

# LDMP Toolkit



## **ACKNOWLEDGEMENTS**

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## LEARNER DRIVER MENTOR PROGRAMS

Tasmania's Graduated Licensing System (GLS) requires car learner drivers to gain a minimum 80 hours, including 15 hours at night, of supervised on-road driving experience before they can sit a driving assessment and if successful, obtain a provisional driver licence. The rationale behind this is simply that the more time spent in the supervised learner stage, the more experienced a learner will become in a variety of driving conditions and the less likely they are to be killed or seriously injured in a crash once they begin to drive on the road solo.

It is recognised that for some learner drivers in our community, accessing a suitable car and/or supervisory driver to gain the required minimum 80 on-road hours is extremely challenging.

LDMPs are community based-programs that provide disadvantaged learner drivers with the opportunity to access a car and a supervisory driver to assist in the development of their on-road driving skills.

It is critical that these people are supported to enter the licensing system as this decreases the risk of unlicensed driving and encourages mobility within the community and increased job prospects.

The core function of LDMPs is to assist learner drivers who don't have access to a suitable car or supervisory driver to obtain their licence. For the purposes of participating in an LDMP, a learner is considered to meet the disadvantaged criteria if they:

- A) DO NOT HAVE ACCESS TO A SUITABLE SUPERVISORY DRIVER AND/OR CAR;  
AND
- B) ARE ON A LOW INCOME AND ARE NOT ABLE TO AFFORD PROFESSIONAL DRIVING LESSONS TO GAIN THE MINIMUM HOURS REQUIRED TO OBTAIN A DRIVER LICENCE.

### Using this Tool Kit

It is recognised that there are three key features that must be efficiently and effectively managed to run a successful program, including:

- Learners
- Mentors

- Car(s)

This Tool Kit is designed to assist LDMPs, Program Coordinators and auspicing bodies to understand and manage the common features of a successful program.

## **SUPERVISED DRIVING**

### **Why are young drivers at risk?**

Road safety research across the world tells us that novice drivers are at an increased risk of being involved in a serious motor vehicle crash as opposed to experienced drivers. In Tasmania this is no different, with young people between 17-25 years old representing approximately one quarter of all people killed or seriously injured on our roads. This age group has a six times greater chance of being seriously injured or killed in a crash than the rest of the population. The reasons for this include:

- New drivers are experiencing a new activity and this inexperience is a major contributing factor to crashes.
- Aligned to risk from inexperience, most new drivers are young and this relative immaturity adds further risk.
- New drivers have yet to fully automate some driving skills and have less spare capacity to assess risks when driving.
- New drivers often exhibit high-risk driving behaviours such as following too closely, driving at a higher speed and misjudging traffic gaps compared with experienced drivers.

### **Tasmania's learner car licencing system**

Under the GLS, the learner period requires the learner to complete a minimum of 12 months in the learner stage. Key components of the learner stage are as follows:

#### **Learner stage**

The learner will learn basic car handling skills.

- The learner must only drive with an appropriate supervising driver but are required to record the hours in a logbook (available to purchase from Service Tasmania stores).

- Will as they progress through the learner stage gain greater experience and learn more advanced driving skills, such as being aware of hazards and avoiding risks.
- Must drive for a total of at least 80 supervised driving hours, including 15 hours at night, and record these hours in the Learner logbook or the Plates Plus Logbook App.
- Must pass a hazard perception test as well as the practical driving assessment at the end of the learner stage, before moving on to the provisional stage.

For more information on the GLS refer to the Tasmanian Road Rules Handbook, Novice Driver Kit or visit: [https://www.transport.tas.gov.au/licensing/getting\\_your\\_car\\_licence](https://www.transport.tas.gov.au/licensing/getting_your_car_licence)

## HOW TO OPERATE A SUCCESSFUL LDMP?

Successfully managing all aspects of a LDMP including learners, mentors and cars is the responsibility of the Program Coordinator. A program must be equally strong in each of these areas for a program to be successful.

In order for the Program Coordinator to do this they must be fully supported by the program's auspicing body, they must be allocated an appropriate amount of weekly working hours that matches the needs of the program they are managing, and they must spend those hours strictly dedicated to managing the program.

### Role of the auspicing body

Most LDMPs are supported by an auspicing body. For the purpose of receiving grant funding, programs are to be incorporated. Grant funding agreements are made with the auspicing body and the auspiced program provides the agreed service (i.e. learner driver mentoring). The auspicing body is responsible for all legal and insurance matters.

If a LDMP is to be sustainable, its auspicing body must be fully committed to the program, endorse it as a priority and build it into ongoing operations. This is critical and can justify their commitment of vital resources (e.g. staff, a venue, administrative support, etc.). In applying for grant funding it is expected that auspicing bodies provide a reasonable amount of in-kind support for programs.

### Steering Committee

Some LDMPs choose to set up a Steering Committee to assist with overseeing the success of a program. A LDMP Steering Committee assists the Program Coordinator to set the goals, objectives, budget and strategic directions and policies and procedures for a program. Usually, members of a LDMP Steering Committee include the Program Coordinator, relevant representative/s from the program's auspicing body, representatives from organisations or local businesses that support the program and sometimes even long-term program mentors. In governing the LDMP the Steering Committee usually adopts the rules of the auspicing body.



## Managing a LDMP

### Program Coordinator

A program could not run effectively without a dedicated Program Coordinator. The role of Program Coordinator requires an individual to have strong people, management, and administrative skills. All these skills are essential and necessary to run a successful LDMP. In many cases, LDMP Program Coordinators have worked in the communities their programs are based in and have developed a strong knowledge of and connections within the local community. In many instances, this background makes an individual an even more desirable candidate for the Program Coordinator role and in many cases, contributes further to the success of a program.

**An example Program Coordinator Statement of Duties is attached at Appendix A.**

Examples of some of the key tasks Program Coordinators are expected to perform are detailed below.

LDMP Program Coordinator – Key Tasks:
<ul style="list-style-type: none"><li>• Ability to work with a range of people from diverse backgrounds.</li><li>• Ensuring that policy, legal and insurance requirements are met.</li><li>• Circulating program information to all stakeholders.</li><li>• Identifying and managing program risks.</li><li>• Implementing day-to-day procedures such as coordinating car bookings and maintenance.</li><li>• Recruiting, screening, and selection of Learner Drivers and Mentors.</li><li>• Induction of Learner Drivers and Mentors.</li><li>• Managing learner referral processes.</li><li>• Matching Learner Drivers and Mentors.</li><li>• Daily management of volunteer and learner issues.</li><li>• Relationship management.</li><li>• Ensuring participants and volunteers follow standard processes and procedures.</li></ul>

- Providing sound performance feedback and support to supervising drivers and learners.
- Seeking financial support and sponsorship.
- Budgeting.
- Record keeping and evaluations.
- Reporting to funding and auspicing bodies.
- Liaising with referral and other stakeholder agencies.
- Ensuring the vehicle(s) is registered, roadworthy and maintained.
- Maintain a booking system for vehicle use.
- Developing/implementing incident management and grievance policies.
- Organising regular opportunities for Mentors to meet and troubleshoot.
- Organising ongoing mentor training.

It is generally considered that 10 hours per week is the minimum a Program Coordinator should be working to run a successful LDMP with one car and three days (approximately 20-24 hours) for a program with two cars.

The following section provides advice to Program Coordinators about how they should seek to manage the key features essential to running a LDMP.

