses

As organisations could select more than one option, percentages may total over 100%.

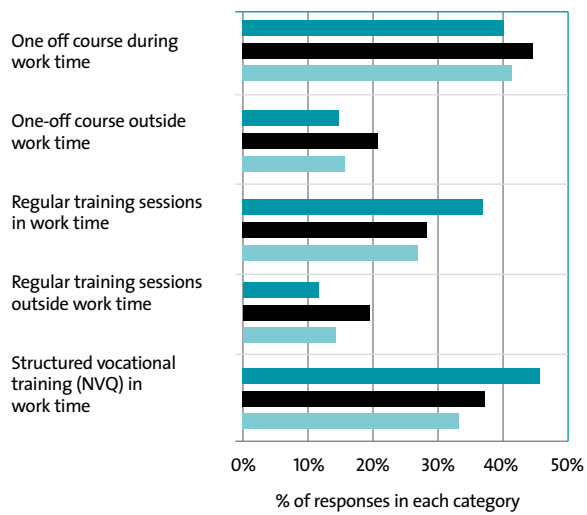
The preferred formats for training were either a one-off course during work time or structured vocational training to be completed in work time. These were mentioned by 41% and 40% of respondents respectively.

The third most popular format (mentioned by 32% of respondents) was regular training sessions during work time.

Training outside of work time was less popular. Only 16% were in favour of a one-off course outside of work time and only 13% were in favour of regular training sessions outside of work time.

There were differences in the preferred formats according to organisation size. Not surprisingly, large organisations were more in favour of structured vocational training in work time than small and medium-sized organisations. Larger organisations were more likely to already provide qualifications, such as NVQs, through work.

**Chart 10: Preferred format for training shown by organisation size (N = 407).**



0% 10% 20% 30% 40% 50%

% of responses in each category

Base: 109 small, 77 medium & 213 large

- Large
- Medium
- Small

As organisations could select more than one option, percentages may total over 100%.

Large organisations were also more likely to be in favour of regular training sessions in work time, whereas medium-sized companies were the most in favour of training outside of work time.

Respondents gave the following reasons for their choice of format:

### A one-off session in work time

- Less disruptive to work
- Easier to plan and manage
- Employees will be more likely and willing to attend in work time

It was also suggested that having the training in work time would demonstrate that the employer is committed to this issue.

# Chapter 5

## Structured vocational training to be completed in work time

- A recognised and accredited qualification which would fit current apprentice or NVQ programmes and be easily managed and monitored in-house
- Shows the commitment of the employer and helps to maintain standards

If the qualification is required for work, then the training should be undertaken during work time.

## Regular non-assessed training in work time

- Regular training is more effective and helps to maintain standards
- If the qualification is required for work, the training should be undertaken during work time
- Having the training in work time demonstrates the organisation's commitment

## A one-off course outside of work time

- Less disruptive to work

## Regular training sessions outside of work

- It would show that the employee is committed to this issue
- It would be less disruptive to the business and regular training is more effective and helps to maintain standards

For 'other' formats, eight out of 18 respondents (44%) stated that the skills and knowledge that would form the basis of such a qualification should be addressed in the learning to drive and testing process.

## Interview findings

The interviews also found no overall consensus from employers about how the programme should be structured but flexibility and tailorability were key requests. Training must meet employers' needs without excess demands and respect limited employee time.

A range of formats needs to be available as different formats will suit different organisations and different types of staff.

Flexibility was seen as the primary advantage of delivering training in-house.

Commercial organisations, however, stressed that they would be unable to afford to 'spare' a member of staff for the role of trainer, regardless of experience and suitability. Therefore, an external agent who would work with companies and adapt to their individual requirements was regarded as the preferred solution:

*"I think it would be better if it was done externally because as time goes on we are getting leaner and leaner as an organisation so finding an internal trainer would be difficult."*

*(Engineering Manager, telephone interviewee)*

*"Because of the flexibility we need and because within [the county] we are the biggest employer, actually the college couldn't help us on delivery of training so we worked with them to put together a training package which was then delivered internally which allows us the flexibility we need. I think that's the general statement; a company needs flexibility... We assess them on a basic level internally and then when operationally available they are externally assessed."*

*(Safety Manager, telephone interviewee, original emphasis)*

Organisations who already had internal driver training in place viewed external independent assessment as a means to validate their competency standards and driver assessments. They also saw external bodies as a source of support for the development of their policies and practices. By 'external', respondents tended to mean national accreditation.

Respondents saw multiple advantages with external trainers and testers. These advantages are recorded below in no particular order:

- Time set aside for training would be on an official basis and less likely to be hijacked by internal matters
- Training and assessments would be quality assured
- As 'experts', the trainers would have the knowledge to answer all queries
- The training would have greater credibility amongst staff
- Certification would be transferable

- If mobile, external trainers could make on-site visits thus reducing costs to employers
- If based at an external centre, trainees would not be distracted by work and employers would not need to provide facilities:

*“It would be handy if you’ve got somebody in the company trained to do it but an external examiner I always think has more respect from other people. If it was an external examiner coming in to assess them, they would listen.”*

*(Small Business Owner, telephone interviewee)*

*“If you go and do a training session internally people think, ‘Oh great we’re just going to listen to somebody droning on about accidents as usual.’”*

*(Systems Manager, telephone interviewee)*

*“You would want it to be transferable; if somebody came to you with it you’d want to be sure that it was at the standard that you would want.”*

*(Transport Administrator for a voluntary organisation, telephone interviewee)*

*“R1: The main cost if you had to send somebody off to go and do this course, would be the number of drivers you would have a budget to do it for. With the MIDAS, once we’d got our MIDAS qualification, we can train and test as many as we want however we want to do it. If we have to send people off for a course then you’ve then got whatever that costs, how much it costs to get them there, and when they can do it which could be a drag unless it was possible to qualify for the post-test course and deliver it in-house.”*

*“Interviewer: Would in-house be preferable over external?”*

*“R1: No, if the quality was the same. There may be smaller businesses who wouldn’t be able to afford to, or have the facilities for in-house training but large organisations like us, we could probably provide the in-house.”*

*(Transport Administrator for a voluntary organisation, telephone interviewee)*

*“It depends on the size of the organisation; it’s very unlikely that a company the size of ours would take on a trainer of that type in-house. It depends on the size of the business, if you were talking about somebody like [company Z] then they could justify setting up and running a training school for new drivers. If you’ve got an external trainer coming in they can, because they’re a new broom, they can sweep cleaner. When you bring a specialist in people take more notice and are more interested.”*

*(Facilities Manager, telephone interviewee)*

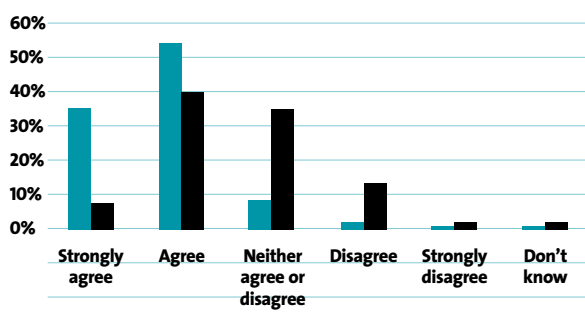
# Chapter 6

## What further education or training resources would help employers?

Respondents were asked:

- Whether they thought that education and training schemes in the work place are a good way of engaging with young drivers
- Their views on whether young employees believe that safety messages from employers are credible

**Chart 11: Whether education and training schemes are a good way of engaging young drivers and if they find them credible (N = 407).**



- Education and training schemes in the workplace are a good way of engaging young employees
- Young employees believe that safety messages from their employers are credible

89% of respondents either agreed or strongly agreed with the statement that, 'education and training schemes in the workplace are a good way of engaging young employees'.

49% of respondents either agreed or strongly agreed with the statement that, 'young employees believe that safety messages from their employers are credible'.

Respondents were also asked what educational or training resources would be useful from a range of given options. These options are presented opposite in Table 3 in order of popularity.

Many respondents selected multiple options with the mode being four. 49 respondents selected all 10 of the presented resources.

**Table 3: What education and training resources employers would find useful.**

Education or training resource	Number of responses	% age of responses
Driving for work workshops	290	70.9%
Advice leaflets	161	39.4%
Good practice guidelines	230	56.2%
Training for driver assessors	193	47.2%
Training specifically aimed at younger drivers	267	65.3%
Education resources aimed at younger drivers	186	45.5%
Training or education packs for employers to use to train younger drivers	188	46.0%
Information about advanced training for drivers	166	40.6%
An approved training syllabus and work book	185	45.2%
Driver education workshops	209	51.1%
Other	8	2.0%
Don't know	14	3.4%

As organisations could select more than one option, percentages may total over 100%.

The most popular responses were practical options which involve discussion directly with younger drivers either as part of a workshop (70.9%) or training (65.3%).

56.2% of respondents also indicated that good practice guidelines are something which they would find helpful.

Less popular options were 'passive' interventions where young drivers were required to view or read information – such as education resources, advice leaflets for younger drivers or information about further training.

An approved training syllabus and work book was also one of the less popular options – although potential content and use of the resources was not explained to the respondents.



Table 4 shows the preferred resources according to the size of organisation.

To see what resources different sizes of organisation would find useful, the results were further broken down.

**Table 4: What education and training resources employers would find useful, shown by employer size.**

Education or training resource	Small	Medium	Large	Total
Driving for work workshops	70 (64%)	53 (69%)	161 (76%)	284 (7%)
Advice leaflets	35 (32%)	28 (36%)	93 (44%)	156 (39%)
Good practice guidelines	62 (57%)	38 (49%)	124 (58%)	224 (56%)
Training for driver assessors	49 (45%)	29 (38%)	111 (52%)	189 (47%)
Training specifically aimed at younger drivers	75 (69%)	42 (55%)	144 (68%)	261 (65%)
Education resources aimed at younger drivers	46 (42%)	30 (39%)	107 (50%)	183 (46%)
Training or education packs for employers to use to train younger drivers	48 (44%)	23 (30%)	112 (53%)	183 (46%)
Information about advanced training for drivers	43 (39%)	22 (29%)	96 (45%)	161 (40%)
An approved training syllabus and work book	46 (42%)	30 (39%)	107 (50%)	183 (46%)
Driver education workshops	53 (49%)	32 (42%)	121 (57%)	206 (52%)
Other	3 (3%)	2 (3%)	3 (1%)	8 (2%)
Don't know	3 (3%)	3 (4%)	8 (4%)	14 (4%)
<b>Total responses</b>	<b>109</b>	<b>77</b>	<b>213</b>	<b>399</b>
	No of responses		(%age of responses)	

As organisations could select more than one option, percentages may total over 100%.

Large employers favoured most of the resources although small organisations were those most in favour of training specifically aimed at younger drivers (69%).

Driving for work workshops were identified by all sizes of organisation as the most useful resource.

The percentage of medium-sized organisations selecting each response tended to be lower than the percentage of small and large organisations. Some options such as training and education packs for employers and information on advanced driver training were selected by less than 30% of organisations.

## 6.1 What would encourage organisations to provide additional education and training?

In the questionnaire, respondents were given a range of options for potential ways of encouraging a greater take up of resources.

