**Guide to using the Peer Education Programme outcomes survey**

**Introduction to the survey**

The survey was co-developed by Mental Health Foundation staff and researchers from the Universities of Bristol, Lancaster and Exeter. It was initially used in a study to evaluate the impact of the Peer Education Programme (PEP) on mental health literacy. This study was funded by the National Institute for Health’s School for Public Health Research.

The survey measures mental health knowledge and confidence in seeking help and engaging in self-help, which are two important aspects of mental health literacy. The items were created based on the content of the PEP lessons, and they were tested with young people aged 11-12 years to make sure they were appropriate for that age group. It is attached to this guide as Appendix 1.

**How to use the survey**

Schools who use the PEP materials may like to use this survey to evaluate for themselves what difference the lessons have made to their pupils’ knowledge and confidence. For this to work best, the survey should be completed before the lessons begin, and then again after the final lesson.

You can either give the survey out as a paper copy during lesson time, or you can set up an online version and send the link to pupils for completion during or after lessons. We recommend completion during lesson time if you can, as we know that you will get more responses that way. However, it is important that pupils are told they do not have to complete the survey if they do not want to – you might want to add this information to the top of the survey itself. It is also important that responses are anonymous, so names should not be collected with the surveys, and pupils should be seated with enough privacy that no one can see their answers. If pupils do not understand any of the questions, a member of staff may explain it to them, but try and avoid the staff member influencing the answers.

It is important to store the completed surveys somewhere secure that only school staff members can access.

**How to calculate if change has happened**

You can use average scores taken before the first lesson and after the last lesson to see if there have been improvements to overall knowledge and self-help/help seeking confidence among your pupils.

Part A covers the self-help/help seeking confidence questions. The overall score for each pupil that completes a survey can be calculated by scoring each response and adding these together as follows:

Questions 1, 2, 4, 5, 6, 7, 8, 9, 10, 11

Strongly disagree = 1

Disagree = 2

Agree = 3

Strongly agree = 4

Questions 3, 12

Strongly disagree = 4

Disagree = 3

Agree = 2

Strongly agree = 1

The overall level of confidence among all the pupils in your school who completed a survey can then be calculated as the mean score (add all scores together and divide by number of pupils who completed a survey). By calculating the mean score before and after all the PEP lessons, you can see if the overall level of confidence to self-help or seek help has increased in your school (higher mean score = greater overall confidence). You can also look at the range (lowest - highest score) to see if this improves.

Part B covers the knowledge questions. The overall score for each completed survey can be calculated by scoring each response and adding these together as follows:

Questions 1, 3, 5, 7, 8, 10, 11, 12

Completely untrue = 1

Mostly untrue = 2

Mostly true = 3

Completely true = 4

Questions 2, 4, 6, 9

Completely untrue = 4

Mostly untrue = 3

Mostly true = 2

Completely true = 1

The overall level of knowledge among all the pupils in your school who completed a survey can then be calculated as the mean score (add all scores together and divide by number of pupils who completed a survey). By calculating the mean score before and after the PEP lessons, you can see if the overall level of knowledge has increased in your school (higher mean score = greater overall knowledge). You can also look at the range (lowest - highest score) to see if this improves.

If a survey has missing or unclear responses, it is easiest to exclude that survey from your calculations.

**Further information**

The research project for PEP is now finished. Any surveys that your pupils complete will not be part of a research project but will just be for the school’s own information. We therefore cannot offer direct support in completing or analysing the data. However, if you have questions that have not been covered in this guide, you can contact Dr Judi Kidger, the lead academic for the team that developed the survey: judi.kidger@bristol.ac.uk

You can read more about the survey development, and the findings from the evaluation study here:

Russell AE, Curtin EL, Widnall E, Dodd S, Limmer M, Simmonds R, Kidger J.  Assessing the Feasibility of a Peer Education Project to Improve Mental Health Literacy in Adolescents in the UK. *Community Mental Health Journal* **59**, 784–796 (2023). <https://doi.org/10.1007/s10597-022-01059-w>

Curtin EL, Widnall E, Dodd S, Limmer M, Simmonds R, Russell AE, Kaley A, Kidger J. Exploring mechanisms and contexts in a Peer Education Project to improve mental health literacy in schools in England: a qualitative realist evaluation, Health Education Research, **39** (1), 40–54 (2024) <https://doi.org/10.1093/her/cyad026>

Appendix 1: The survey

PART A

Please rate how much you agree or disagree with the following statements by ticking ONE box for each one.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strongly disagree | Disagree | Agree | Strongly agree |
| 1. I feel okay talking about my mental health with other people | □ | □ | □ | □ |
| 2. I know how to explain to someone how I am feeling | □ | □ | □ | □ |
| 3. I would not talk to anyone about my mental health because of how they might react | □ | □ | □ | □ |
| 4. I know where to get information in school about how to look after my mental health | □ | □ | □ | □ |
| 5. I know who I can talk to if I want to know more about mental health | □ | □ | □ | □ |
| 6. I know where to get help and support for my mental health in school | □ | □ | □ | □ |
| 7. I know how to take care of my mental health | □ | □ | □ | □ |
| 8. I know where to ask for help with how I am feeling | □ | □ | □ | □ |
| 9. I know how to use a breathing exercise to help manage how I am feeling | □ | □ | □ | □ |
| 10. If I was worried about a friend’s mental health I would tell them to speak to an adult | □ | □ | □ | □ |
| 11. If I was worried about a friend’s mental health I would talk to them about it | □ | □ | □ | □ |
| 12. If I was worried about a friend’s mental health I would be too embarrassed to do anything about it | □ | □ | □ | □ |

PART B

Now please rate how much you agree or disagree with these next statements by ticking ONE box for each one.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Strongly disagree | Disagree | Agree | Strongly agree |
| 1. Mental health is something we all have | □ | □ | □ | □ |
| 2. Having good mental health means there are no problems in your life | □ | □ | □ | □ |
| 3. People with mental health problems can get better | □ | □ | □ | □ |
| 4. Very few people experience mental health problems | □ | □ | □ | □ |
| 5. Physical activity (exercise) can improve mental health | □ | □ | □ | □ |
| 6. There’s not much you can do to help a friend with a mental health problem | □ | □ | □ | □ |
| 7. Problems with friends or classmates can make your mental health worse | □ | □ | □ | □ |
| 8. The environment people live and grow up in can affect our mental health | □ | □ | □ | □ |
| 9. Noticing or paying attention to negative emotions can make them worse | □ | □ | □ | □ |
| 10. People who have mental health problems can find it hard to do schoolwork | □ | □ | □ | □ |
| 11. The amount of sleep people get can affect how they feel | □ | □ | □ | □ |
| 12. What people eat and drink can affect their mental health | □ | □ | □ | □ |