## Essential LDMP feature: Learners

The primary role of a LDMP is to provide disadvantaged learner drivers with opportunities to access a suitable supervisory driver and car to practice their driving. Within each community there are many learner drivers that could benefit from the service a LDMP provides. It is the role of the Program Coordinator to successfully promote this within their community, engage learners in the program and support and encourage them throughout their learner driver journey with the program – however far they may go.

### Where and how to successfully recruit learners?

The way in which a Program Coordinator seeks to attract learner drivers to their program depends largely on the target group and the drivers within a local community. Program Coordinators should get to know the community they are working with and what is important to them. Sourcing learner drivers is most likely to succeed if the program has links with local organisations that have day-to-day relationships with disadvantaged people, such as youth services, health services, out of home care providers, local councils, charities and youth justice providers including Police and the local PCYC. In most cases these organisations will refer clients to you directly. It could be beneficial to have a representative from one or more of these groups sit on the program's steering committee as it can strengthen their commitment to help.

There should be no shortage of willing participants if a Program Coordinator gets the word out among organisations that support young people or others in need of assistance. People seeking help may even approach the Program directly.

Using a variety of communication methods will ensure you reach a wider audience. It's important to understand what communication methods your community most engages with.

Some ideas for communicating with learners include:

- Social media
- Face-to-face discussions
- Local media
- Letters
- Local advertisements

It may require trial and error to work out what method works best for an individual community or target group. It is a good idea for Program Coordinators to seek feedback on their communication methods so they can actively seek to improve it.

### Screening learners

Once you have interested learners, it is important that they are able to demonstrate that they are disadvantaged. The core function of LDMPs is to assist learner drivers who don't have access to a suitable car or supervisory driver to obtain their licence. For the purposes of participating in an LDMP, a learner is considered to meet the disadvantaged criteria if they:

- C) DO NOT HAVE ACCESS TO A SUITABLE SUPERVISORY DRIVER AND/OR CAR; AND
- D) ARE NOT ABLE TO AFFORD PROFESSIONAL DRIVING LESSONS TO GAIN THE MINIMUM HOURS REQUIRED TO OBTAIN A DRIVER LICENCE.

It is the responsibility of the steering committee or Program Coordinator to determine suitable eligibility criteria for assessing whether potential participants **strictly** meet the disadvantage criteria. Although the following factors alone do not automatically guarantee a potential participant a place in a LDMP, they do assist to determine an individual's circumstances and level of disadvantage.

- Holder of a Healthcare or Pensioner Concession card.
- Socially isolated or living in a remote area (no public transport).
- From low socioeconomic area and high unemployment.
- Experiencing language and literacy problems.
- Migrants or refugees.
- Have little or no family support.

Some programs may only seek to service learners with a multicultural background (i.e. The Migrant Resource Centre).

**More information on screening and evaluating learners is attached at Appendix B and a Learner Drivers Information Kit including an example intake form is attached at Appendix C.**

Some LDMPs choose to make it a requirement that the learner has a minimum number of lessons with a professional driving instructor prior to participating in the program. This allows

the LDMP to know the level of competency of the learner and will help in matching the learner with a suitable mentor. If these sessions are part of your program you will need to budget for the lessons. A partnership with a driving school may include a reduced rate for the ongoing referral of new learners to complete the minimum requirement of lessons. If the lessons are not part of your program, the requirement for prior lessons and proof of lessons will need to be included in the criteria for participation.

**An example of a driving school assessment sheet is attached at Appendix D.**

### **Support to pre-learners**

Some learners, like those from a 'disadvantaged' background, may need support outside the practice sessions in the car. If a program accepts pre-learners and supports them to gain their learner licence, there could be several underlying reasons why they did not have a learner licence prior to joining your program and they may need help with these. One of the reasons may be literacy issues. If so, they can access the Learner Licence Assistance Program (LLAP) managed by the Department of State Growth (State Growth), whereby individuals are given one-on-one assistance to successfully complete their online Learner Driver Knowledge Test.

### **Learner program induction**

All learner drivers entering a LDMP will be required to receive induction training prior to undertaking practical driving. The participants will need to be aware of your LDMPs objectives, roles of key personnel, expectations, requirements, and program processes. Induction training may be conducted by the Program Coordinator or with the help of senior mentors. To ensure induction is comprehensive the Program Coordinator may also engage expert help from Driving Assessors, Driving Instructors, Police, and road safety educators.

A learner driver induction process may involve the following:

- An interview with the Program Coordinator to facilitate matching with a suitable mentor.
- Explain the LDMPs expectations, including objectives and policies and a discussion about expected conduct and commitment.
- Role expectations, including differences between a mentor and professional driving instructor.

- The way the program will work for each practice session (including before, during and after the sessions).
- Explanation of the Graduated Driver Licence System.
- The logbook - its requirements and how to fill it in.
- Information on local Driving Instructors and how they can enhance their driving experiences.
- Discussion about the roles and responsibilities of mentors and learner drivers.
- Road rules knowledge and where to access further information.
- Importance of road safety and the role low risk driving plays in keeping drivers safe.
- Support available (knowing that the Program Coordinator is accessible).
- Incident management (e.g. what to do if a crash occurs).
- Run through of the systems for booking vehicle(s) use and maintenance.
- Feedback and program input opportunities (formal/informal and group/individual).
- Grievance procedures and personal safety.

**An example of a participant agreement is attached at Appendix E.**

### **How to successfully retain learners?**

Keeping learners motivated and engaged will be the key to retaining them in the program. Many will be in the program for some time while they accumulate their 80 hours of driving and they will have other competing demands including, personal circumstances, family, study, and work commitments.

Program Coordinators and mentors can keep learners engaged in the program by:

- Carefully matching learners and supervisors.
- Regularly acknowledge learners and their progress through formal and informal channels.
- Break up the process by setting intermediate goals and rewarding learner drivers for achieving them – such as a reward for every 10 hours of driving practice. This can include a special mention in meetings, certificates, vouchers or public acknowledgement.
- Acknowledgement when learner drivers move from one stage of the learner period to the next.

- Give learners the chance to provide feedback to the program coordinator about their learning experience.
- Use program newsletters to promote achievements of learners.
- A public celebration of each 'graduation' from the program – perhaps at a gathering where all learner drivers have been invited.

## **Essential LDMP feature: Mentors**

Mentors are critical to the success of any LDMP. They are the people who give their time to provide learners with supervised driving experience on the road. Mentoring a young person to develop their driving skills can be a rewarding experience but it can also be a significant commitment. It is up to the Program Coordinator to ensure the experience of a mentor remains positive and fulfilling so they continue to give their time to the program. This is probably the most challenging aspect of running a LDMP and it is widely recognised as such.

### **Where and how to successfully recruit mentors?**

A program will be more successful if it can attract the right people to volunteer their time as mentors. It is important for the ongoing running of the program but also for the learners and their experience in the car when on the road. Supervisor drivers can be recruited from several sources, but a thorough selection process is critical to ensure they are suitable for the program and are able to commit sufficient time.

Program Coordinators ideally should be looking for people with a great sense of community spirit, an interest in the welfare of others (particularly young people) and spare time. Likely candidates will come from different walks of life. It's a good idea to approach retirees (especially driving instructors, police, and teachers) and community service clubs like Rotary and Lions.