**Table 5: What would encourage organisations to provide additional education and training, shown by employer size.**

	Small	Medium	Large	Total
Ability to insure young drivers at work	39 (36%)	17 (22%)	44 (21%)	102 (25%)
Reduced insurance premiums	67 (61%)	47 (61%)	116 (54%)	236 (58%)
Evidence of a positive cost benefit	55 (50%)	42 (55%)	141 (66%)	244 (60%)
Grants available to pay for part of the training	67 (61%)	44 (57%)	122 (57%)	237 (58%)
Free training	66 (61%)	53 (69%)	145 (68%)	270 (66%)
Free education materials	55 (50%)	38 (49%)	123 (58%)	221 (54%)
Accredited training scheme	74 (68%)	43 (56%)	157 (74%)	279 (69%)
Other	3 (3%)	5 (6%)	13 (6%)	21 (5%)
Don't know	4 (4%)	2 (3%)	6 (3%)	12 (3%)
<b>Total responses</b>	<b>109</b>	<b>77</b>	<b>213</b>	<b>407</b>
	No of responses		(%age of responses)	

As organisations could select more than one option, percentages may total over 100%.

The largest-cited encouragement was an accredited training scheme, with 69% of all respondents mentioning it as something which would encourage them to provide additional education or training at work. It was more popular in larger organisations than small or medium ones.

58% of all respondents indicated that reduced insurance premiums could be a way of encouraging them to take up further safety education. For small and medium sized organisations the figure was slightly higher at 61%.

36% of small organisations indicated that the ability to insure younger drivers at work would be a benefit. This was not so important for larger organisations with only 21% selecting it.

# Chapter 6

The evidence of a positive cost benefit was seen as more important by respondents in larger organisations where 66% selected it.

Out of the 21 'other' responses, four respondents (19%) stated that legislating for the qualification would encourage take up.

Finance is one of the largest issues for respondents with an overall 58% indicating that grants available to pay for part of the funding would improve take up.

## **Pass Plus**

Respondents were also asked about Pass Plus to see if it was a course of which they were aware or have utilised. Although it was not designed for at-work driving, it does cover many topics and situations which respondents identified as an issue for at-work driving.

Of the respondents 262 (64%) were aware of Pass Plus, and 21 (5%) had given preference to a candidate with the qualification for a driving job. Of these 21, small organisations accounted for about half.

## Focus group responses

### Type of at-work driving

Respondents were asked about the types of vehicle they were called upon to drive in a work situation and the sort of conditions under which they drove them.

#### Vehicles reportedly driven

- Transit vans and converted transit vans
- Minibus
- Estate car
- Works car
- Own car

#### Conditions driven in

- Driving during 12 hour shifts
- Site limited driving, 15-20 mph speed limit
- Driving up to 300 miles per day
- Rural locations
- Motorway driving
- Town driving
- Long journeys with overnight stops
- On-call 24 hour shifts

#### Reasons for journeys

- Emergency response
- Transportation of passengers
- Collection and delivery of parts
- Moving between multiple job sites

“R1: We do a lot of work around towns so it's quiet country lanes as well as motorway driving and city driving.”

“R2: We drive everywhere; we could pull a job in any area to be fair.”

“R1: Sometimes it's quite horrendous traffic.”

(Focus group 2 members)

“R1: I got used to driving vans pretty quick, it's just obviously having no rear view mirror but we've got reversing sensors, I'd be lost without my reversing sensors.”

“Interviewer: Were you given an introduction to using the sensors?”

“R1: No, they just came with the van.”

(Focus group 2 member)

“I'm 22 now, when I passed my test at 17 the first thing I drove was a works van so for me I've driven vans since I was 17, so I don't have a problem with it.”

(Focus group 1 member)

“R1: I know it's part of your job but driving feels like a waste of time, you'd rather be doing the job so when you are driving it feels like a waste of time. Although you're doing it as part of your job, you've got to get to places, you're not actually achieving anything.”

“R2: The other thing is, because of driving in an area that we're not really familiar with, it's a lot harder, you drive in Birmingham when you're used to driving in Stafford. It's a lot different, getting in the correct lane and stuff, it's a lot different driving in the City.”

(Focus group 1 members)

#### What more would you like to have been taught?

Focus group members were asked what they would have liked to have been included in their learning to drive training, in order to prepare them for driving for work. Respondents identified specific driving skills, the range of driving conditions and also discussed driver attitude:

# Chapter 7

*“Motorway driving, in the test you don’t do motorway driving but then when you’ve passed your test you can go straight onto the motorway and drive. I reckon there should be more on motorway driving because it’s obviously more dangerous with the high speeds.”*

*(Focus group 1 member)*

*“I think you should learn to drive on a motorway in your test. I do think that definitely should be in it because I don’t understand how you can pass your test and then be allowed on the motorway at 70mph.”*

*(Focus group 3 member)*

*“The differences between vans and cars, I know people who can’t back up a van to save their life.”*

*(Focus group 2 member)*

*“The test, they try to take you round as many different places as they can and try to show you all these different situations but because it’s only there at that time it could be the middle of the day so there’s no traffic around, so it’s completely different to when you’re out there doing it in real life.”*

*(Focus group 2 member)*

*“I think once you’re learning to drive, if you’re taught how to keep continually teaching yourself then that could make people more aware; a learn as you go along approach.”*

*(Focus group 3 member)*

There was also a view expressed that the key variable was experience and that this could not be taught:

*“It’s all chance, it’s all pot-chance for driving, whether you’ve got the knowledge to drive good or not, what personality you are, and other road users as well. There’s loads of different things that cause accidents, it’s not just drivers, it could be anything.”*

*(Focus group 2 member)*

*“I think you’re taught enough to be honest, you just learn as you go along. As long as you’re confident enough and you’ve passed your test, you just learn by yourself after that.”*

*(Focus group 3 member)*

## Costs and benefits of a further qualification in driving

Focus group members were asked if they saw any advantages in a post-test qualification. The benefits they identified related to direct financial gain, and career development:

*“Obviously if it [the qualification] was recognised by insurance companies, every young person wants lower insurance don’t they.”*

*(Focus group 2 member)*

*“Cheaper insurance, Pass Plus reduced my insurance by about £600 so I thought it might be worth paying the £60 to do it!”*

*(Focus group 5 member)*

*“I strongly agree with and encourage further qualification, especially in the climate that we’re in now; any qualification really helps anyone’s career and CV.”*

*(Focus group 4 member)*

*“It depends what you’re going to get out of it. I mean the incentive for most of us to go and do courses is what you’re going to get out of it. If you do it in your job you’re going to further your career aren’t you. Whereas in your personal life, if the qualification isn’t going to reduce your insurance premiums yet you can still drive without it, what’s the incentive?”*

*(Focus group 4 member)*

Respondents were also concerned about the costs of any post-test qualification if it had to be self-funded:

*“A lot of people would be reluctant once they’ve spent just over a thousand pounds in learning to drive and then someone says for one hundred and fifty pounds you can do another one. I’d tell them where to go.”*

*(Focus group 1 member)*

*“If you’re going to make people do more training and it’s going to cost them more then somehow you have to subsidise that by, when they do the initial bit it’s not as expensive.”*

*(Focus group 1 member)*

Respondents also echoed a concern of their employers that any training should be tailored to different work roles so that it only addressed explicit need:

*“If it cost us money. The cost would be whether it’s relevant, if it’s putting us out when we don’t need it.”*

*(Focus group 2 member)*

*“It’s such a wide area you’d have to have it work specific for what you do because what I require and what Dave would require would be two totally different things.”*

*(Focus group 3 member)*

Respondents also indicated that test anxiety and the implications of a failure were a significant factor in their thinking:

*“Interviewer: What might put you off taking a further qualification?”*

*R1: Failing it miserably and getting told you’ve got to do your actual test again or something, so if it affects your driving licence.”*

*(Focus group 5 member)*

## What can be done?

Focus group respondents were asked what advice they would give to someone learning to drive, and what they thought would help to keep new drivers safe.

Several young respondents mentioned restrictions for the immediate period post-test, in particular, engine size restrictions:

*“Have the same sort of system they’ve got with motorbikes. I’m just coming to the end of my two year 33 brake restriction, the same sort of thing should apply to the car test. Two lads where I used to live nicked their dad’s Lamborghini, smashed it up after about half an hour, ten minutes driving, wrapped it round a lamppost. You can’t do that on the bikes, you won’t be able to get on anything that powerful.”*

*(Focus group 2 member)*

*“I’d say avoid fast cars as your first car, so just get a 1.1 little Corsa or whatever. Don’t go crazy on your first car just learn to drive properly on the road.”*

*(Focus group 5 member)*

Respondents also discussed the use of shock tactics for making young people realise the potential consequences of their actions. They thought it important that drivers receive real-life messages:

*“R1: It makes you think twice doesn’t it? When you do a bit over the speed limit you think: ‘well, that could be me.’”*

*“Interviewer: Does it make you think twice there and then, or do you think back to it a few months later?”*

*“R2: Since I watched that video about a car ploughing into the back of somebody on the motorway, I make sure that I leave a safe gap, put the hazards on, and I keep checking my mirrors because I am actually paranoid about people coming into the back of me now so that has actually worked for me.”*

*“R3: That video, I won’t forget that in a hurry.”*

*(Focus group 1 members)*

Respondents also felt that young drivers believe they can learn from others: more experienced people who can impart real-life knowledge, but also their peers:

*“A structured input where someone who has got the advanced certificate and knows their stuff and puts it across, any information like that would help. With the Highway Code it’s like you sit there and look through it and then answer the questions please, but someone explaining a more practical perspective on it, from their experience, would be good as well, just to give you something to connect to.”*

*(Focus group 4 member)*

*“To try and get the message across, I think young people would take a lot more notice of what **we** had to say than if you sent someone like yourselves in. That’s the way of doing it really.”*

*(Focus group 3 member, original emphasis)*

# Chapter 8

## Overarching themes

Within the qualitative responses to this research a number of overarching themes can be identified.

### 8.1 Graduation

*“I think you should have been told: Look, this is the start of everything, keep your eyes open you’re just about to start learning.”*

*(Focus group 2 member)*

#### What is the aim of the current system of training and testing?

90% of respondents reported that they felt the current system of driver training and testing was inadequate in preparing new drivers to drive for work.

Respondents expressed the opinion that the ‘L’ test does not produce fully trained or competent drivers. While it legally qualified individuals to drive, respondents reported that employers on the whole were not taking the test to be proof of any more than that. They were not making the assumption that because somebody has passed their test, they are safe to drive.

This feeling was supported by the fact that many employers conducted their own assessments and deliver their own training for young drivers.

