

# Designing and evaluating an inclusive VR-based hazard perception course for young people

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# Our motivation

## Reed in Partnership

Our mission: to positively transform people and their communities.

We work in partnership to deliver inclusive public services.



# MORE Course

BEDFORDSHIRE  
Road Safety Partnership



# The previous VR content



- A group of teenagers
  - Texting and distraction
  - A traumatic collision
  - Death and severe injury
- 
- But evidence now suggests that shock tactics don't work



# Course Structure



- What is the DVSA hazard test?
- *Into VR: Two hazard clips + feedback*
- How do we spot hazards?
- *Into VR: Three hazard clips + feedback*
- Training
- *Into VR: Five hazard clips + feedback*
- Recap and conclusions



# *Example course slides*

 Look



# *Example course slides*

You have 5 seconds to find the dog!



# *Example course slides*



# *Example course slides*

Did you find the dog?



# *Example course slides*



# *Example course slides*

Where you look is a big  
determinant of what you see

We learn that some things  
tend to appear in certain  
places (e.g., dogs are likely to  
be on the ground!)

In the same way, through  
experience we learn where  
hazards are likely to come from



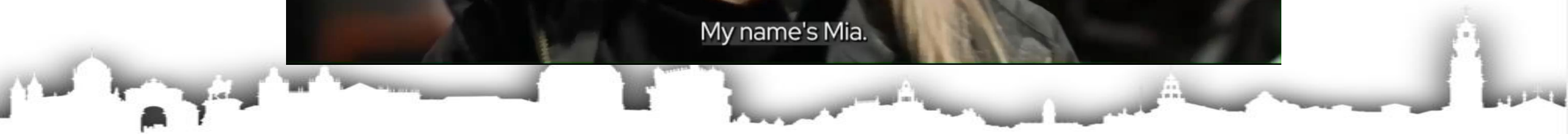


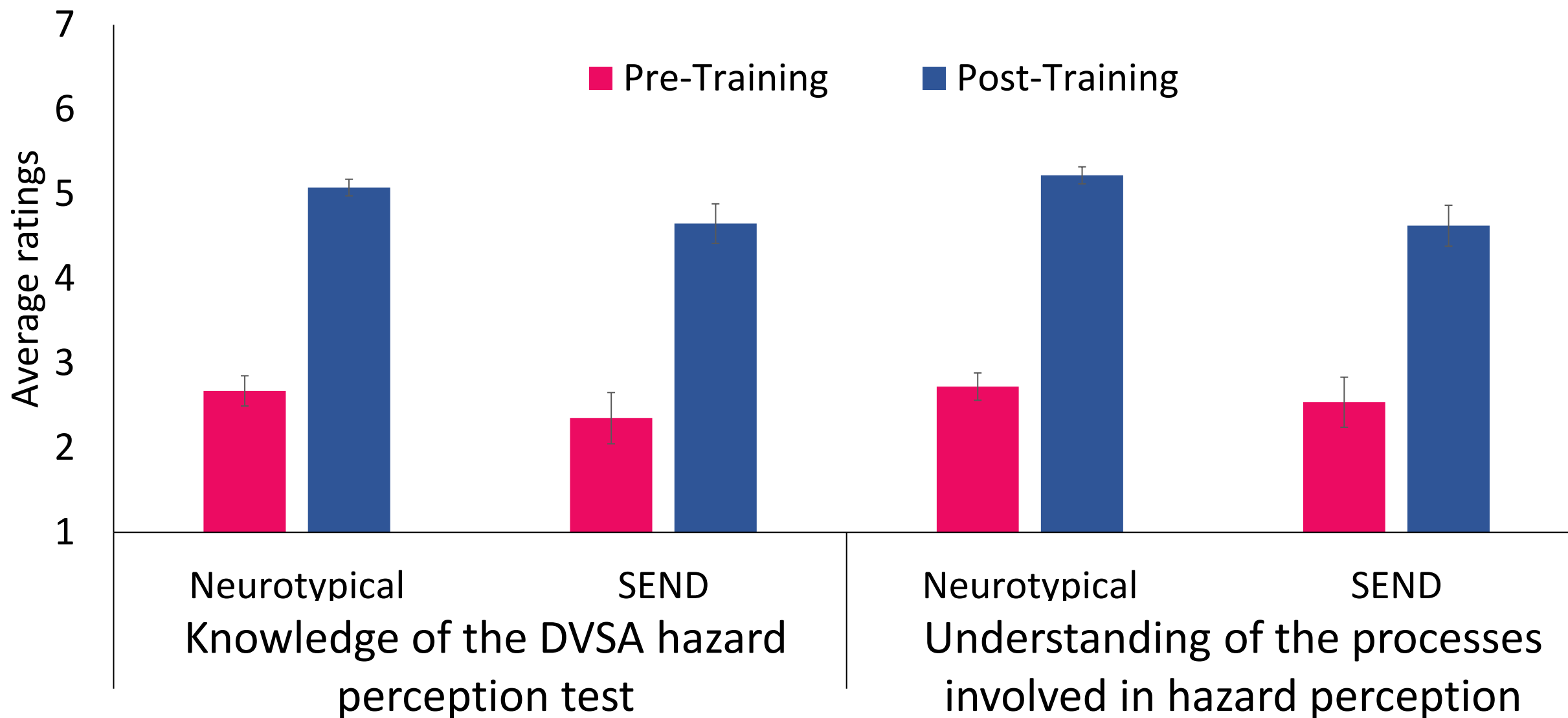


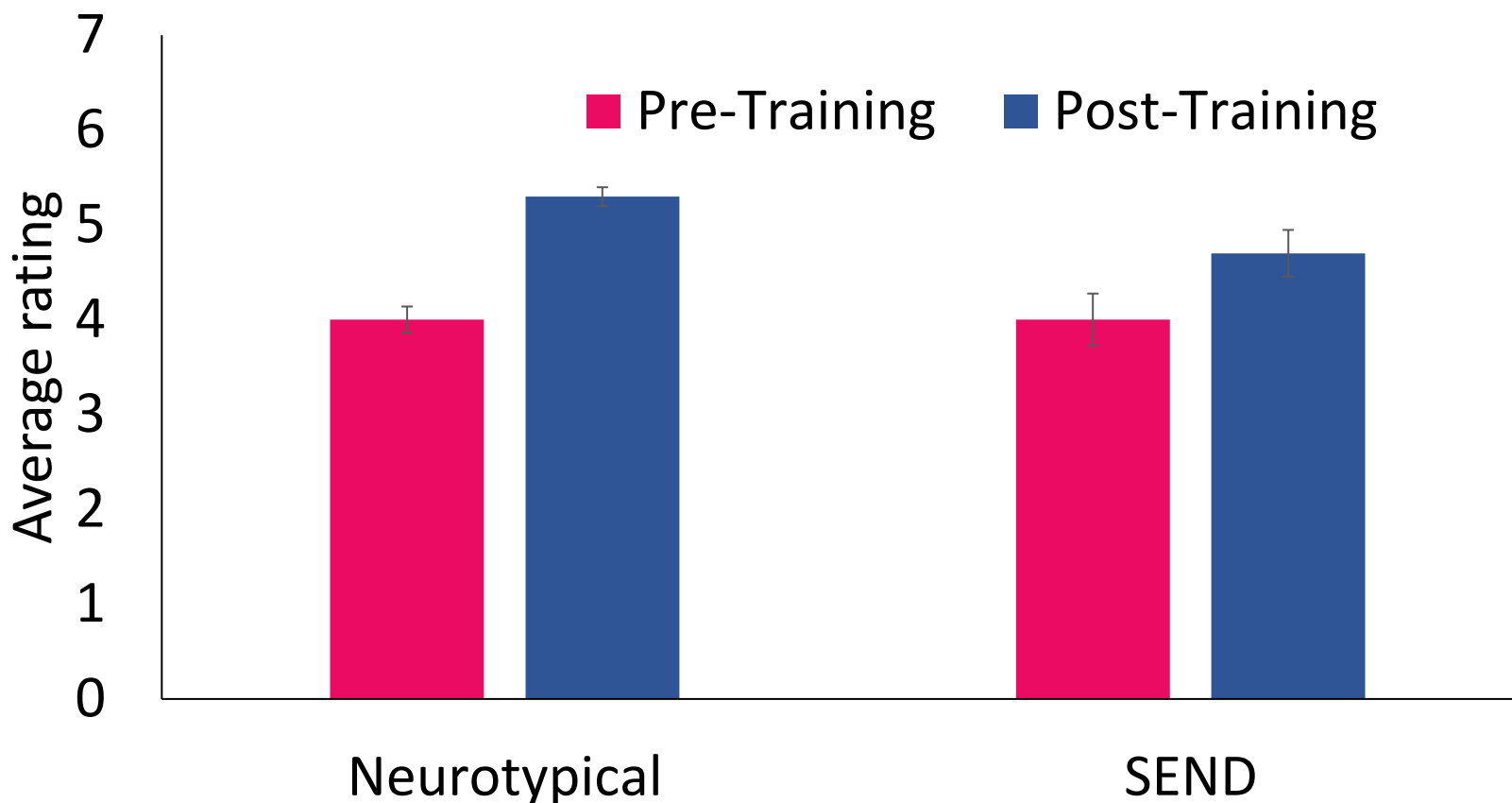
- 18 one-hour courses
- 160 young people
- 38% female
- 25% SEND participants
- Non-drivers (70%)
- Learners (14%)
- Recently passed (16%)
- Pre/post evaluation