Ideas for recruiting mentors include:

- Getting in touch with volunteer and job agencies
- Approaching organisations
- 'Word of mouth' approach
- Distributing flyers i.e. letter box drops
- Pull up banners that are rotated around businesses/locations

- Having a stall at events (shows and related expos)
- Ask the learner client to source their own mentor for the program
- Service clubs and other community groups
- Churches, other religious and charitable groups
- People currently working as volunteers in other settings
- People currently not working full time who might be interested in volunteer work
- Members of sports and leisure clubs
- Companies who run a local volunteer community support program
- Car clubs
- Placing an article in the local school or council newsletter
- Community announcements on local radio

Volunteering Tasmania ([volunteeringtas.org.au/](http://volunteeringtas.org.au/)), the Tasmanian arm of Volunteering Australia ([govolunteer.com.au/](http://govolunteer.com.au/)), can provide advice on effectively engaging and managing volunteers.

**An example of an Expression of Interest application for volunteers is attached at Appendix F.**

Important: LDMPs must not charge learners for supervised driving experience. If mentors 'provide instruction for reward' they are required to obtain an ancillary certificate in driving instruction under the *Vehicle and Traffic Act 1999*. Be aware you may be entering into this realm if, for example, you pay a mentor, you or the mentor collect money from a learner, or you reimburse the mentor for costs not associated with the provision of the services (i.e. personal costs).

### Screening mentors

To screen mentors effectively a program should have a formal application process. This process will help Program Coordinators work out whether the potential mentor's commitment matches the program's needs and expectations (e.g. can they put in the required hours? Have they had experience supervising a learner driver before?).

A suitable mentor **MUST**:

- Hold a current Full Car Licence without a period of suspension or disqualification during the past two years.



- Hold a 'Working With Vulnerable People' card. Further information can be found on the Consumer, Building and Occupational Services website:  
<https://www.cbos.tas.gov.au/topics/licensing-and-registration/work-with-vulnerable-people>

A suitable mentor should:

- Be a capable and competent driver.
- Hold a healthy attitude towards learner drivers.
- Agrees with the program's objectives.
- Keen to help people gain their licence.
- Genuine empathy with your learner target group.
- Express a commitment to the program and agree to comply with program ground rules.

In volunteering their time, a driving mentor must be prepared and able to:

- Work with a range of people from diverse backgrounds.
- Plan sessions of supervision with the learner driver (The Supervisory Drivers Handbook is a useful resource for this).
- Supervise learner driver/s.
- Feedback and support for the learner driver.
- Complete the learner driver's logbook.
- Understand and comply with program policies and procedures.
- Promote safe driving attitudes and behaviours.

**An example Mentor Statement of Duties is attached at Appendix G.**

## Mentor program induction

All mentor volunteers will be required to receive induction training, so they understand a LDMPs objectives, roles, requirements, and processes. Induction training may be conducted solely by the Program Coordinator, or they may engage expert help from Driving Assessors, Driving Instructors, Police and road safety educators to provide an in depth induction session.

The mentor induction process should aim to involve:

- An interview with the Program Coordinator to facilitate matching mentors with learners.
- Registering with the program (as required by policy and legislation) and completing indemnity agreement and personal details for potential follow-up.
- Discussion about the LDMP's objectives and the commitment they are making.
- Clarification of the role of a 'Mentor', as distinct from an 'Instructor'.
- Discussion about the roles and responsibilities of Mentors and Learner Drivers.
- How the Tasmanian Graduated Licencing Scheme works.
- Run through of the systems for booking vehicle(s), use and maintenance.
- Cultural sensitivity training for Mentors working with minority groups.
- Discussion about ethical, insurance and legal issues.
- Information on completing the learner log books.
- Road rules knowledge.
- Support available (knowing that the Program Coordinator is accessible).
- Feedback and program input opportunities (formal/informal and group/individual).
- Incident management (e.g. what to do if a crash occurs).

It is good practice to assess the driving skills of mentors prior to them undertaking supervisor driver tasks. The best way to do this is for a professional driving instructor to assess each mentor's capacity to drive safely and pass on correct information to learners. State Growth's Driving Assessors work closely with LDMPs, assisting mentors to develop these skills and provide them with accurate and update-to-date information relating to driving assessment practices and the road rules. Alternatively, a senior mentor at your LDMP may be able to undertake this function.

**More information on Mentor inductions is attached at Appendix H.**

## How to successfully retain mentors?

Retaining mentors, especially experienced ones, is a key aspect of maintaining a sustainable LDMP. Losing mentors will reduce a LDMP's capacity to support learner drivers, as it takes time and resources to recruit, screen and train new mentors. Developing strategies to help the program retain mentors is important. The following strategies will help retain mentors:

- Recruit and appropriately screen mentors
- Induction of mentors
- Matching mentors and learners appropriately
- Providing training and development opportunities where appropriate

Other strategies to help with retention of your existing mentors may include:

- Reward and recognition
- Mentor breakfasts
- Christmas celebration
- Act on Mentor feedback where appropriate
- Frequent one on one conversations with mentors
- Mentor group meetings
- Quality inductions
- Have features on mentors in LDMP newsletters
- Encouraging/ facilitating autonomy
- Understand what volunteers want out of the mentor experience
- Celebrate success
- Personally thank mentors for their work
- Get them to help with the induction of new members

It is important to note that it is a legislative requirement that mentors are NOT paid or financially rewarded for their work with a LDMP.

## Matching mentors and learner drivers

The quality of the experience of a learner and a mentor involved in a LDMP will depend on the successful relationship between the two. A good match builds trust and encourages the learner and mentor to stay in the program and gain the number of on-road hours required for a learner to successfully gain their licence. It is the responsibility of the Program Coordinator to match individuals based on expected compatibility (i.e. similar personalities, temperament, interests, cultural sensitivity, etc.). Getting to know both learners and mentors involved in the program well will assist with getting this right. Providing regular opportunities for mentors and learner drivers to give feedback will allow for any arising issues to be resolved quickly or for the individuals to be rematched if required.

### **Essential LDMP feature: Car/s**

Some LDMPs have one car, and some have two or more. It is important a LDMP has full access to a car and that it is used solely for the purpose of the program as it is the central component that brings together mentors and learners and enables a mentor to supervise a learner to gain on-road driving experience. Programs are encouraged to consider car sharing with neighbouring programs, where appropriate, to maximise usage and reduce costs associated with the car, especially if a program has two cars and it is not being utilised to its full capacity. It is important that cars are fully insured and are housed at a safe, secure, and accessible location.

### **Purchasing/ upgrading car/s**

When looking to purchase a suitable car for a LDMP it is important to consider the following:

- How safe is the car? – You can find this information out by talking to the car dealer or by checking the safety rating at [ancap.com.au](http://ancap.com.au) for new cars or for used cars visit [howsafeisyourcar.com.au](http://howsafeisyourcar.com.au) or [howsafeiyourfirstcar.com.au](http://howsafeiyourfirstcar.com.au). Obviously the higher the safety rating, the better protection the car will offer in the event of a crash.
- Any new car purchased should have a five-star ANCAP rating.
- Transmission – It is recommended that most programs have only an automatic car as an increasing majority of young drivers choose to learn to drive this way. It is also the easiest and quickest way to learn. A manual should only be considered as a second car or should a program have a strong and demonstrated demand for a manual car.

- Dual control – some programs choose to have dual controls installed in their cars. This is not essential but can make it easier depending on the participants involved in the program, for example non-English speaking learners (If considering this, speak to DMT or State Growth for more information).