Respondents also reported that when recruiting agency staff, they had particular difficulty in finding workers who not only were qualified, but also confident and skilled enough to meet all their driving requirements:

*“All it’s doing is getting people past their test. I don’t believe the road test as it is and the theory test, is adequate enough. The test doesn’t prepare them for driving at work.”*

*(Company Director, telephone interviewee)*

*“I don’t think it’s very good, it’s just like a basic sort of competence test and after that, then they move on.”*

*(Health and Safety Manager, telephone interviewee)*

*“I don’t think the current training as in the driving test, even with the new format of driving test, is even considering driving for work at all. It’s just really assessing whether a person is relatively safe to go on the road and I say relatively.”*

*(Facilities Manager, telephone interviewee)*

The overwhelming response was that the ‘L’ test equates to a basic level of driving ability. The majority of employer respondents regarded the ‘L’ test as the first stage in a driving career:

*“...he is now legally qualified but he is not competent. Experience and attitude are not tested, that is the thing: it is about getting towards a competent driver.”*

*(Safety and Services Manager, telephone interviewee, speaking about a young driver)*

On the other hand some respondents believed the ‘L’ test meant they were fully equipped – the had ‘passed’; there was no appreciation of life-long learning or advancement, and further training was not required:

*“You’ve passed your test so why keep getting tested?”*

*(Focus group 5 member)*

*“If they’ve passed their driving test, they’ve passed their driving test.”*

*(Utilities Manager, telephone interviewee)*

This lack of perception of ‘need’ was an often reported stumbling block with employer respondents in relation to resistance from staff. Respondents suggested that asking somebody to take further training would be seen as “stigma”; not as a means of progression or development but as a means of correcting poor driving ability.

Respondents indicated that they would get a ‘why me’ response if they suggested somebody need to take further training.

This perception of further training being a treatment rather than a preventive measure was shared by some of the young driver respondents we spoke to:

*“Interviewer: What would make a post-test qualification relevant?”*

*“R1: If it was made mandatory or if I personally felt I needed to go on a driving course say if I kept crashing or doing something wrong.”*

*(Focus group 2 member)*

#### Post-test training

*“They could have passed their test in a mini!”*

*(Local Authority Controller, telephone interviewee)*

Respondents described the current ‘L’ test as a starting point; a gateway to advanced training.

For young people driving for work; operating vans, trucks, tractors and other vehicles larger than a car forms one prime area beyond the level of the L test:

*“The licence they are given after having taken out that car test is suitable if memory serves me correctly up to and including 7 tonnes. So you move them from a car which has got an interior rear view mirror into a 3.5 tonne transit or Mercedes Sprinter type van that’s only got wing mirrors. A whole new set of driving skills required... After recently conducting an in-house assessment I have to say that yes the basic driving skills were there but just the simple thing of how to control a larger weight vehicle re: excessive use of the gear box and clutch rather than the balance between using the brakes and loop gear changes to control the speed of the vehicle in a speed restricted area.”*

*(Training officer, telephone interviewee)*

Without further training or guidance, young drivers discover for themselves the differences between their first cars and the vehicles of their employers; usually doing so on the job and on the road, with all the risks that this involves.

One agricultural employer in our sample reported a 40% failure rate in their internal assessments of new drivers. In this case, those drivers who failed were given training and re-assessments until the company was confident that they were safe independent drivers. The new employees were not expected to just ‘get on with it’.

This company was a very large and very well resourced employer, although the size of an organisation did not necessarily equate with a strong driving for work policy:

*“My wife works for another big Y company and they don’t have any type of safe fleet at all, they don’t have anything in place to look after the employees before they go out onto the road driving. They’re given the keys to a fast GTi car and they’re told to off they go, have fun.”*

*(Senior Team Leader, telephone interviewee)*

The active recognition by employers of driving skill shortages appears a recent phenomenon. Respondents were either in the process of sourcing training and assessments for their drivers, or they were within the first few years of rolling it out. The changes were reported to be a consequence of two factors: a previously high accident rate, and/or the Corporate Manslaughter and Corporate Homicide Act 2007:

*“What company X does is quite good because they don’t let you drive a van until you’ve taken their approved course, so it’s not like they let you drive and learn from your mistakes and realise what you’ve done wrong.”*

*(Focus group 1 member)*

The view of employer respondents was that post-test training should comprise two elements:

- Technical skills which includes, for example: towing, securing loads, and understanding basic mechanical function.
- Driver attitude which centres on awareness of, and courtesy to, other road users, and an awareness of the potential consequences of own actions:

*“Driving is not merely about the mechanics of driving. In my view it’s very much about behaviour, it’s very much about awareness of the immediate environment, and it’s very much about knowledge of defensive driving and what is hazard awareness and how to cope with that. They are the primary factors, secondary factors include an understanding of in-car technology and of course the natural skills particularly when it relates to things like physics and by that I mean not to brake on a bend and what are the consequences of doing so. There is a whole range but for me behaviour, attitude, environmental awareness are more important than physical driving.”*

*(Local Authority Manager, telephone interviewee)*

*“They [young drivers] just have this attitude of it’s never ever going to happen to them, they’re in a big metal box and they’re safe.”*

*(Health and Safety Manager, telephone interviewee)*

*“Everybody should be made aware of what the responsibilities are when they get a driving licence. I don’t think they get taught that when they’re driving. Once you lift the keys to a car and get in a car you’ve got a responsibility then; you have a duty of care to everybody else you’re going to pass on the road and then you’ve got a duty of care to every pedestrian that might walk in front of you. It’s not just a matter of staying compliant by having a driving licence and an insurance policy. There needs to be a stronger emphasis on the responsibility side of things.”*

*(Fleet Director, telephone interviewee)*

# Chapter 8

*“I think you’ve got to try and make them realise that there’s a high chance it will happen to them. With me I had an older brother and he wrote his car off and crashed it and that, and I had a few mates who had as well so I was like, I was actually quite sensible because I knew that it does happen to people. I think young people have got the attitude that it’s not going to happen to them but if they could actually realise the fact that it probably is, then they’ll probably think twice.”*

*(Focus group 1 member)*

Post-test training was also raised for the purpose of advancing natural driving aptitude. The discussions have predominantly referred to further training for reasons of accident prevention. One respondent though highlighted another outlook of further training: that of progressive development for talented young people who want to focus on driving:

*“There are a lot of good young people out there that with the correct training, guidance and development would make first class drivers for work or go on to be professional drivers. They need to be made aware of all the risks involved and encouraged and rewarded to be safer whilst behind the wheel of a vehicle.”*

*(Questionnaire respondent)*

## Structured graduation

*“The way to stop kids losing their lives is training from the outset. Give them a pride in what they do, make it worthwhile getting that licence and something to be proud of.”*

*(Company Director, telephone interviewee)*

Suggestions for how ‘driving for work’ training should be structured ranged from building more elements into the L test, to expanding on Pass Plus, and to having driving for work as a separate module or even a separate licence category.

The common theme was that learning should be staged and that licensing should depend on more than a one-off single test. Many employer respondents mentioned the ‘gap’ between standard driver training and testing, and the training received by professional HGV drivers. The new Certificate of Professional Competence (CPC) for HGV and PCV licence holders was received by respondents in the haulage and supply industry as the solution to existing training needs. The CPC was also held up as a suitable structure for improving the skills of drivers on a standard B or a C licence:

*“My background is in transport and driving is deemed to be: ‘well I’m just a driver’, sort of attitude. With your young drivers at work and the CPC hopefully there’s a constructive framework there to develop and upgrade the image of what driving is all about.”*

*(Fleet Manager, telephone interviewee)*

A graduated standard licence was believed to encourage motivation to progress and provide an incentive to continual learning. Suggested means of graduation included: probation periods; off road testing akin to motorcycle compulsory basic training; new driver restrictions using ‘R’ plates – similar to the P plate scheme; and routine re-testing. Re-testing of either a standard or post-test (both options were suggested) was conceived to be a check on training completed and also to instil in drivers an awareness of continual progression, and to guard against complacency – of ‘being done’ with learning:

*“The way (our company) works is that we only have to do this training because we’re classed as high risk which is under 24. If the Government took a similar stance to the fact that they are high risk, young drivers, then maybe they should introduce some kind of secondary training you know, maybe Pass Plus should be mandatory or another type of training that’s mandatory, because it’s like you pass your test and you’re king of the world; you don’t need to answer to anyone again, whereas I think if they realise that then over a certain period of time they have to go and do something else, I think it has a calming influence, you can’t mess about or bit a bit reckless when you know it’s not finished yet.”*

*(Focus group 1 member)*

*“People have to recognise there is room for them to improve their driving skills and to keep trying to do that whether or not they’re undergoing training.”*

*(Consultant, telephone interviewee)*

## 8.2 Competence

*“You can pass the test and say you’re the best driver in the world but how are we to know?”*

*(Health and Safety Officer, telephone interviewee)*

The discussions on driving skill progression, highlighted the lack of merit employer respondents attributed to the ‘L’ test. Passing the driving test was not seen to confer any more than the holding of a legal licence, nor was it seen to imply competence or adequate training.



The Oxford dictionary definition<sup>i</sup> of 'competent' is:

1. Having the necessary skill or knowledge to do something successfully.
2. satisfactory or adequate, though not outstanding: she spoke quite competent French.
3. having legal authority to deal with a particular matter.  
– ORIGIN from Latin *competere* in the sense 'be fit or proper'.

The Office for Rail Regulation (ORR) and the Health and Safety Executive (HSE) have respectively defined competence as:

*“The ability to undertake responsibilities and to perform activities to a recognised standard on a regular basis. Competence is a combination of practical and thinking skills, experience and knowledge, and may include a willingness to undertake work activities in accordance with agreed standards, rules and procedures.”<sup>ii</sup>*

*“In general, being competent is having: relevant **knowledge, skills and experience**; the ability to **apply** these appropriately, while recognising the limits of your competence; and the necessary **training** to help you acquire and maintain this... it is set as a **goal** for you to achieve.”<sup>iii</sup>*

*“Competence in the sense it is used in these Regulations does not necessarily depend on the possession of particular skills or qualifications. Simple situations may require only the following:*

- (a) An understanding of relevant current best practice;
- (b) An awareness of the limitations of one's own experience and knowledge; and
- (c) The willingness and ability to supplement existing experience and knowledge, when necessary by obtaining external help and advice.

*More complicated situations will require the competent assistant to have a higher level of knowledge and experience. More complex or highly technical situations will call for specific applied knowledge and skills which can be offered by appropriately qualified specialists.”<sup>iv</sup>*

Within our sample however the word was understood in a variety of ways.

For most respondents, 'competence' meant an ability to do something well and with particular skill. A small number of respondents though took competence to refer to the second dictionary definition of, 'satisfactory or adequate'.

The differences in understanding is some concern given that under health and safety guidelines, it is the employers' responsibility to define their expectations of ability.

Another way to look at this issue is in relation to the concept of 'threshold competencies'. It could be argued, for example, that the current driving test is a measure of the achievement of the minimum, or threshold, level of competence necessary to be able to drive solo. Clearly, however, the evidence from this research is that employers in particular do not consider that young drivers who have passed their test are sufficiently 'competent' for the work place environment. This lack may be a matter of obtaining new 'threshold competencies' i.e. driving a new type of vehicle to a minimum standard. Alternately it may be a matter of demonstrating the higher order, active learning sense of competence set out in the HSE definition.

