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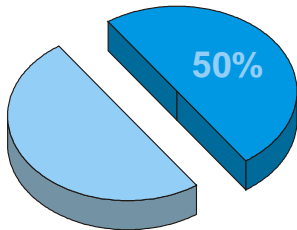
# SHEU NEWS

## RECORD NUMBERS SURVEYED

April 2007

### COLLEGE SURVEY NEWS...

Following SHEU's successful online sponsored survey, FE Colleges and 6<sup>th</sup> Form Colleges are being kept up to date with developments.



Among the headline findings were 50% of the sample would like to lose weight (65% of females) and 20% had never heard of the College Nurse/Health Care service

### REASONS TO USE DATA

Colleges said they would use the SHEU data to:

- Help to formulate our action plan and help develop and implement our Every Child Matters (ECM) strategy
- Use the findings of the survey for further evidence for the ECM section of the SAR and to further support our contribution to the Joint Area Review
- Use the data to take into account the students as key stakeholders in the college's ECM framework and action plan
- Cross reference results to our plans and make refinements as required
- Beneficial to be able to benchmark with other organisations and the potential to share good practice

(see also page 3)

For details please email:  
[tamsin.pascoe@sheu.org.uk](mailto:tamsin.pascoe@sheu.org.uk)

In 2006, SHEU surveyed nearly 100,000 young people across the UK. This is a record year since the Unit started surveying young people in 1977.

Most of the surveys have involved young people aged 10-15 years of age. Most have filled in paper-based surveys in their classrooms. Many of the surveys have asked questions about young people's health related behaviour.

Since the development of the online surveys, SHEU are seeing a steady rise in the numbers of young people completing surveys electronically.

Funders of surveys, including Local Authorities and Primary Care Trusts,

appreciate the flexibility in having paper and electronic versions of the questionnaires.

Other young people involved in SHEU surveys are in 6<sup>th</sup> Form Colleges and FE Colleges. SHEU also carries out research and evaluation work for other organisations and these numbers have been included to show a record year for surveying young people.

Dr David Regis, Research Manager at SHEU, has published an article about the differences between paper and online student surveys. The paper considers the benefits of on line surveys and discusses the overall similarity in answers from paper-based and electronic questionnaires (Education and Health, 2006, 24:4:56).



### MORE PIES PLEASE!

The front cover of the next report from SHEU features a familiar cartoon. The difference is in the young man's choice of food. His current preference is for a pie chart. These are often used by SHEU when producing the popular summary reports that funding organisations receive with their survey results.

To glimpse this fine fellow in full colour, look out for a new report - 'Young People into 2007'. It promises to be a good read and will report on data from over 68,000 young people.

For details email: [david.mcgeorge@sheu.org.uk](mailto:david.mcgeorge@sheu.org.uk)

### 30 YEARS YOUNG

John Balding founded the Schools Health Education Unit in 1977.

SHEU is now an independent organisation and incorporates the Schools Health Education Unit to provide nationally recognised survey services.

Visit our website - [www.sheu.org.uk](http://www.sheu.org.uk) - and see how we have grown.

30% choose birthday cake





# Schools Health Education Unit

ESTABLISHED 1977

## SCHOOL SURVEYS

### PAPER BASED SURVEYS

The local nature of SHEU's lifestyle survey services can often mean that we work with small numbers of schools involving 300 young people or larger surveys involving 10,000 young people.

### ONLINE SCHOOL SURVEYS

For most schools handing out paper questionnaires is still the easiest way to conduct the lifestyle survey. An increasing number are keen to use the SHEU online survey. It was initially developed to support work with the 'Fit to Succeed' activity programme.

We are also working on a facility where a group can answer a question and see immediate results in a 'Who wants to be a Millionaire?' – ask the audience style!

### REPORTS

Following data analysis SHEU can provide results in report form. These are a big success due to their clear layout, easy-to-read charts and use of colour.

One authority has a set of 6 themed documents that show the results from their 'Every Child Matters' surveys. Another authority has several localities and each has its own report and its own profile (there's also going to be a report about their sex education project).

As well as providing a summary of results from a survey, a report can include logos, from partnership organisations, and a spot colour. For example reports and more details email: [reports@sheu.org.uk](mailto:reports@sheu.org.uk)

### SCHOOL SURVEY RESULTS

The results of the school surveys are used in general by local authorities to inform Joint Area Reviews. For Healthy School Programmes the data are being used to support the ninth of the new standards, which relates to 'local data'. Data are also used to support the OFSTED Every Child Matters self-evaluation forms.

For details of paper-based and online surveys please contact  
Angela Balding:  
Tel. 01392 667272  
[angela.balding@sheu.org.uk](mailto:angela.balding@sheu.org.uk)

## INSIDE THE BLACK BOX



David Regis (SHEU Research Manager) has just been putting together a questionnaire to evaluate a teenage sexual health advice centre. The best known of these is the TICTAC in Paignton (Teenage Information Centre, Teenage Advice Centre).

### OUTCOMES

People who fund programmes are always concerned about outcomes: what difference, if any, have we made to people's lives?

People who work for programmes are often focussed on what they are doing, the process of operating the programme. It's as if, to the funders, the programme is a black box, and what they are interested in is what comes out of it – so, we might try to find out about young people's understanding and use of contraception. But if you are in the black box, trying to produce output, the process is perhaps all you can see; the sorts of questions you are interested in then are: do young people know what we do? and if so, do they know how to find us?