### Car booking system

Driver Mentoring Tasmania (DMT) facilitates the use of a computer-based car booking system, YLOO. All LDMPs are required to use YLOO. The system assists DMT to gather accurate and timely program data. It assists programs with the efficient and effective management of their cars. YLOO allows live reporting for DMT or State Growth to obtain if they need, reducing the time spent by Coordinators and Mentors.

### Maintaining program car/s

The Program Coordinator must ensure that all car/s used in a LDMP comply with the *Vehicle and Traffic (Vehicle Standards) Regulations 2001*. This requires that all car/s are: ‘mechanically sound and all safety features are in full working order each time they are used.’

It is recommended that programs have their car/s serviced regularly and develop clear guidelines for general maintenance issues (i.e. fuel, oil, tyre checks).

**A suggested procedure for car maintenance is outlined below.**

Who is responsible	When	Activity
Mentor and learner	Pre drive session	<ul style="list-style-type: none"> <li>• Visually inspect tyre pressures and tread.</li> <li>• Check windows and mirrors for cleanliness, clean if dirty.</li> <li>• Check operation of signal indicators.</li> <li>• Check operation of brake lights.</li> </ul>
	Post drive session	Complete repair notification advice for any defects or damage that occurred during the drive.
Delegated staff member	Weekly	<p>As for daily mentor checks, but also check:</p> <ul style="list-style-type: none"> <li>• Oil and coolant levels</li> <li>• Windscreen washer levels</li> <li>• Tyre pressures</li> <li>• Brake fluid</li> <li>• All lights</li> </ul>
	Scheduled maintenance	Car to be serviced in accordance with vehicle servicing handbook.
	Specific repairs	Book car in for specific repairs as identified on repair notification advice.

Involving the learner in the pre and post drive checks will emphasise to learners the importance of vehicle maintenance and will get them into the habit of making regular checks once they have their own car and are driving solo.

## Other tasks that support program success

As well as effectively managing the three essential components of a LDMP, a Program Coordinator must also undertake other key tasks that contribute to the overall success of a program.

### Developing an Operational Plan

An Operational Plan is important for any program as it sets out the keys objectives of a LDMP. This document helps to guide the program and key tasks for a Program Coordinator. It also provides the program with a strategic focus and is useful to refer to when seeking funding or support from external sources.

**An Operational Plan template is attached at Appendix I.**

### Developing policies and procedures

It is important that all programs have clear policies and procedures in place for all aspects of the program. The needs of each program are different but generally a LDMP should develop policies and procedures for:

- Recruitment (learners and mentors)
- Behavioral and grievances
- Car usage
- Maintenance
- Health and safety

**Examples of policy documents for a LDMP are attached at Appendix J and K.**

Policies and procedures provide guidelines for undertaking key tasks relating to the management and operation of a LDMP in a consistent and appropriate manner. Policies and procedures ensure that everyone's roles and responsibilities are clear, and they also help to protect individuals. It is up to the Program Coordinator to write these to suit the Program's needs and to ensure they remain up-to-date and relevant.

## Setting and keeping to a budget

It is important that a Program Coordinator has a full understanding of their program's available finances, sets out an annual budget that is appropriate for the program and maintains the program's commitment to its budget. This is important as LDMPs run under tight budgets and run based on receiving government and community support (both in-kind and financial).

**An example program budget template is attached at Appendix L.**

## Tracking program progress

Evaluating key aspects of a program helps to track how an LDMP is going towards achieving its objectives, provides justification for continued funding and provides valuable information on ways to improve program delivery. Two types of evaluation that can assist track the progress of a program are outcome evaluation and process evaluation.

Outcome evaluation is when an examination of whether program objectives are being met is undertaken. To undertake this type of evaluation, the following information would be collected:

- The number of learner drivers and mentors recruited to the program.
- The number of supervised driving hours logged.
- The number of learner drivers and mentors who drop-out and their reasons for leaving the program.
- The number of learner drivers who go on to pass the practical on-road driving assessments.

Process evaluation is when an examination of how a program is working and how it could be improved is undertaken. To undertake this type of evaluation, the following information would be collected:

- The ways in which Learner Drivers and Mentors became aware of the program
- Program satisfaction levels of all stakeholders, including supporting agencies
- Stakeholder perceptions of possible improvements to the program
- An audit of the quality of mentoring provided to Learner Drivers
- Feedback on the quality and usefulness of the induction



## Participating in information sharing between programs

Sharing information with other LDMPs helps to improve the quality of programs in Tasmania and is strongly encouraged. Sharing information can include sharing successful methods for recruiting learners and mentors, sharing contacts, and sharing program management documentation, policies, procedures and forms including induction packages and training programs.

DMT aims to regularly facilitate opportunities for Program Coordinators to communicate and meet face-to-face.

For contact details of other LDMPs visit the DMT webpage [drivermentoringtasmania.org.au](http://drivermentoringtasmania.org.au), Facebook or contact DMT directly.

Establishing close relationships with neighbouring programs can also create opportunities for resource sharing and possibly program consolidation, where appropriate.

## Meeting reporting requirements

YLOO allows for live and immediate reporting to DMT and State Growth and as such you will not be required to send your monthly reporting figures. DMT will be able to get all the information needed to ensure that your LDMP is still meeting its targets and requirements.

## Celebrating success

It is important to regularly acknowledge the achievements of all those involved in a LDMP. This is something that often gets overlooked but is essential to creating and maintaining an engaging and rewarding experience for those involved in the program. Celebrating the success of an individual or the program is not limited, it can be small or large, formal or informal.

## SUPPORT FOR LDMPs

### Driver Mentoring Tasmania

DMT is the peak body representing LDMPs in Tasmania. DMT has a volunteer board and a paid state-wide Coordinator. The role of DMT is to:

- Represent and lobby to government on behalf of member LDMPs (i.e. for funding).
- Provide high level support and advice to individual LDMPs, including providing tools and advice for managing and administering programs and recruiting and retaining mentors and learners.
- Collect data from LDMPs and report on performance to State Growth monthly.
- Work with Government to identify, prioritise and implement business improvements to support LDMPs.

In addition, DMT is a member of the Funding Assessment Panel that allocates government funding to LDMPs.

The DMT Coordinator meets regularly with all LDMPs to assist programs to operate at their fullest potential and to address any emerging issues.

### Contacting DMT

Garry O'Byrne – State-wide Coordinator

Mobile: 0409 832 764

Email: [garry.obyrne@drivermentoringtasmania.org.au](mailto:garry.obyrne@drivermentoringtasmania.org.au)

## Funding for LDMPs

Initial and ongoing funding is critical to the long-term sustainability of LDMPs. The two primary avenues for funding are the Government funded LDMP Funding Program and locally sourced sponsorship.

### LDMP Funding Program

The Tasmanian Government has been a long-time supporter of LDMPs. Current funding is available from the Road Safety Levy, to support DMT and LDMPs.

Programs can apply for funding to establish, consolidate, or expand their LDMP, providing they can demonstrate a strong business case that is in line with the funding request.

Some examples of what LDMPs may apply to use funding for:

- Coordinator wages (i.e. will fund for more days if looking to expand program);
- Day-to-day running costs of vehicle/s ;
- Local campaigns aimed at recruiting new mentors and/or learners.
- Obtaining National Police and Working With Vulnerable Persons (WWVP) checks for mentors; and
- Administration costs.