Overall, respondents were seeking a post-test qualification to not only give themselves confidence in the competence of their staff, but also to demonstrate to others that their recruits were competent:

*“Anything that goes towards demonstrating competence... any training which changes people's attitude would be of value.”*

*(Safety and Services Manager, telephone interviewee)*

*“Reassurance, that's the hardest thing, to reassure yourself that you've done as much as you can to ensure that person's safe. Also being a consultancy if we can say that this recognised qualification has respect across Britain or internationally, that this person who's applying for a role with a client has actually got this qualification, then they'll take us more seriously and hopefully take the individual more seriously.”*

*(Health and Safety Manager, telephone interviewee)*

*“I would advertise the fact to the customers that my staff have got a certificate of competence.”*

*(Small business owner, telephone interviewee)*

When asked about the skills needed for the driving tasks that their young employees were doing, one respondent replied:

*“A valid driving licence and a level of competence.”*

*(Services Manager, telephone interviewee)*

# Chapter 8

It is pertinent that two-thirds of the respondents who rated the L test as 'adequate' were those whose employees were mainly doing site driving and with low speed limits (under 20mph). In these cases, the L test was thought to prepare drivers to an acceptable standard for the perceived risks involved. The one exception to this was for particular plant vehicles which can also be driven on the public road; these vehicles required additional training:

*“For what my guys do I think it's fine but they're not doing long journeys, the longest journey they might do is 30 miles so I think in my particular case I think that the test is entirely adequate.”*

*(Facilities Manager, telephone interviewee)*

For most respondents though there was a measurable difference between the knowledge and skills required to pass the 'L' test and that required for job-specific driving roles. Respondents felt that this difference places the onus on the employer to implement a training programme by which they can establish competence:

*“It's a bit of a difference going from a car to a van, I mean I've been driving for five years now and I've driven quite a few cars in the last five years but it's still not the same as a van. There's a big jump up especially when it's loaded up and it's really heavy and you feel the weight of it when you're driving around.”*

*(Focus group 2 member)*

*“The driving test does prepare them for the road. I don't think that simply having a full licence is in itself a licence to drive for business. I believe that companies and organisations when they take on any new employee who's going to drive for them requires them to do more than that. In 2000 we introduced our driver information programme because we recognised the need that people can't be driving for the County simply because they have a full driving licence.”*

*(Local Authority Manager, telephone interviewee)*

*“The benefit for the apprentices would be they'd be more competent, more capable and have more understanding.”*

*(Focus group member 1)*

In summary, our findings indicate that employers do not consider the holding of a category B (car and light van) licence as assurance that drivers will be coming to them with the necessary skills and competence level. Given the HSE statement that:

*“The law obliges employers to consider the Health and Safety capabilities of people when they give them tasks to do, and to ensure that they are properly trained before being exposed to risks in the workplace. It is recommended that the same or higher standards are applied to workplace drivers as are applied to those allowed to drive on public roads.”<sup>v</sup>*

There is therefore an identified need for post-test assessment and/or training for the majority of organisations sampled.

## Quality

Employer respondents reported that if they invested in additional training they would have high expectations of the expertise bought in.

Besides the benefits of establishing competence and garnering positive publicity, respondents hoped that post-test training would lead to: insurance discounts, enhanced career progression for employees, and the affirmation of approved codes of best practice.

In this context, for the training to have credibility, both with internal staff and external agents, quality was deemed essential. This was particularly important given the implications of the current financial climate. Respondents reported that they need more justification than usual to agree funds for training and that any provision offered would need to be evidence-based and to be presented with demonstrable benefits. The cost was less of an issue for the voluntary organisations and local authorities in our sample than it was for the private businesses. The importance of quality was highlighted when respondents were raising the issue of cost on the one hand but giving precedence to high standard training on the other:

*“Much as I would like to do it, it would be very hard for me to recommend to the Board that that money is going to be worth spending without a very specific measurable and worthwhile benefit... The cost of the training materials isn't important, it's the quality. If they're good training materials I'll pay for them and I'll use them. What if they were free? Don't care.”*

*(Health and Safety adviser, telephone interviewee)*

*“If you said to me, I’ve now got an additional expense that I have to train all my drivers up to a new standard over and above the road test then I’m going to squeal like every other company would. Just another expense that I’ve got to go through... Don’t make it something that’s free and not worth the paper it’s written on because then the insurance companies won’t back it anyway and it’ll be worth nothing: it’ll just be a piece of paper.”*

*(Facilities Manager, telephone interviewee)*

Respondents suggested that one way of guaranteeing quality would be for the training to be accredited to a recognised and preferably national standard: the British Technology and Education Council (BTEC), and National Vocational Qualifications (NVQ) for example:

*“I think it would have to be City and Guilds or BTEC or something like that because I know they run assessment schemes for compliance and I know that if someone’s gone through that scheme in any one of the assessment centres throughout the whole of the UK, I know with some confidence that they have been subject to audit and the quality as uniform as you can possibly make it. At least then you’ve got some commonality, some standard throughout the whole of the UK.”*

*(Training Officer, telephone interviewee)*

*“If they had a certificate at the end and they passed it we would know they’re at a certain standard so we could then present that to our insurers and we would be confident that they were competent as well.”*

*(Health and Safety Officer, telephone interviewee)*

For organisations who deliver their own training there was a call for ‘train the trainer’ style courses whereby independent assessors could verify the internal systems already in place, and help develop, where needs be, to the recognised national level:

*“What it needs is the people delivering the training need to be accredited, so people like me and my team need to be accredited. At the moment we do it based on our own staff standards, there needs to be literally a step change here to a level which is recognised as an accredited scheme.”*

*(Local Authority Manager, telephone interviewee)*

An advantage that respondents highlighted was that a national qualification would allow access to a list of suitably qualified assessors. This would help them to reduce delays in providing assessment and training for employees when the need is first identified.

A recognised quality standard would also offer employees a transferable skill, and provide employers with a guide to good practice. A transferable certificate would save employees from having to repeat the same level of training when starting a new job involving driving for work. In turn, employers would have a reliable benchmark for assessing new employees’ training needs. This might save them from conducting their own in-house assessments for each new recruit, thereby, freeing up resources for more specialised individual training plans. A post-test certificate would also fulfil the HSE’s (2000), a), b), and c) of competence as described earlier in this section:

*“What I would like to see is that if you’ve got young people that are trying to join a company, surely on their CV’s, if they had taken on board the fact that they would be required to drive a commercial vehicle of some kind, bearing in mind that they are licensed to drive up to 7 tonnes and they’ve been tested on something that probably weighs something approaching 7kg’s, to me there is straight away there is a glaring gap both of skill and of underpinning knowledge and if a training scheme, if they could show me some underpinning evidence that they had done some of that training, got some experience of driving larger vehicles then at least I’ve got something to work with.”*

*(Training Officer, telephone interviewee)*

Accreditation was not the only concern of employers when deciding whether or not to invest in external training. Training must be relevant to their staff, and delivered at a level they would respect and subsequently pay attention to:

*“Credibility. It’s credibility to professional candidates, they’re used to high quality education and if it doesn’t meet that quality standard then it gets to be a joke quite quickly.”*

*(Consultant, telephone interviewee)*

Respondents were, for instance, giving on-line training tools, which are a relatively new phenomenon, negative reviews. This led to some reluctance by employers to buy such methods of training in the future as the perception of their worth had been damaged. Such a situation is not conducive to repeat assessment and continual learning:

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*“We have used on-line resources... I've just had two of my electricians go through a health and safety course on-line and to be quite honest, although people do fail it I really don't know how. I thought it was insulting in its level.”*

*(Services Manager, telephone interviewee)*

*“The one thing I'm a bit anti- on, I'll be honest, is that we had a corporate system come out, an on-line system, and what that was we sat in front of a computer and you clicked away and it showed you could use a computer... What I don't want to have is things that are really good at testing how good you are but that are not testing your attitude as in, 'do you understand what you're doing when you go out on the road and when you're going out on business?'”*

*(Business Systems Manager, telephone interviewee)*

## Summary of findings

The findings so far show that employers would ideally like:

- Control over staff time
- Quality assurance of the training provision
- Subsidised costs

Some larger organisations have achieved cost savings and other benefits by turning their facilities into accredited assessment centres. With a national examination board qualification, companies can obtain cost price training materials for their own staff in exchange for providing the facilities for others. A shortage of local assessment centres, along with the time and financial costs of providing vehicles and classrooms, are notable stumbling blocks for employers. If larger organisations could provide the physical facilities for an external assessor, it would be mutually beneficial for all.

## 8.3 Experience

*“Interviewer: What one piece of advice would you give to someone?”*

*“R1: Learn to walk before you can run.”*

*(Focus group 5 member)*

Respondents from both the employer and young driver groups indicated that they believed that experience cannot be taught. Some respondents went so far as to say that young drivers would only learn after the initiation of an accident and that only by direct first-hand experience would drivers understand the real-life consequences of what can go wrong. The assumption was that they will live to remember their 'lesson':

*“The first time a kid realises it's done itself wrong is when it's enjoying its first accident and it may live through it, it may not, it may take others with it, that's the way things go.”*

*(Director, telephone interviewee)*

*“Youngsters today they don't seem to be aware of what goes on around them... you don't experience death until you're in the front row.”*

*(Director, telephone interviewee)*

*“I don't think you're going to change a teenagers mentality at that age. You can give them shock tactics, you can show them anything but until they've had that little prang you're not going to start making them think about it.”*

*(Focus group 5 member)*

*“I think really you do more learning after you pass your test than you do beforehand. I think people should be made aware of that after they pass their test, because people often jump in a car and think I can drive now and really you're at the start of learning to drive and no-one ever told you that until you scare yourself a little and by then, it could be too late.”*

*(Focus group 2 member)*

*“I don't think you'll ever create a test where you'll teach somebody to drive. You're going to have to just tell the person that it's down to you.”*

*(Focus group 2 member)*

*“Once you’re comfortable driving, obviously it’s only a perception but you perceive yourself as being a competent decent driver then anything you see you just think, ‘nah, I’m a decent driver’, and you hear quite a lot about people saying it’s going to take a crash to slow them down so I don’t think there’s a lot you can do for a lot of people until they have a bump or something, then it does make you think because obviously the cost of it and the shock of it happening.”*

*(Focus group 5 member)*

*“In this job there’s a lot of difference between training and then actually going out and doing it, there’s nothing that’s in-between in this job, you’ve got to go out and learn it. I think driving might be the same because with every job you go to now you do a test about how you learn don’t you and then you adapt that learning. With driving I think it would be hard to use that style of adapting your learning because driving is set rules, it’s got to be done in a certain way, so I wouldn’t know how that will ever change.”*

*(Focus group 4 member)*

The consensus was that you learn to drive by yourself and by making your own mistakes, ‘more by luck than judgement’ and ‘like taking the stabilisers off’. Experience is a mandatory element in all three previously quoted HSE definitions of competence. However HSE take the view that, experience is something that can be structured; formally obtained and developed. This view was also borne out in the interviews with some employer respondents. Whilst not explicitly stating that they are **training for experience**, respondents have illustrated the methods by which they do just that.