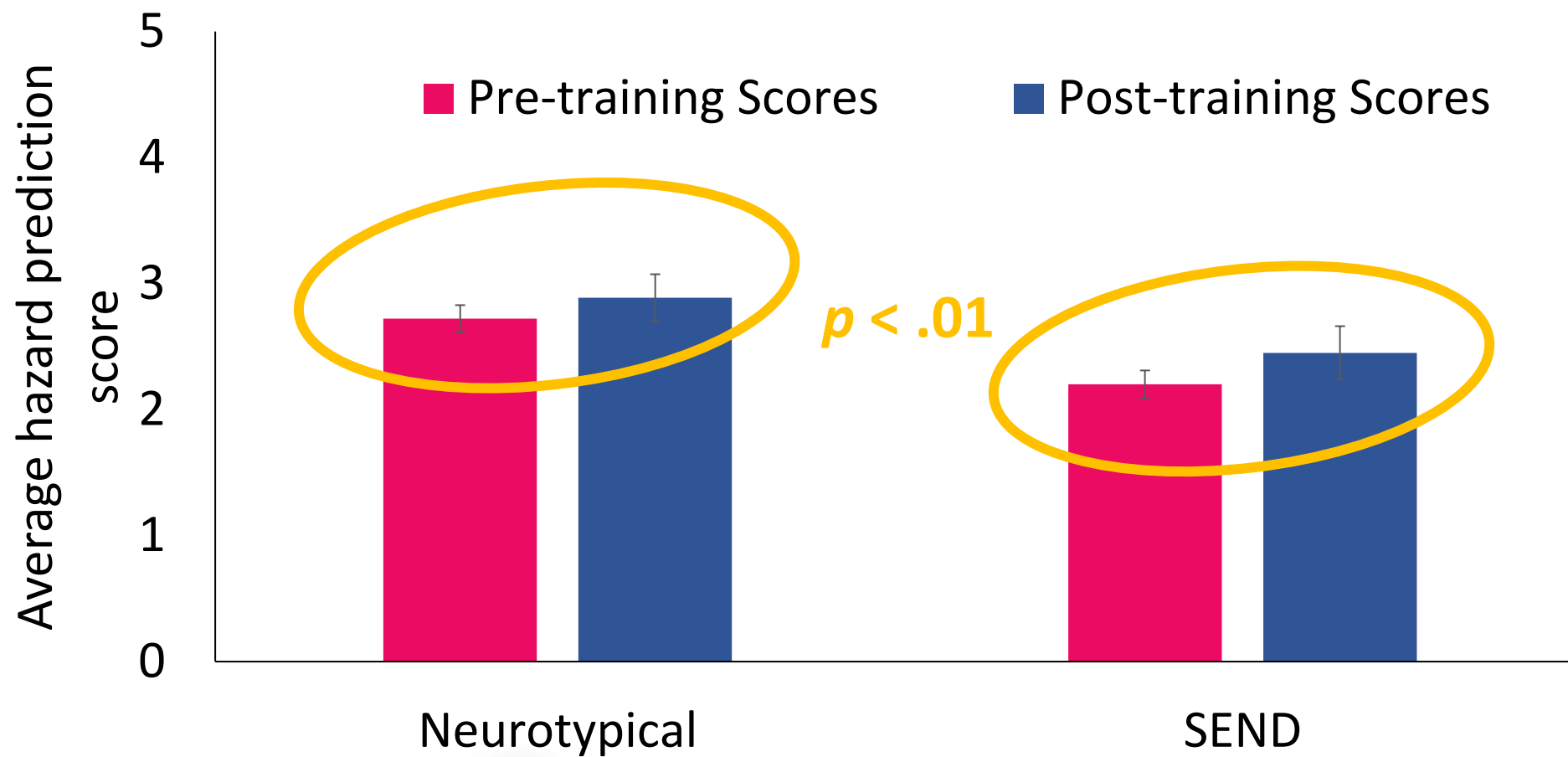
# Feedback







How good do you think you are or will be at spotting hazards?



# Conclusions

- The course was well received by parents and students
- Students thought the course improved
  - *knowledge* of the test
  - *understanding* of the processes
  - their *ability* to spot hazards in the future
- Scores on the test are moving the correct direction, but available time prevented more robust measures
- SEND students have greater hazard perception challenges



# Thank you for listening



# Reed in Partnership

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