Under the funding program, LDMPs are required to meet the following reporting and performance requirements, including:

- Achieve minimum on-road hours (1x car =60-80 hours per month) (2 x cars = 120-160 hours per month).
- Attend workshops (as scheduled).
- Provide completed Program Evaluations, including an acquittal (as required).
- Provide monthly data reports to DMT.
- Spend the number of hours per week funded by the grant to manage programs.

These requirements have been introduced to increase the performance of LDMPs.

For more information on the funding program, including applications forms and eligibility and assessment criteria, visit: [transport.tas.gov.au/roadsafety/people/mentor](https://transport.tas.gov.au/roadsafety/people/mentor).

## Local sponsorship

Some LDMPs have successfully sought external funding and harnessed local industry to meet ongoing costs including for the provision and maintenance of a car/s, fuel sponsorship and advertising. LDMPs are encouraged to think creatively when it comes to community funding opportunities as there are many funding bodies with an interest in road safety, youth, employment and minority groups that could potentially be encouraged to support a LDMP.

Possible sponsorship sources include:

- Local Government – Local councils have provided support in the form of demographic profiles, supporting policy endorsing programs, access to a car/s or parking, venues to run the program and personnel time for Program Coordinators.
- Other Government agencies - From time-to-time other government grants (Federal Government or other State Government agencies) become available that can be accessed by community groups including LDMPs.
- Community funding opportunities – There are several funding bodies with a core brief to support community-based initiatives. The Tasmanian Community Fund is one potential source that is very relevant to LDMPs ([www.tascomfund.org/](http://www.tascomfund.org/)).
- Local business, groups, organisations – Car maintenance and fuel are often sponsored by a local service station, car dealers or mechanic and some businesses have provided cash donations.
- Media – As part of its community service and social responsibility brief, the media can not only raise the profile of the program and assist in recruitment, but it can also highlight success stories.

## LDMP Branding

A central LDMP branding has been developed to provide central resources that all programs can use. This includes videos, webpage, posters, and flyers.

The videos and website can be found at [www.ldmp.com.au](http://www.ldmp.com.au).

For posters and flyers contact State Growth at [ldmp@stategrowth.tas.gov.au](mailto:ldmp@stategrowth.tas.gov.au).

## **Appendix A – Example Program Coordinator Statement of Duties**

### **Position Description**

#### **Co-ordinator**

**This position is for 15 hours per week**

#### **Reviewed and Updated 1/3/2015**

Wheels4work is a not for profit organisation auspiced by the Ravenswood Neighbourhood House supporting people to gain the driving hours required for them to achieve their goal of getting their PI licence.

Responsible to the Wheels4work Manager

#### **Tasks for Co-ordinating program**

- Data entry and spreadsheets for collating data.
- Meeting with Learners explaining the program and supporting them to fill out referrals and data required for wheels4work.
- Induction with learner checking licences and information on any special needs.
- Communicate with learners regularly to update where they are on the waiting list.
- Recruit mentors and learners.
- Talk with Organisations about opportunities with mentoring.
- Ensure mentors are kept informed about any changes in their calendar day and any underlying information is passed on to support our learners.
- Ensure checks are completed re Mentors.
- Look at opportunities for sustainability into the future for the program.
- Engage with organisations and develop partnerships.
- Prepare reports for auspicing body meetings.
- Support writing grants for the organisation with the manager.
- Monitoring compliance with programs Policies and procedures.
- Organise regular mentor meetings.
- Reporting to funding and auspicing bodies.
- Ensure cars are kept clean and tidy and damage is reported immediately to the manager within 24 hours.
- Report any incidences to the manager within 24 hours.

If the co-ordinator is sick or on holiday's the manager will maintain the support to the program

The co-ordinator is to keep the manager informed of any incidents that relate to the program or participants and mentors.

## Appendix B – Example Learners Pre-Evaluation Form

### Learner Driver Pre-Evaluation Form

Purpose: This form is used to assist the program in measuring the impacts that participating in the Learner Driver Mentoring program provides to Learner Drivers. Names are collected for measuring purposes only and are not recorded.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

1. Do you currently attend/participate in any of the following?

- ☐ School
- ☐ Employment
- ☐ Training
- ☐ Volunteering
- ☐ Community Events
- ☐ Quality time with friends

If yes, how regularly do you participate in the following:

- ☐ School \_\_\_\_\_ hours, \_\_\_\_\_ days, per week
- ☐ Employment \_\_\_\_\_ hours, \_\_\_\_\_ days, per week
- ☐ Training \_\_\_\_\_ hours, \_\_\_\_\_ days, per week
- ☐ Volunteering \_\_\_\_\_ hours, \_\_\_\_\_ days, per week
- ☐ Community events \_\_\_\_\_ hours, \_\_\_\_\_ days, per week
- ☐ Quality time with friends \_\_\_\_\_ hours, \_\_\_\_\_ days, per week

2. Do you feel that NOT having your driver's licence has prevented you from attending/participating in any of the following?

- ☐ Employment
- ☐ Training
- ☐ Participating in community events
- ☐ Spending quality time with friends
- ☐ Attending school
- ☐ Volunteering

3. Please read the following statements and select the one that best describes how you feel about yourself

- ☐ Confident, assertive, happy with who I am and how I feel
- ☐ Happy with myself but could feel better
- ☐ Ok, most of the time but would like to be more confident and feel better about myself

☐ Not happy, lacking confidence and do not feel good about myself

**For the next questions circle the number that you feel best describes you.**

5. How happy are you with the amount of time you spend with friends and other contacts?

Not Happy-----Ok-----Very Happy

**1    2    3    4    5    6    7    8    9    10**

6. Do you have opportunities to meet or speak to new people?

Not a Lot -----Ok-----A Lot

**1    2    3    4    5    6    7    8    9    10**

7. Do you have opportunities to engage in activities you find enjoyable?

Not a Lot -----Ok-----A Lot

**1    2    3    4    5    6    7    8    9    10**

Any other comments:

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Thank you for taking the time to complete this form, all information provided is kept confidential.

## Appendix C – Example Learner Drivers Information Kit

**GREENLIGHT**



### Learner Drivers Information Kit

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Greenlight is a Learner Driver Mentor Program (LDMP) operating in the northern suburbs of Hobart. Greenlight is focused on assisting eligible learner drivers to gain 80 hours of supervised driving, which is the required amount to obtain a provisional license (P-plates).

There are people in the community who cannot afford driving lessons or who are unable to access the support required to learn to drive a vehicle. This can restrict their ability to access employment, training, or social opportunities, especially in areas where public transport is limited. These people are eligible to receive support through this program.

The Greenlight program provides the vehicle and matches learner drivers with mentor drivers who work together to attain the 80 hours of supervised driving. The aim is for the learner driver to successfully obtain their provisional licence.

#### How to Get Involved

Individuals must live in the Glenorchy, Goodwood, Moonah, Chigwell and Claremont areas. Have no access to a car and driver and cannot afford to pay for fifty hours of driving lessons.

#### Learners accessing program

Learner applicants need to accrue a minimum of 10 professional lessons.

Greenlight can support learners in applying for a NIL's loan to gain the professional lessons required to enter the program.



Learners can apply for Greenlight with a minimum of 2 professional lessons. Priority is given to those who have completed the 10 required lessons.

Please contact Carmelina on 6272 2560 / [greenlightldmp@gmail.com](mailto:greenlightldmp@gmail.com) to find out more.

### Eligibility

The program aims to assist people who are unable to access family or other support to gain the compulsory 80 hours of logbook driving experience.