One method identified, for example, was the buddy or mentor system which provides young drivers with a source of knowledge and guidance from within the organisation. In a typical buddying system young members of staff are paired with colleagues who have more driving experience. For a certain period of time (usually until the organisation considers the young person ready) only the experienced colleague is allowed to drive. This is especially the case on long journeys or on work trips abroad:

*“We don’t send them out on their own to start with, we always send them out with [someone], we don’t say ‘here’s the keys now off you go’, we always send them out with people, older drivers who are more experienced. We probably do that half a dozen times and then we just send them locally somewhere and then build them up like that. That’s the way we always tend to do it rather than straight in at the deep end.”*

*(Health and Safety Manager, telephone interviewee)*

*“We cover more than 10,000 miles a year in hire cars as a company. So we do a fair distance driving in cars that aren’t our own and more often than not on the wrong side of the road. Very often more experienced consultants will travel with less experienced consultants and very often the more experienced consultants who have more experience of driving on the wrong side of the road will do so.”*

*(Consultant, telephone interviewee)*

*“In our office what we try to do is if a graduate is going to a new site, we try and get them to go with a more senior person first because going to an X site it’s difficult to get on anyway. It’s a new environment and therefore it’s best for them to go accompanied so they’re not going across terrain that’s unfamiliar with them.”*

*(Business Manager, telephone interviewee)*

*“In this day and age you only get experience with knowledge by somebody with you telling you.”*

*(Small Business Owner, telephone interviewee)*

*“I’m very lucky in that I have a huge diversity of age range so that I do get experienced people saying, ‘Yeah well I remember, you do need to load that properly because I’ve seen what happens when you don’t.’”*

*(Chairman voluntary organisation, telephone interviewee)*

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*“I introduced a risk assessment for all staff and we weighted it so that if an individual just had a driving licence but didn't have a car of their own they would be scored differently than someone who was driving regularly. We ask the question: have they ever driven abroad? and if the answer was no then the rule is that they cannot do it without going with a colleague who is an experienced driver abroad. That colleague is instructed to ease them in gently because you've got to go through the learning process but to do it in a nice controlled way away from any difficult navigation or anything like that. Once someone's been through that process two or three times they will then be able to do that on their own.”*

*(Engineering Manager, telephone interviewee)*

The driving restrictions put in place by a buddy system are effectively a form of unofficial graduated licensing. There are a variety of graduated processes by which employers permit their staff to drive solo, and these are all means of schooling the necessary experience. Some respondents do not impose limitations but do ensure that all new drivers have been through in-house familiarisation training with vans and other work vehicles. The familiarisation training can involve reversing and parking and be conducted on-site off the public road. One organisation even supplies a training van specifically to assess employees when they first start driving for them.

Many organisations said that if their internal assessments of new drivers are negative those employees are subject to external advanced training, or they are grounded until further in-house training has been completed. In one case, a large commercial employer spoke of young drivers being placed on probation:

*“As soon as they join the company before they can drive a vehicle they have to be taken out with an assessor. If that was unfavourable, I've done two so far and I have to say that yes they had the basic driving skills, so I have issued them with a driving permit which has been signed by the operations director. They can then drive under the personal supervision of an experienced driver for the next six months and then we'll review them with another assessment and by that time we should also have the training in place.”*

*(Training Officer, telephone interviewee)*

The company in the above case classified young drivers as those below the age of 21. The reason for this was that they run apprenticeship schemes from the ages of 16 and 17 years. In the same way that they would expect apprentices to build competence in their trade: they expect them to have gained the relevant experience in driving.

This transference of mechanisms of trade progression onto driver learning was exemplified in emergency service training:

*“For us to put somebody out as a paramedic, not just as a practising clinician but as a driver, we require them to have a probationary period and during that probationary period the driving is assessed as well as their clinical skills. I think that should be a standard for young drivers, there should be some kind of probationary period.”*

*(Manager, telephone interviewee)*

Although not yet taken up by any organisation in our sample, respondents suggested the use of driving simulators for supplementing young peoples' experience. Some members of the focus groups discussed simulators they had experienced in school:

*“Simulators would probably be a good idea because you could do hazard awareness and build hazards into the simulator. I think that's a good one to do because you're driving along and all of a sudden somebody steps out in front of you and you're never going to get that reaction out on the road. It needs to be something that people can experience without the actual consequences.”*

*(Company Director, telephone interviewee)*

*“Some people are really good at exams, some people are really good at the practical stuff but at the end of the day everyone's going to be doing the practical day in, day out, so why not do a simulator test? Cut out the written part because if somebody comes to a junction and doesn't know what to do, that won't be apparent on a written test whereas it will be obvious in a practical, but if you do that in real life they could cause accidents so I believe in simulation.”*

*(Focus group 4 member)*

The aforementioned methods of structuring experience were not without drawbacks. Respondents raised issues regarding the legal implications of restricting employees' driving when fully licensed, and the importance of engaging a mentor who was suitably competent:

*“I think it comes back to experience, they need to be accompanying an experienced person to start with, you know grandfather's right. You want to be a bit careful who the grandfather is because grandfathers can have pretty bad habits themselves.”*

*(Safety Officer, telephone interviewee)*

*“With being paired up with someone there are good points and there are bad points. You can pick up the good points, the really good points, but you can also pick up the bad points of someone's driving. That's why it's good to be with the same partner if they're ok. Different people take different risks and being a passenger you can see that.”*

*(Focus group 4 member)*

However, under health and safety at work legislation an employer is entitled to restrict or prevent driving activities, if they assessed the drivers to be 'not competent'. Concerns over suitability of the mentors relate directly to the wishes expressed by employer respondents for external assessments of their in-house procedures. Where organisations provided internal training and assessment external agents were already employed as moderators, or simply to share the work load. Other organisations reported a desire for external assessors to help develop and support their in-house driver training capabilities.

This section began by examining the view of employers that post-test driving experience could not be acquired in any structured form. We then looked at employers' responses and practices which described ways in which driving experience is in fact being structured. Responses from the interviews and focus groups also revealed an unintended but positive impact of such driving development. There is evidence of a snowball effect when further training is undertaken: the more training that's completed, the greater the incentive to learn more:

*“You're always learning and just because you've got your test; when you've got your test that just means that you're at a safe standard but you've still got loads of learning to do so any other additional courses would be a help.”*

*(Focus group 4 member, undergoing advanced driver training)*

Respondents described the build-up of their driver training and safe fleet policies: what often starts as a small buy-in of external assessment leads to a more extensive investment. Awareness is raised not just of the risks, but of the benefits of driver advancement:

*“The latest that we're doing now is that all our employees are with [company X]. Years ago it was just a one-day driving thing and they would test you and give you a little certificate at the end, and now we're all pushing for our [company Y] advanced driving certificate. The company pays for it, I started it off when I did mine nine years ago. Now out of the engineers I think that out of thirteen of us, eight of us have got Gold.”*

*(Senior Engineer, telephone interviewee)*

After evaluating their young driver's programme, one organisation replied that young people were signing up for courses because of financial incentives but they were then becoming motivated by the content:

*“What happens is that once you've got them to apply and do the course, their attitude changes. Whilst they're still very pleased that they might get cheaper insurance their attitude changes towards the training itself and they use these words: 'we were surprised how good it was'; 'we learnt a lot'; 'I didn't know about that'. Once you've got them their attitude changes, they start to say, 'I'm enjoying what I'm doing and I'm seeing the benefits in what I'm doing'.”*

*(Local Authority Manager, telephone interviewee)*

An example of the importance of financial incentives amongst young drivers came from the focus group research:

*“Interviewer: What do you feel the biggest risks are when you are out on the road?”*

*“R1: My no claims bonus.”*

*(Focus group 2 member)*

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The same themes of learning from direct experience, and understanding consequences, were repeated in response to our questions about effective general safety messages for young people. Again, the consensus was that unless and until an accident happens to you, you will not learn and you cannot be told. As with further driver training, there also needs to be clear, direct and obvious benefits for young people to encourage them to begin to associate the safety messages with their own lives:

*“Unless it affects me directly then I tend not to pay much attention. I know that sounds terrible, unless it says: ‘it’s going to affect your job doing it this way so you’d best do it that way’, then no I’m not going to listen.”*

*(Focus group 5 member)*

*“If something happened to me because I didn’t pay attention to that initiative then that would make me listen, if I got injured because I didn’t read it properly or because I didn’t pay any attention to it. Unless it affects me directly then I don’t listen.”*

*(Focus group 5 member)*



## Implications for Competency Framework

The Driving Standards Agency's Competency Framework sets out the skills required for a driver in a structure which is designed to be delivered in the driving test. To be considered competent, a driver should have acquired the skills set out in all sections of the framework.

The overall structure of the Competency Framework is shown below. There are 5 'roles' which are designed to group the competencies that a driver must have into reasonably coherent categories. However, it is important to remember that these 'roles' are not discrete and the achievement of full competence depends not only on understanding the individual elements of each role but also being able to relate the content of one to another in an active way. This is particularly important in relation to Role 5 which is about reviewing and adjusting behaviour over time. If a driver is to demonstrate competence in this Role it would automatically imply active reviewing of, for example, their understanding of the Highway Code or their ability to manage incidents effectively.

These roles are further broken down into individual competence elements and performance criteria, which provide observable evidence as to whether a driver has that competence.

### **R1 Prepare car/light van and its occupants for the journey**

- U1.1 Prepare occupants of car/light van for journey
- U1.2 Make sure car/light van is roadworthy
- U1.3 Plan journey

### **R2 Guide and Control the car/light van**

- U2.1 Start/stop and leave car/light van safely and appropriately
- U2.2 Drive the car

### **R3 Use the road in accordance with the Highway Code**

- U3.1 Negotiate road correctly
- U3.2 Complies with signals, signage, road markings and traffic calming measures

### **R4 Drive safely and efficiently in the traffic system**

- U4.1 Interact appropriately with other road users
- U4.2 Minimise risk when driving
- U4.3 Manage incidents effectively

### **R5 Review and adjust driving behaviour over lifetime**

- U5.1 Keep up to date with changes
- U5.2 Learn from experience

One of the objectives of this research was to ascertain what employers need to be incorporated into a post-test vocational qualification. One way of doing this was to map respondents' specific concerns about the learning to drive training and testing process, onto the DSA Competency Framework. As respondents were not shown the Competency Framework when responding, and were not prompted in their response, there are some general comments about the driving test which could not be categorised or mapped onto the framework.

This was intended to help identify:

- Elements of the Competency Framework where young drivers do not demonstrate sufficient competence
- Competencies related to driving in a work environment that employers feel are beyond the scope/range of the existing learning to drive process

## **9.1 Elements of the Competency Framework where young drivers do not demonstrate sufficient competence**

Questionnaire responses showing a lack of competence in the skills, knowledge or attitude that related to any of the elements of the framework were identified. These were then mapped onto the Competency Framework as shown in Tables R1 to R5 below. For example, in the Table R1 below, ten employers made statements indicating that their young drivers did not have the skills to 'make sure they are physically and mentally fit to drive'. This then suggests that this element of the Competency Framework is not being taught in a way that adequately prepares young drivers to be competent in that element when they drive for work.

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**Table R1: The number of respondents identifying elements of the Competency Framework in Role One (prepare car/light van and its occupants for the journey).**

		Skills	Knowledge	Attitude
<b>U1.1</b>	<b>Prepare occupants of car/light van for the journey</b>			
E1.1.1	Choose an appropriate mode of transport	0	0	1
E1.1.2	Make sure you are physically and mentally fit to drive	10	10	3
E1.1.3	Control the risks associated with carrying passengers, loads and animals	32	32	1
<b>U1.2</b>	<b>Make sure car/light van is roadworthy</b>			
E1.2.1	Make routine checks of car/light van roadworthiness	8	8	2
E1.2.2	Check car/light van is fit for the journey	4	5	2
E1.2.3	Make sure car/light van documentation meets legal requirements	1	2	1
<b>U1.3</b>	<b>Plan journey</b>			
E1.3.1	Choose an appropriate route	23	16	7
E1.3.2	Calculate time required for the journey	16	13	6

Role one was the area which most respondents identified as an issue regarding the competence of their young drivers when driving for work.

Controlling the risks associated with passengers, loads and animals was commonly cited as a problem, with the vast majority of respondents identifying a lack of the skills and knowledge to secure loads, although many also mentioned concerns about their young drivers' skills and knowledge in respect of carrying passengers safely.

Respondents also identified journey planning as an ability in which young drivers did not have sufficient skills or knowledge to be competent when driving for work. Respondents' comments were quite general when referring to journey planning and so no single performance criteria stands out.

The other issues about which respondents commonly expressed concerns could be matched to the elements in Role One; the skills and knowledge to assess a vehicle's roadworthiness, and the skills and knowledge to assess their physical and mental competence to drive. The latter was primarily concern over whether the test gives the knowledge and skills to understand the effects of driving whilst fatigued, although the effects of driving while stressed or angry was also identified.

**Table R2: The number of respondents identifying elements of the Competency Framework in Role two (guide and control the car/light van).**

		Skills	Knowledge	Attitude
<b>U2.1</b>	<b>Start, stop and leave the car/light van safely and appropriately</b>			
E2.1.1	Start car/light van	0	0	4
E2.1.2	Stop and leave car/light van	0	2	1
<b>U2.2</b>	<b>Drive the car</b>			
E2.2.1	Move off safely and smoothly	6	7	6
E2.2.2	Monitor and respond to information from instrumentation, driving aids and the environment	1	9	5
E2.2.3	Operate accelerator effectively	0	0	5
E2.2.4	Operate brakes effectively	1	1	4
E2.2.5	Steer car correctly	0	0	5
E2.2.6	Use gears correctly	0	1	5
E2.2.7	Manoeuvre car/light van	8	13	5
E2.2.8	Coordinate use of accelerator, brakes and steering	0	1	5
E2.2.9	Correctly tow trailer/caravan	3	3	7

Role two of the Competency Framework is primarily concerned with the physical control of the car and the van. Fewer respondents identified concerns about areas of competence in Role two, although many did stress the difference between driving a car and a light van, which will be discussed later.

Most of the respondents who had concerns about issues that matched elements of Role two, were primarily concerned about poor attitudes towards driver distraction and impaired driving.

The three peaks in the knowledge requirements that can be seen in Table R2 were concerned with the use of blind spots and checking them before pulling off.

**Table R3: The number of respondents identifying elements of the Competency Framework in Role three (use the road in accordance with the Highway Code).**

		Skills	Knowledge	Attitude
<b>U3.1</b>	<b>Negotiate the road correctly</b>			
E3.1.1	Negotiate junctions	0	3	4
E3.1.2	Negotiate slip roads	0	1	4
E3.1.3	Maintain correct position on the road	1	2	5
<b>U3.2</b>	<b>Comply with signals, signage, markings and traffic calming measures</b>			
E3.2.1	Comply with traffic signals and road signage when driving	0	2	5
E3.2.2	Comply with signals given by others	0	0	5
E3.2.3	Comply with road markings and traffic calming measures	0	0	

Role three is primarily to do with using the road in accordance with the Highway Code, and there were few concerns raised by respondents that could be matched to the elements in Role three.

The areas of attitude identified by respondents were similar to those of Role two and are primarily to do with concerns about distraction whilst driving. Some respondents also mentioned attitude towards speed in this section.

**Table R4: The number of respondents identifying elements of the Competency Framework in Role four (drive safely and efficiently in the traffic system).**

		Skills	Knowledge	Attitude
<b>U4.1</b>	<b>Interact appropriately with other road users</b>			
E4.1.1	Communicate intentions to other road users	2	3	7
E4.1.2	Cooperate with other road users	9	12	7
<b>U4.2</b>	<b>Minimise risk when driving</b>			
E4.2.1	Identify and respond to hazards	7	13	14
E4.2.2	Drive defensively	10	13	16
E4.2.3	Follow principles of ecologically responsible driving (eco-safe driving)	1	1	4
<b>U4.3</b>	<b>Manage incidents effectively</b>			
U4.3.1	Take appropriate action if car/light van breaks down	5	4	2
U4.3.2	Take appropriate action when witness to, or involved in, an incident	4	4	2

Role four was the second largest area of respondent concern about how well the learning to drive process and driving test prepares young drivers for at work driving, primarily indicating a lack of competence in the units on interacting appropriately with other road users and minimising risk whilst driving.

In the interacting with other road users unit, it was the co-operating with other road users element that respondents mainly identified as the area where competence is lacking. In both the skills and knowledge criteria, respondents identified showing anticipation and awareness with regard to other road users as the area where competence is lacking. The attitude attribute was identified less by respondents although aggressive driving and allowing for other road users were the primary areas selected.

A larger number of respondents identified minimising risk when driving as an area where further competency was required. Failing to drive with due care and attention was again a major area of concern for respondents, but many also mentioned many other areas of knowledge and skills, such as leaving space around the vehicle.

**Table R5: The number of respondents identifying elements of the Competency Framework in Role five (review and adjust driving behaviour over lifetime).**

		Skills	Knowledge	Attitude
<b>U5.1</b>	<b>Keep up to date with changes</b>			
E5.1.1	Keep up to date with changes to road rules	0	0	2
E5.1.2	Keep up to date with maintenance requirements of car/light van	0	0	2
E5.1.3	Keep up to date with changes to legal requirements for registering and taxing car/light van	0	0	2
<b>U5.2</b>	<b>Learn from experience</b>			
E5.2.1	Review driving behaviour	2	2	3
E5.2.2	Recognise personal characteristics and changes which affect driving performance	0	0	2
E5.2.3	Adjust own driving behaviour	3	3	3

The knowledge and skill to review and adjust driving behaviour was the area chiefly mentioned in relation to Role five.

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## 9.2 Areas outside the scope of the Competency Framework

Respondents made several comments which could not directly be mapped onto the competence framework. The comments could be organised into several categories – environments, journeys, vehicles, attitudes and general.

### Environments

*“The test is based on only the environment in place on the day and needs to enable pupils to experience the full range of driving conditions i.e. night time, adverse weather, busy cities and country lanes.”*

*(Questionnaire respondent)*

Many respondents referred to the various environments in which young at-work drivers could drive, but which are outside of the learning to drive and testing process. Of all the areas this was the most frequently mentioned. Table 6 below shows the main areas of concern.

**Table 6: Respondent comments identifying that the test does not prepare young drivers for different environments (N = 162).**

Environment factors	Number of responses
Motorway driving	78
Night driving	40
Adverse weather conditions	30
Rural roads	7
On site	3
Evening driving	2
At speed on fast roads	2

The most commonly mentioned environment by respondents was the motorway, which is an area not covered by the driving test. Some respondents qualified the response by pointing out that most of the driving that drivers did for their company was on the motorway.

A large group of respondents commented that night time driving was a particular concern. Again this is a driving condition in which a learner driver need have no experience to pass their test.

Driving in adverse weather conditions was the other large group in this area.

Whilst the skills, knowledge and attitudes required to drive in many of these environments are covered in the Competency Framework and learning to drive process, respondents' comments are around whether those skills are transferable into these different environments.

### Journeys

*“It is good for learners but it doesn't adequately prepare drivers because it doesn't satisfactorily deal with issues such as stress or 'mistaken priorities' such as being late for customers or other reasons.”*

*(Questionnaire respondent)*

The difference between at work journeys and the journeys undertaken as a learner driver were highlighted by several respondents, and this was the second largest area of concern. This trend fits in with respondents also expressing concern over the journey planning element of the Competency Framework, and several of these issues may fit into that section of the framework.

**Table 7: Respondent comments identifying that the test does not prepare young drivers for different journeys (N = 91).**

Journey factor	Number of responses
Working to a schedule	25
Driving for long distances	13
Driving for long periods of time	12
Heavy traffic/congestion	12
Stress	10
Difference between solo driving and with an instructor	6
Biased towards private driving	4
Driving and navigating in unfamiliar routes/places	4
Does not cover driving in all conditions	3
Calculate time required for the journey in un-ideal conditions	2

The largest concern was working to a schedule, with many respondents mentioning that this could mean that their young drivers would rush to complete jobs which could potentially have an impact on the safety of their driving. This finding was contradicted though by apprentices in the focus groups where the young employees reported that they were not placed under great time pressures, other than their commutes home:

*“R1: I don't think there's much pressure on us to get the jobs done, we're not timed on how many jobs we do so there's not as much pressure to do with getting to the job on time.”*

*“R2: There's a certain amount of pressure to not end up going home at six 'o' clock in the evening. If you're on a job you don't want to be hanging on, we finish at 4 pm so there is a certain amount of pressure to get it done.”*

*“R3: That's like a personal pressure isn't it because you don't want to get caught in rush hour and that on the motorway.”*

*(Focus group 1 members)*

The young drivers did acknowledge though that once their apprenticeships were completed, time pressures might come to the fore:

*“R1: I would say there's a certain amount of pressure behind you, not so much just at the moment but it will definitely be in a year's time to do a certain amount of jobs in a day.”*

*“R2: Yeah say if you're pushing in three jobs and that might cause you to drive faster. In the future that might happen, what I mean is if you're pushing in three jobs you're going to try and travel quicker aren't you.”*

*(Focus group 1 members)*

The next two groups were related; respondents were concerned that young drivers were not specifically prepared for the long distances or periods of time behind the wheel that they may have to do for work. This could link into the risk of fatigue and understanding how to identify it and how to take appropriate precautions.

Driving in congestion or 'London traffic' was another area of concern for respondents.

Several respondents also mentioned driving when stressed, or dealing with stressful situations on the road.

In the Competency Framework, there are several observable performance criteria for learner drivers to demonstrate they can plan and undertake a journey safely (Unit 1.3). This unit of the Competence Framework has the potential to be strengthened by including observable performance criteria that relate to work.

## Vehicles

*“Our staff drive vans, they do their test in a small car. Therefore we retest them in a van.”*

*(Questionnaire respondent)*

The third largest area which could not be mapped directly onto the Competency Framework was the vehicle that was being driven.