To be eligible for consideration participants must:

Hold a current learner licence

Hold either a Health Care Card or Pensioners Card.

Have no access to a supervising driver or appropriate vehicle (i.e. Registered and roadworthy).

Have completed a minimum of twelve professional driving lessons for learners

Need a licence to access further employment, education opportunities, increased autonomy, and personal esteem.

Live in the Northern suburbs of Hobart (Glenorchy, Goodwood, Lutana, Moonah, Claremont or Chigwell).

For safety reasons you must speak fluent English as all our current Mentors have an English background only.

### Please note

The learner's communication skills will be assessed during the interview process to ensure safe mentoring is deemed possible. Learners with low English levels may consider contacting the Migrant Resource Centre in regard to driving lessons.

### Contact

Project Coordinator [greenlightldmp@gmail.com](mailto:greenlightldmp@gmail.com) Ph: 6272 2560

Goodwood Community Centre, 2 Acton Crescent, Goodwood, TAS, 7010

## LEARNER DRIVER REGISTRATION FORM

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Name:..... Female / Male

Address: ..... Home

Phone .....Mobile.....

Date of Birth .....

Email Address .....

Health Care Card or Pension Concession Card Number.....

Referred by Bucaan Community House ☐ Other Service .....

Drivers Licence Number ..... Licence expiry date ..... Earliest test date.....

Number of professional lessons and company..... Is English your first language No / Yes

Are you classed as a Migrant or Refugee..... When are you available for driving sessions?

.....

---

Emergency Contact

Name.....

Relationship (eg. 'partner', 'friend') .....

Telephone:.....Name of your doctor .....

Are there any prescription drugs you may be taking that might be needed in an emergency or a medical condition that emergency services would need to know?

.....

\_\_\_\_\_

I hereby give permission for the Greenlight Coordinator to keep my personal contact information on file.

Signed:.....

Name:..... Date .....

## Greenlight Learner Driver Program Agreement

I, \_\_\_\_\_ agree to abide by the following responsibilities:

To hold a current learner's licence and to supply this to the program's Coordinator

To have completed the required 12 professional driving lessons

To value and respect the effort of my volunteer mentor driver

To switch off my mobile phone (or put on 'silent') and not touch it while driving with my mentor

To be free from the effects of drugs or medications

To be responsible for my safety and the safety of other road users

To be reliable & arrive on time for my appointments

To notify the program if I cannot keep an appointment

To respect the decisions made by the program's Coordinator

To advise the Co-ordinator of any changes in circumstances (e.g. work arrangements that affect appointment times)

I agree that my participation in the program is subject to a review after 10 sessions with my mentor and if I have not met requirements and progress is unsatisfactory, I may not be able to continue with the program.

Signed\_Date\_\_

## Appendix D – Example Driving School Assessment Form

### DRIVING SCHOOL ASSESSMENT

(to be completed by Driving School representative on behalf of prospective client)

Wheels 4 Work is a Learner Driver Mentor Program (LDMP), approved by Registrar of Motor Vehicles. W4W engages volunteers (experienced drivers) from the community to assist disadvantaged learner drivers to log-up the mandatory 80 hours of road driving experience to get a provisional driver's license. W4W is a not-for-profit organization operating under the auspices of Youth Futures Inc.

Before Wheels 4 Work accepts a disadvantaged learner driver into its program, we require that our learner drivers have a minimum of 2 lessons from an approved driver training school. To provide a safe environment for our volunteer driver mentors, it is expected that some learner drivers may require more (perhaps many more) than 2 lessons. Issues of safety are very important for us.

The following checklist is for your driving school to confirm a learner driver is ready to be supported by our program. W4W requires the learner driver be assessed against the following skills prior to full acceptance into the program. Please ensure that the learner drivers reach a satisfactory standard prior to signing off. This will ensure an adequate level of safety for our LDMP volunteers. Wheels 4 Work uses a small (1.4 L) automatic vehicle.

NAME OF DRIVING SCHOOL ..... ABN: .....

ADDRESS: .....

MOB. / PHONE: ..... FAX:..... EMAIL .....

**Element or Skill**      **Learner driver's performance criteria – tick when satisfactory performance is reached**

<b>Posture</b>	Is able to adjust seating position, fit a seat belt, and adjust mirrors	<input type="checkbox"/>
<b>Cockpit drill</b>	Is able to locate and operate basic vehicle controls (accelerator; brake; gear selector; indicators lights, and horn).	<input type="checkbox"/>
<b>Start engine</b>	Applies the foot brake, selects 'park' or 'neutral' gear, then smoothly starts motor	<input type="checkbox"/>
<b>Move away</b>	Selects 'drive' gear, is comfortably able to move the vehicle away. Looks over shoulder	<input type="checkbox"/>
<b>Stopping</b>	Applies brakes smoothly, and is able to use the correct pressure to stop at required place	<input type="checkbox"/>
<b>Steering</b>	Is able to place a car in the correct or desired position (e.g. road lane, parking slot, etc.)	<input type="checkbox"/>
<b>Road law</b>	Demonstrates a good understanding of 'give way' rules (e.g. at give way signs; stop signs; T- junctions; at roundabouts, when merging) and centre road markings	<input type="checkbox"/>
<b>Observant</b>	Demonstrates an awareness of other vehicles (360 degrees). Sees road signs, road markings, and other road users (e.g. bicycles, pedestrians, etc.). Makes good use of mirrors	<input type="checkbox"/>
<b>Intersections</b>	Will give way when necessary. Enters an intersection when it is safe to do so	<input type="checkbox"/>
<b>Lanes &amp; line marking</b>	Stays within a lane; obeys road markings; selects correct lane; changes lanes safely	<input type="checkbox"/>
<b>Hazard recognition</b>	Reacts appropriately to potential hazards	<input type="checkbox"/>
<b>Speed</b>	Adopts a safe road speed. Drives according to the road conditions. Observes speed limits	<input type="checkbox"/>
<b>Signalling</b>	Signals when necessary	<input type="checkbox"/>
<b>Roundabouts</b>	Gives way when necessary	<input type="checkbox"/>
<b>Manoeuvring</b>	Able to maintain car control in a confined area. Judges distance from objects accurately	<input type="checkbox"/>

I, ..... (assessor) confirm that ..... (learner driver) has been assessed and is sufficiently competent in these performance criteria at the time of assessment. I believe he/ she is ready to be assisted by Wheels4Work.

Signed

Date

(Once completed, please provide this form to your client).

## Appendix E – Example Participant Agreement Form

### Wheels 4 work Participation Agreement.

Wheels 4 work is a non-profit organisation that supports Learners to obtain their drivers licences. Wheels 4 work Mentors are volunteers that give up their time to support the learners to reach their goal of obtaining their Provisional Licence.

Wheels 4 work management ask that all participants keep in mind that the Mentors are volunteers helping them and their time is precious. All participants are to agree to abide by the participant guidelines.