**Table 8: Respondent comments identifying that the test does not prepare young drivers for different vehicles (N = 90).**

Vehicle factors	Number of responses
Vans	62
Higher performance cars	18
Loan car	2
Vehicles with restricted rear vision	2
Not prepared for the types of vehicle they drive	2
Use of commercial vehicles	2
Knowledge of vehicle technology	2

The largest concern of respondents in this category was the use of vans, with many making direct comparisons between the size of the vans they use for work, and the super-minis generally used for learner driver training. The size of vans and their manoeuvrability was a major concern, and respondents also pointed out that blind spots and mirrors were also different on these vehicles.

A smaller group of respondents also voiced concern about competence in vehicles with higher performance characteristics, such as speed or acceleration.

Although there are observable performance criteria to do with driving a car and light van competently in Units 2, 3 and 4 of the framework, the main concerns of respondents were about the application of those skills, knowledge and attitudes to other vehicle types, and whether demonstrating competence in one vehicle type extrapolates to other vehicles with different characteristics.

# Chapter 9

## Attitudes

*“It is not the technical side of driving that needs to be improved it is the mental approach that needs addressing in my opinion.”*

*(Questionnaire respondent)*

A smaller group of respondents mentioned the attitudes and behaviours of drivers, quite often with the caveat that some of these come with experience. Many of these comments could be mapped onto the attitude element of the framework, but there were several general comments on attitudes which were outside of the scope of the framework's performance criteria.

## General comments

There were quite a few general comments on the test and how well it prepares younger drivers. The view that drivers learn how to pass their test, and then learn how to drive, was a common narrative through the responses.

**Table 9: Respondent comments identifying concerns about the current test (N = 77).**

General factors	Number of responses
It fails to provide the driver with sufficient experience	58
It fails to provide the driver with sufficient skill	10
It fails to provide the driver with sufficient knowledge	5
Should be shown the consequences of an accident	4

The largest specific issue identified by respondents in this category was of general experience, and the feeling that young drivers were not experienced enough to cope with at work situations. Many went on to give examples of where experience was required which could be categorised into different areas, but identifying this theme separately in the responses is important for identifying how respondents concerns could be addressed.

## Discussion

In both interview and questionnaire responses, less than 10% of employer respondents thought that the current system of driver training and testing fully prepared young people for driving for work.

Young at-work drivers undertake a wide range of journeys, in many different types of vehicles; very few drive their own car for work purposes. This means that young at-work drivers are often required to drive vehicles that they were not trained or tested to drive when they were learning, and to drive these vehicles in situations that their learner driver training, and the driving test, did not include. For example, driving a light van on a delivery route – few, if any, young drivers will have learnt to drive, or taken their test, in a van, and driving a delivery route requires skills (navigation, route planning, regular stops, time schedule pressures) that are not included in learner driver training. 75% of employer respondents in this survey said that their staff drive in situations not covered by the driving test.

In a review of police reports of over 2,000 work-related road accidents, Clarke et al (2005:14)<sup>vi</sup> found that 15 categories of vehicle were involved. Their study showed that vans and pickups (combined as one category) were in the top six vehicles most commonly involved in blameworthy work-related road traffic accidents. Moreover, the number of accidents involving vans and pickups peaked when drivers were aged between 21 and 25 years. No other category of vehicle peaked in accident frequency for this age group.

Young at-work drivers are also driving extensive mileages (up to 50,000 miles per annum in some cases) and for long periods, although they will have only driven for short periods and distances when learning to drive.

There is a clear skills and training gap. It was not surprising, therefore, that 87% of questionnaire respondents said they would find a post-test driving for work qualification useful. Some respondents thought that these extra topics should be incorporated into an expanded driving test, rather than in a post-test qualification. Respondents were talking about the skills and knowledge required for driving for their particular organisation and industry, and the vehicles operated therein.

The most commonly reported elements in which employer respondents thought young drivers needed more training, were:

- Motorway driving
- Hazard perception
- Different road, traffic and weather conditions
- Loading and unloading vehicles and the effects of weight on vehicle handling
- Vehicle familiarisation
- Driver attitudes
- Anger and stress management
- Journey planning
- Vehicle manoeuvring and parking

These findings are supported by the results of other research. In an assessment of the category B licence against the European Commission Directive 2000/56, Baughan (2004)<sup>vii</sup> recommended that the UK test should incorporate motorway driving, and allocate more time to driving on rural roads.

To the question of what employers want from post-test training, there was one undeniable consensus: employers want flexibility. If organisations are to pay for, and administer, a new training scheme, they need to be confident that they are getting value for money. Best value translates into a programme which has little excess, matches the priorities of the organisation, and delivers quantifiable benefits.

Health and safety competence requirements also dictate tailorability as employers have to match skill upgrade to individual employee responsibility. Young drivers themselves recognised that training needs differ between individuals and between roles. Some organisations reported that they have been unable to find training to meet the needs of their employees due to the specialised nature of their work. The main example of this was international/left-hand drive support for engineers, sales representatives, and consultants with overseas clients. There is also the increasing population of migrant workers who are driving for businesses in the UK.

The demand for flexible and tailored post-test training to accommodate the different needs within and between organisations is not a new discovery. Ten years ago Grayson (1999) reviewed the use and effectiveness of fleet driver training and found that there were no statistically significant effects on accident rates.

# Chapter 10

Grayson explained this in part by highlighting a lack of appreciation of the diversity of company car drivers and their journeys:

*“Fleets and fleet drivers are extremely diverse, making it unlikely that any single measure could be effective for all types of organisations.”*

(Grayson, 1999:70)<sup>viii</sup>

One possible solution, based on employer suggestions, would be a modular course inclusive of both theoretical and practical elements, and offering different modes of support such as workshops and discussion groups.

Respondents wanted any post-test training to be of a nationally recognisable quality.

This stipulation of accreditation is backed by the findings of the DSA report, ‘Work Related Driving’ (2007:8):<sup>ix</sup>

*“All of those interviewed recognised the need for a national accreditation standard... employers want an assurance that they are buying a ‘quality product’.”*

Respondents did not want post-test training to be compulsory, although it was conceded that this would be the only way to get some organisations to enlist. Existing health and safety law has proven to be an effective force in making employers think about their risks, and could be one of the motivators behind the take up of a new Driving for Work qualification or training scheme. Indeed, Clarke et al (2005:38) concluded that organisational structure and safety culture could be just as important as driving training, in reducing work-related liability accidents. The correlation between employers’ appreciation of further driver training and appreciation of health and safety responsibilities was also noted in the DSA report (2007:8):

*“Work related driving is seen as a rising priority for employers as awareness of duty of care and corporate manslaughter concerns increases.”*

A common response from respondents was the need to help develop the attitudes of their young drivers. Christmas (2007:41)<sup>x</sup> highlighted the importance of the emotional and social aspects of driving, and the impact of over-confidence in 17-25 year old drivers:

*“The way (some) young drivers think about driving is a significant problem.”*

Over-confidence was also an issue discussed in the Department for Transport’s (DfT) review of research, ‘Learning to Drive’. Over-confidence was related to underestimation of risk and poor hazard perception, resulting in ‘miscalibration’ (DfT, 2008:51). Their report summarised that:

*“Attitude and motivation are key road safety issues for drivers but learners are not trained to develop safe and responsible attitudes towards the use of shared road space.”*

(DfT, 2008:46).<sup>xi</sup>

The DfT (2008) and the Christmas (2007) reports also support the call for training to include more ‘real-life’ driving situations, such as difficult weather conditions and night-time driving.

From qualitative interviews and focus groups with young employees, three general themes were identified. The first theme was graduation whereby young drivers feel that active learning ends with the removal of the ‘L’ plate. Theme three, experience, demonstrated the informal methods employers use to structure learning for driving for work, contrary to young people’s views that you can only learn from your mistakes. These tie in directly with driver attitude and risk awareness which feature strongly in the DfT and Christmas reports, with Christmas employing the term, ‘fatalism’:

*“I think you’re taught enough to be honest, you just learn as you go along. As long as you’re confident enough and you’ve passed your test, you just learn by yourself after that.”*

(Focus group 3 member)

*“For the more confident young drivers, learning by experience means learning through accidents. Indeed, there is a widespread fatalism about the inevitability of accidents as part of the learning process.”*

(Christmas, 2007:30).

*“Some young drivers thought that it was only after passing the test that they really start to learn to drive – a process of learning from experience and from mistakes... They therefore believed that new drivers start out their independent driving career by teaching themselves how to drive properly after acquiring their licence. This raises concerns about how they actually manage this chaotic post-test learning process.”*

(DfT, 2008:48).



Over-confidence combined with the belief that there is a limit to what can be 'taught', can result in a lack of perceived need for further training amongst young drivers. This finding replicates that of focus groups commissioned by the Association of British Insurers to examine the take up of Pass Plus (ABI, 2006:14)<sup>xiii</sup>. The ABI focus groups were conducted with 17-27 year olds and revealed the same assumption that extra training was only for drivers of poor ability:

*“Many drivers chose not to take Pass Plus simply because they did not feel that they needed it. Some participants felt that they were good drivers already and did not need further training...”*

This implies a lack of awareness and understanding of all that is involved in driving, beyond the basic technical mastery, and a sense of stigmatisation for those who take further training.

In a report on young driver attitudes, Meadows and Stradling (2000)<sup>xiii</sup> concluded that driver training 'must' assess motivation and attitude alongside skill levels. They suggested extended supervision and a graduated approach to licensing: just as employer respondents described doing so informally in themes one and three. Meadows and Stradling also recommended regular re-assessment post-test.

Seeing what employers currently have in place to manage their occupational road risk has raised possibilities for future wide-spread development. Employers' in-house procedures and young people's responses, for example, have revealed the value of buddy or peer support systems. They have taken on board the message that driving is a part of the work their young people do and acknowledged the often disproportionate risks entailed. We can learn from what employers have found successful and share that evidence with others.

It is encouraging to see that employers have not only reacted to the need to reduce their road risk, but have also been proactive in the measures taken. This echoes the sentiment that experience can come before a crash and that there is a safer way to learn.

What is discouraging is the number of employers who have not yet made any in-roads into an occupational road risk policy, either by deciding there is no need or by not considering it all. Starting further training has in itself been found to develop awareness of skill shortages and the need for individual development. The uptake of managing occupational road risk (MORR<sup>TM</sup>) and the advances made by employers in this area are important topics for future research.

Young drivers were more likely to recognise the financial benefits of further training, rather than the safety gains. This is also supported by the ABI report which found that insurance discounts were the main reason why young drivers took Pass Plus (ABI, 2006:3)<sup>xiv</sup>. With employer respondents also reporting that less exclusive policies would encourage their uptake of a post-test qualification, it would be worthwhile exploring ways of building insurer buy-in.

Although this report has targeted the needs of young drivers, there was widespread comment that post-test training should be made available for all employees regardless of age. This reflects respondents' desires for training to include follow-up refresher sessions or further assessment. In short, it exemplifies the awareness of the need for on-going learning and life-long development.

The Department for Transport's MORR<sup>TM</sup><sup>xv</sup> tool kit identifies competence as a risk factor and recommends regular re-assessment and refresher training for all drivers, as a control measure.