- **All Participants** are required by law to be **drug** and **alcohol free**, if a Mentor thinks the participant is under the influence, they are to reschedule the session and contact the coordinator.
- All learners must hold a current learner's licence, which is required to be shown to the Mentor before the start of every session.
- Participant's logbook (or Plates Plus Logbook App) should be brought to every session.
- All Participants are required to give 24 hours' notice if they cannot attend a driving session, failure to do this may result in a strike. If a Participant gets three strikes, the participant is placed back on the bottom of the waiting list.
- If a Participant is found to be speeding, they will be ask to slow down and abide by the speed limits, if they persist in breaking the speed limit, they will be ask to pull over and that session will be cancelled.
- All Participants are required to pay any fines they incur while driving the vehicle.
- Participants are required to notify the coordinator if they change their phone number, address or personal circumstances like your job.
- Participants have the right to ask the coordinator for a new mentor if they're not happy with the allocated mentor, mentors also have the right to contact the coordinator and request a change of participant.
- Our timetables are very full so please be ready for your session on time, each participant is allocated an hour and if you are late this means less time in the car.
- There is a waiting list, therefore you may need to wait until a space comes available. Priority is given to people who require a licence to obtain work.

I .....have read and understand the Participant guidelines for Wheels 4 work . I agree to abide by these guidelines while participating in this program.

SIGNED.....DATE...../...../20

## Appendix F – Example Volunteer Expression of Interest Application Form

### Wheels 4 Work Volunteer

## Expression of Interest Application

This may meet Centrelink activity obligations

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Ph: \_\_\_\_\_ Email \_\_\_\_\_

When are you available to supervise learner drivers?

	Morning	Afternoon	Evening
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Are there any times of year you won't be available? (e.g. school holidays)

\_\_\_\_\_

How long do you think you would like to volunteer with 'Wheels 4 Work'?

\_\_\_\_\_ 3 months + \_\_\_\_\_ 6 months + \_\_\_\_\_ 9 months + \_\_\_\_\_ 12 months+

What experience do you have working with people?

\_\_\_\_\_

\_\_\_\_\_

What skills do you think are important to be a 'Wheels 4 Work' volunteer?

\_\_\_\_\_

\_\_\_\_\_

Do you speak any language other than English? If so please give details:

\_\_\_\_\_

\_\_\_\_\_

Is there anything that may impact on your ability to work as a volunteer e.g. medical condition, medication?

If so, please give details (and attach permission to speak to Medical Practitioner)

\_\_\_\_\_

\_\_\_\_\_



## Appendix G – Example Mentor Statement of Duties

### Position Description - Volunteer Driver Mentor

The Wheels 4 Work program has been established to assist with the provision of driving experience to learner drivers who lack other means to gain the compulsory 80 hours on-road driving experience.

The Volunteer Driver Mentor will provide in-car supervision to learner-drivers enrolled in the Wheels 4 Work program. Volunteer Driver Mentors are not Driving Instructors.

#### Location:

The Wheels 4 Work program is based in Launceston, with the vehicle parked at Kings Meadows.

#### Duties:

- Provide positive support to a diverse range of participants including young people who are at risk, people who are migrants, people who have experienced long-term unemployment, and other people experiencing disadvantage.
- Assist participants develop a range of driving skills in varied driving conditions.
- Monitor the participants progress and provide appropriate learning opportunities.
- Fill in and sign the learner driver logbook.
- Record travel details in the vehicle logbook.

#### Essential Requirements:

- Current Australian full (normal) car Driver Licence.
- Successful completion of the Wheels 4 Work Volunteer Supervisor Driver Training Program. (Training is organised by the program and will take approximately 3 hours)
- Willing to provide a current Australian Good Character Check (Police Check) and compulsory Working With Children registration;
- Good communication and interpersonal skills including the ability to relate to a diverse range of participants.
- Able to work on a rostered basis. Hours of work will be negotiated between the volunteer and the participant.

#### Desirable Requirements:

- Experience with youth at risk, people who are migrants
- Previous driver training/teaching experience

#### Selection Criteria:

1. Ability to work with youth at risk, people who are migrants, refugees, highly disadvantaged unemployed and/or indigenous.
2. Well developed, communication and interpersonal skills.
3. Ability to provide appropriate in-car driving supervision and advice.
4. Demonstrated reliability.
5. Agreement and ability to complete the Wheels 4 Work Volunteer Driver Mentor Training Program.
6. Hold a current full (normal) driver license.

The Wheels 4 Work Committee's decision on volunteer appointments will be final.

## Appendix H – Example Mentor Induction - key items

### DMT Mentor Induction Key Items

Mentors must always carry a licence

Learner must always carry a licence

No disqualifications or suspensions in previous two years for a mentor

Mentor must be below .05 BAC, but really should be zero

Learner must be zero BAC

L Plates clearly displayed on front and rear of car

Observe all speed restrictions include road works. New speed restrictions for Learners

No towing

#### **What are you going to teach?**

What skills do they have? Be careful not to set tasks that are beyond their level of expertise.

What do they need to learn?

What needs to be taught or revised?

What will you teach first? Move from easy to more difficult tasks as they progress.

#### **Communication**

Give instructions well in advance. Need to be concise and clear. "At the next intersection turn right."

Use the word correct rather than right

Use hand signals to clarify your instruction

Keep your language simple and remain calm

Be positive in your comments. "That was good but next time don't forget to check your mirrors."

#### **When supervising**

Set aside time for discussion before you commence

Find a suitable location or route that suits the learner's level of competency

Set out concisely what your plan is and don't overdo the detail

Give them time to think about the task before attempting to do it

May be necessary to demonstrate the task

Be careful not to make them feel intimidated

Let them attempt the task and talk them through it

Discuss how they went and provide positive feedback

May need to demonstrate a second time

Give them time to practice the task until both of you are comfortable with the result

### **General points**

Make sure there are no distractions - CD players, radios and mobile phones should be switched off and no passengers in the car.

Let the learner practice at their own pace, do not rush them. It can cause mistakes and a loss of confidence

Help them to fix mistakes

Offer feedback, but be careful not to be overly critical

Stay alert and focused. If you are distracted, feeling unwell or overly nervous then it would be better to postpone the lesson.

You should be relaxed, patient and positive

## Appendix I – Example Operational Plan

OPERATIONAL PLAN TEMPLATE										
Name of Program										
Goals										
Objectives										
Mandatory Guidelines										
Key Result Areas (KRAs)										
Goals/objectives	Strategy	Program/activity	Time frame		Responsibility	Partners	Resources	Targets	Immediate impact	Data sources
			Start	End						
	<i>Recruiting mentors</i>									
	<i>Recruiting clients</i>									
	<i>Sponsorship</i>									
	<i>Induction training</i>									

## **Appendix J – Example Policy Document**

### **RECRUITMENT AND SELECTION**

Courtesy of the Huon Valley Gearing Up Program

#### **DRIVERS**

**Participants must be able to gain a significant life benefit to be involved in the program**

- A strong possibility of gaining employment
- Improving autonomy and personal esteem
- Lowered chance of being involved in risk taking behaviours
- Participation in education
- Demonstrated motivation

**Participants who are disadvantaged through**

- Not having access to suitable supervision to gain the required driving hours
- Unable to access a suitable, registered or road worthy vehicle
- Financial hardship

**Participants who have completed the following pre-entry requirements**

- Hold a current learner licence
- Have completed two professional driving lessons
- May be the result of referral or recommendation of Council's Youth Service Unit, the community, social workers, or job network providers.