### Methodological limitations

As data was collected from a non-probability sample, the results of this research are not generalisable to the population of UK employers, or young drivers for work. Several employers expressed a will to participate in the telephone interviews but were unable to do so due to lack of availability at the time. Whilst we canvassed the views of employers with both line and indirect responsibility for their drivers, some employers declined to participate as they felt that they were not sufficiently knowledgeable on the subject. Not all interviewees were fully aware of the current DSA testing procedures for, and limits of, the category B licence.

Focus groups were conducted only within large sized organisations as it was timelier to visit sites where large numbers of young people were based. It would have been preferable to have included a focus group of young drivers from a range of smaller businesses and organisations. The focus groups were particularly relevant given the new Apprenticeships, Skills, Children and Learning Bill 2008-09, and the pledge by government to have one quarter of a million new apprentices each year by 2020<sup>xvi</sup>.

# Chapter 10

## Discussion of the Competency Framework results

Several discernable areas of the DSA Competency Framework were identified by the employers sampled in the questionnaire.

A large group of respondents identified that young drivers were not able to safely prepare the contents of a vehicle for a journey, and this included a whole range of aspects from loading a vehicle safely, to driving a vehicle fully loaded with passengers. Some responses on loading though were in reference to Light or Heavy Goods Vehicles and thus beyond the remit of the Competency Framework.

Although the driving test does encompass some aspects of loading and driving with passengers in the theory section, it is not a requirement to carry out any form of practical demonstration of this. Respondents mainly identified that young drivers did not have the underpinning skills and knowledge to safely load a vehicle and drive with a loaded vehicle, rather than it being an attitudinal issue.

This finding fits well with the respondents' views that young people were not suitably prepared for van driving as young people who would be expected to drive a van for work may also be expected to load it and drive it in loaded conditions.

Respondents also identified that their at-work young drivers did not demonstrate significant competence in journey planning. The knowledge and skills to choose a route, navigate it, and adapt to changing circumstances during it were identified.

Similar to respondents concerns about loading a vehicle, journey planning is only covered in the theory aspects of learner driver training and testing and there would be no requirement for learners to be taught this skill and currently tend to take their route from the examiner or ADI. The DSA have consulted on the test containing a practical journey planning element.

In a similar vein to their concerns about the route planning elements in the Competency Framework, respondents identified many at-work situations not currently covered – with working to a schedule and driving for long distances or periods of time being the two largest areas.

The largest area of respondent concern which was not related to the role of preparing for the journey was the unit on minimising risk within the driving safely and efficiently in the traffic system unit. This had two important related safety elements of identifying and responding to hazards, and driving defensively.

This contains aspects of identifying and prioritising hazards as well as maintaining a position to deal with them effectively and driving with consideration for other road users.

The most important thing to note with respondents comments in these elements was that the main underpinning attribute identified was the attitude of young drivers, with a similar but smaller number identifying that young drivers did not have the skills to demonstrate competence in these elements. Fewer respondents identified the underpinning knowledge attribute as the reason why young drivers could not demonstrate competency in this area.

There was evidence that some respondents generally saw the underpinning attitude of young drivers as an issue – although views were not centred round a specific attitudinal issue as most respondents cited different examples of where young driver's attitudes may lead to a lack of competency.

This aspect of the framework is important to both the skills and the knowledge sections as the safe application of both of these is dependent on the inclination to do so.

It should be noted however, that the structure of the observable competencies in many of the attitude elements means that a single employer's observations may fit into several sections.

There are a few limitations with the mapping exercise. Firstly, as respondents were not shown the Competency Framework and results were taken from an open text box, some comments and concerns could not be directly mapped across onto the framework. However, the approach used has successfully identified areas of employers concern. A method to get a true statistical appreciation for the percentage of employers identifying areas of the framework which do not give younger drivers at-work enough competence would be to show respondents the whole framework, although this approach is not without its limitations also.

A final limitation may be that employers are also not aware of some of the aspects of safer driving that their young drivers should be demonstrating after passing the test. There is evidence that a large number of people drive with improperly adjusted head restraints for example, although this was not identified by respondents as an issue.

Overall however, the areas of the Competency Framework identified by employers can be used to design further training and resources which meet their main concerns.

## Conclusion and recommendations

In conclusion, this report of Phase I work has demonstrated that young people do require different skills for driving for work, than they do for social and commuting purposes. The current system of learner driver training and the driving test does not cover all of the situations in which young drivers will find themselves when driving for work, or all of the skills they will need for driving for work. Employers and young employees were all able to easily identify areas in which further training, specific to at-work driving, would have been, and would be, useful.

Employers would welcome post-test training as long as their concerns over cost and relevance are met. A range of specific issues that could be included in post-test, driving for work, training have been identified.

### Recommendations for Phase II work

This project has focussed on young drivers at work. Based on its findings, Phase II of the project will:

- Develop, pilot and evaluate a 'young drivers at work education workshop', and produce materials to enable others, including employers themselves, to deliver such workshops
- Inform the development of Role Five of the DSA's Competency Framework, "Review and adjust driving behaviour over lifetime".

### Future work

Further work is needed to assess whether developments to the range and scope of competencies relevant to 'driving for work' could be incorporated into the DSA's Competency Framework or whether they would be better set out in a separate set of competencies specifically focused on (but not exclusive to) post-test driving for work. This would itself inform part of a wider post-test training regime for drivers of all ages.

There is evidence presented in this report that many employers are currently running the sort of training that could be included in a driving for work module or qualification.

This project identified differences between small, medium and large organisations in how they would prefer driving for work education and training to be delivered. A feasibility study could be one way to establish the most suitable delivery method(s) and format(s). For example, could large organisations run assessment centres, which could be accessed by smaller companies and voluntary organisations? Could a 'buddying' system be used by some employers to help deliver training and education to their young drivers?

# Chapter 12

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## Case studies

### Case study 1

#### Background

Large scale agricultural business with production, processing, direct supply and sales arms. They are the largest employer in their County, employing around 700 workers in peak season. The company employ full-time staff, seasonal staff, and non-UK nationals. Seasonal staff are often recruited through agencies. They presently have around 100 under 25 year old drivers on their pay roll.

The fleet of vehicles are routinely replaced and are of a high specification. The company purchases 120 new tractors every year. Other company vehicles include: 10 cars, 20 4x4s, 140 tractors, and other agricultural machinery, minibuses, and transit vans. In 2007 employees drove a total of 3.5 million miles for the company.

#### Assessment

All permanent employees who are regular drivers are required to have an internal assessment before they are allowed to drive any vehicle. Tractor drivers must complete an internal training course which was designed in conjunction with a local technology college. Only after completion of this training can they then be assessed and thus passed fit to drive.

The internal assessment can be conducted as soon as somebody is recruited and allows the successful employee to drive and have access to the keys without unnecessary delay. As soon as is operationally possible, they are then re-assessed by an external examiner. This external agent ensures that the company's internal assessor is not being pressurised to 'pass' employees just to meet production targets. Employees who do not pass the internal assessment are also re-assessed externally. If their external assessment confirms the in-house result then they are offered further driver training with an external provider.

As well as the internal and external assessments, the company actively encourages all drivers to undertake RoSPA advanced driving training.

These measures have been in place for four years and their risk management system was introduced because the accident rate had become "unacceptable". As well as the assessments, other mechanisms were introduced such as: key control to prevent unauthorised out of hours driving; vehicle maintenance checks; and satellite tracking systems.

When the accident analysis was conducted prior to these systems being brought in, younger drivers were found to be 60%-70% more likely than experienced drivers to be involved in an incident. This figure though includes non-UK national, seasonal workers. Over 40% of migrant workers were found to fail the company's initial driver assessments. The company regards this as evidence that their controls are effective. Their system prevented those 40% from having access to any vehicle until they had been trained and successfully re-assessed.

#### Cost savings

In the first two years the company invested approximately £50,000 in managing occupational road risk. By the end of year three, their incident rate had halved and insurance premiums were reduced by £72,000.

### Case study 2

#### Background

A multi-national company employing a predominantly female work-force of sales representatives.

The sales representatives drive small family sized company cars only. As employees tend to stay in the same sales areas, the routes become familiar and mileage is, therefore, relatively stable. Most driving is done in either town centres or rural locations. 4% of company car drivers are aged under 25 years.

#### Assessment

Five years ago the company introduced a driver training programme to tackle their escalating accident rate. Their main costs were coming not from the repairs but from replacement hire cars whilst the damaged vehicles were off the road.

The company bought in driver assessments from an external provider using an on-line hazard perception tool. All drivers classified as medium or high risk by this tool were given further training in either driving theory or practice. The company realised that all of their drivers were being assessed within this risk category, therefore, the driver training budget was instead used to provide classroom sessions to all new employees as part of the induction package. These classroom sessions take up one half-day every month.

# Appendix A

As well as the external driving training they installed rear parking sensors to all of their fleet cars. This, however, resulted in accidents being displaced from the rear of the car to the front. The company is now looking to upgrade to newer models with front parking sensors fitted as well. Their sales representatives were also identified as needing training in how to use the sensors.

## **Savings**

After five years of running their driver training programme, the accident ratio has reduced by one-third, from 75% to 40%. Based on calculations by their insurance broker, they have achieved a net cost saving of around £900,000. The company continues to look for driver training opportunities.

## **Case study 3**

### **Background**

Case study three is the technical support branch of a multinational pharmaceutical company. The average mileage of employees for the year 2008 was around 30,000 miles. The vehicles driven are estate cars, all fitted with rear parking sensors and in-car satellite navigation systems. Drivers regularly carry expensive equipment for their work and the purpose of their journeys is to visit clients. Less than 5% of their driving workforce are aged under 25 years.

### **Assessment**

The company started with a one-day driving assessment for employees but they now have a comprehensive yearly training programme in place. Employees take the RoSPA advanced test inclusive of full day pre-test training plus a separate mock test. Before they are even allowed to take a company car home, however, new employees spend a day driving with an external assessor who also checks their eye-sight.

The RoSPA advanced test is valid for three years. In the interim years after passing the test, the company arranges other theory and practical driving courses, for instance night-driving, journey planning, parking, and low speed manoeuvres. Employees will have conducted at least one 'other' course each year.

In addition to the driving training, the company has a reward and penalty system. There are graded financial rewards for a RoSPA test pass, and a financial reward for the annual Low Risk Driver Award. To be eligible for the Low Risk Driver Award, employees need to have held a clean licence for the year, had no preventable road traffic accidents or incidents either with themselves or their nominated driver at fault, participated in on-line risk management training, and also participated in company provided practical on-road training.

There is also an annual Driver of the Year competition which is a multiple choice paper test including questions about the Highway Code. Those with the top ten scores receive a driving experience day where fun driving competitions are held. The overall winner receives a financial prize plus the loan of a particular car for the weekend.

Other rewards and incentives are organised departmentally. One reward was the quarterly 'safe curry night' whereby if all drivers were incident and speeding conviction free, they would be given £50 for a meal on expenses.

In conjunction with the reward system, the company also has an 'at fault' penalty programme. Penalties are levied if company property is damaged or stolen from the car, for example, if a mobile phone was left on view. Monies raised from the penalties are donated to charities of the company's choice.

Safe Fleet is discussed at Board level with monthly management reviews.

### **Savings**

The company came in well below their target of 5.8 accidents per million miles for 2008. The target has been reduced for 2009.

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