**Selection eligibility is merit based as per above areas.**

Young people or adults exhibiting problematic safety issues will not be accepted. These include (but are not limited to);

- Demonstrated intimidating behaviour
- Evidence of illicit drug use
- Health problems that may impair concentration or driving

#### **MENTORS**

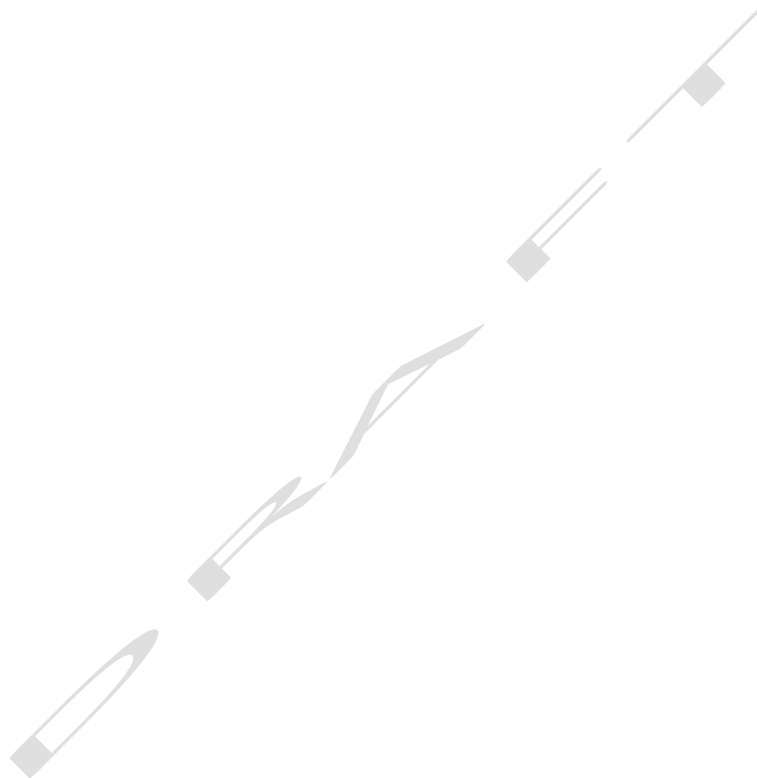
**Mentors will undergo a screening process that will include:**

- Working with Vulnerable People Check
- Suitability for training

The final decision will be made by the Council's Rural Health Coordinator who has responsibility for the oversight of the driver mentor project based on the recommendation supplied by these three processes.

**In addition, the following criteria must be satisfied by all Mentors:**

- Current Australian Car Driver licence - mentors must have a current full for 3 years (not provisional) car licence with no restrictions.
- No Recent Suspensions – mentors must have had NO periods of driver suspension or disqualification in the past 2 years.
- Meet the requirements set out under the 'Volunteer Policy'.



## Appendix K – Example Grievance and Harassment Policy

Courtesy of the Huon Valley Gearing Up Program

### COMPLAINTS

Each mentor, participant, prospective participant, or their representative (eg. carer, family member, other service provider, etc.) has the right to complain about a service, or access to that service. They should also have a 'provider supported' expectation that any complaint will be dealt with fairly, promptly, confidentially and without effect on present or future service provision.

The Gearing Up program will use the following guidelines when identifying the process required in addressing a complaint.

#### Priority

Every complaint shall receive an immediate allocation of priority. Some complaints should be defined as urgent, (i.e. physical, sexual or emotional abuse, theft or other crimes) and be dealt with immediately. Consideration will also be given to the distress level of the person making the complaint. All complaints, including those resolved between concerned parties should be reported to the Coordinator of the Gearing Up program or the Coordinators supervisor. All complaints will be dealt with as quickly as possible.

#### Objectivity

All complaints will be dealt with objectively and with all parties having the opportunity to contribute. Making a complaint will in no way effect eligibility or service delivery, except where physical or emotional safety is at risk; in which case service will be withdrawn until the complaint is resolved.

#### Advocacy

At any time, a complainant may choose to appoint an advocate and request an independent mediator or an independent reassessment of their circumstances. Information will be communicated to all parties throughout the process. As soon as possible the outcome of any investigation about a complaint will be communicated to the individuals involved in the complaint process.

### COMPLAINT OUTCOMES

Complaints will be documented.

Any adjustment to policies or guidelines, regarding the program, which need to be made in relation to a complaint, will then be implemented.

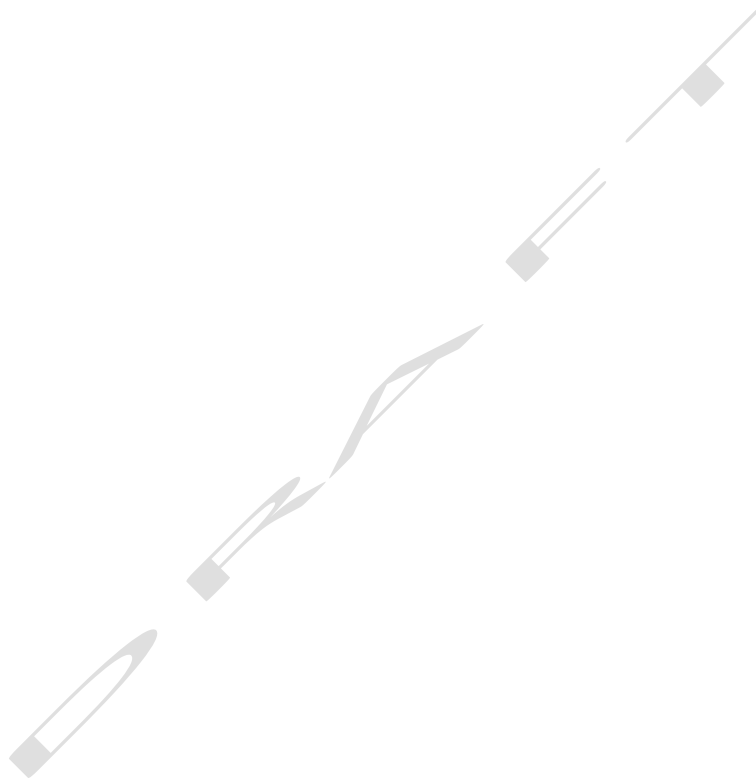
Complaints about the services provided by this program will be dealt with in a positive way. The parties concerned will endeavour to resolve the matter.

The following steps occur in the handling of the complaint. The complaint may be resolved at any stage in this process.

- Any party may make a matter a formal complaint by reporting it to the Coordinator.
- The Coordinator will investigate the complaint or refer the matter to the supervisor/executive manager.
- The principle of 'natural justice' will be applied in investigating the complaint.
- The Co-ordinator will inform all parties of the result of the investigation and will take any necessary actions with regard to the complaint.

If any party does not agree with the outcome of the investigation, they can ask for the matter to be investigated further by either the Gearing Up Coordinator or the Executive Manager Family Services as appropriate.

The decision of the Huon Valley Council is final.





## Appendix L – Example Program Budget (Template)

Organization Name:

Year Period:

	Current Org. Budget	Current YTD Actuals	Previous FY Budget	Previous FY Actuals
<b>Revenue</b>				
Government funding				
Corporations				
Sponsorship				
Individual contributions				
Fundraising events & products				
Membership and program income				
Other				
Total cash revenue				
Total in-kind revenue				
<b>Total Revenue</b>				
<b>Expenses</b>				
Staff salary and wages				
Car registration				
Car Insurance				
Fuel				
Car maintenance				
Travel and meetings				
Equipment				
Supplies				
Advertising				
Staff development				
Printing & copying				
IT/telephone				
Postage & delivery				
Fundraising fees				
Other				
Total cash expenses				
Total in-kind expenses				
<b>Total Expenses</b>				
<b>Revenue over Expenses</b>				



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