### PROCESS AND OUTCOME EVALUATION

So, one way of looking at evaluation is to think about **process** evaluation and **outcome** evaluation. And as evaluators, we need to be clear about what sort of evaluation is required, and whether everyone involved in the evaluation understands the study in the same way.

Can we help you with the evaluation of your programme?

Programme managers or funders can contact our research manager, Dr. David Regis, by emailing [research@sheu.org.uk](mailto:research@sheu.org.uk)

## FIT TO SUCCEED

Fit to Succeed promotes physical activity and achievement in schools. It is a partnership project between a number of organisations including Exeter City Council, the Schools Health Education Unit and DC Leisure Management.



The continued growth of the project has been highlighted significantly by the Exeter School Sport partnership. The partnership has expanded to include three new secondary schools and their families. The number of students completing the survey has more than doubled from 2006. Last year 3,531 students completed the survey and so far, in 2007, 9,127 have participated.

In addition to the main primary and secondary surveys, a key stage 1 pilot has been launched in response to the demand from first schools to take part. It is hoped that this development will be finalised shortly so that younger year access can be fully incorporated in the near future.

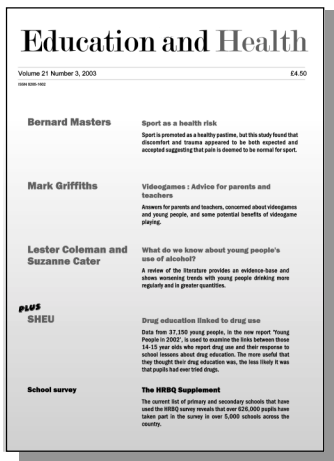
With nearly 13,000 students having participated in the project over the past 2 years the data set is proving to be a major resource for the partnership. Individual schools are able to review and analyse their results online and compare their data with a previous survey or to that of similar schools within their family. They also have the opportunity to study their results in relation to the whole partnership.

The impact of the Fit to Succeed data was highlighted during a recent Ofsted inspection at Exeter's St. Luke's Science and Sports College:

"The personal development and well-being of students is good with outstanding features. The College makes excellent use of the data such as that from the "Fit to Succeed" survey. The outcomes of the survey have been carefully analysed and have had a positive impact on teaching and the ways in which students are supported and guided." Ofsted 2006

An edited report is available at: [www.sheu.org.uk/leaflets/shealthedit.pdf](http://www.sheu.org.uk/leaflets/shealthedit.pdf)

# Education and Health



New issue, new size - in 2007 the subscription cost to *Education and Health* has been maintained at the 2005 and 2006 level - £20 for four issues including p&p. We have reverted to the original A5 format to meet the new 'pricing in proportion' postal charges and retain the relative low cost of the subscription. The first issue of volume 25 contains the usual eclectic mix of articles for those interested in the healthy development of young people. Since 1983, the journal has attracted contributors from around the world and you can discover more details from the webpage... [www.sheu.org.uk/publications/educationandhealth.htm](http://www.sheu.org.uk/publications/educationandhealth.htm)

Kim McGarry is a Health Promotion Specialist and writes about the Derwentside College Health Promotion strategy.

Mark Griffiths is Professor of Gambling Studies, Nottingham Trent University and writes about adolescent attitudes towards gambling.

David Lubans is lecturer in the School of Education, University of Newcastle, NSW and writes about the 'Learning to enjoy activities with friends' programme.

Tom Gaskin is a Youth Worker and writes about the 'Norfolk Blurb', a website for young people.

Fran Ridout is the Clinical Research Manager at the Facial Surgery Research Foundation and writes about their research into facial surgery.

Kate Phillip is the Senior Research Fellow with the Rowan Group and writes about their research with young people, health and wellbeing.

Kate Milsted is a Teenage Pregnancy Project Officer and writes about innovative sexual health artwork.

We hope you will continue to enjoy, read and support this journal. We do hope you can persuade others to stop reading your copy and take out their own subscription.

## Привет из Красноярска!

### (Hi from Krasnoyarsk!)

We've just received a postcard from Angela Balding and David Regis (the SHEU Directors) who have been visiting the Institute for the Psychology and Pedagogy of Development (IPPD) at Krasnoyarsk, capital of the Krasnoyarsk Krai in Siberia, Russia.



We were privileged to meet Elena Federenko and colleagues on previous visits to England. Angela and David are visiting with old friends from Dudley in order to explain more about Healthy Schools and learn more about their approach to health and social education. We look forward to hearing more from them on their return.



In an unrelated development, we found a school we've worked with in Cumbria making links with a school in Nizhny Novgorod (formerly Gorky). They have now both invited pupils to complete the same questionnaire and agreed to share their results, and now are comparing life for young people in the two areas.

## HEALTHY COLLEGE FEEDBACK

The recent healthy college online survey attracted valuable feedback about...



The website...

*"...it seemed very efficient and easy to navigate"*

*"All the students found it easy to navigate, very clear and easy. As a tutor incredibly easy to administer"*

About the process...

*"Easy to conduct..."*

Regarding the results...

*"...very interested in the results!"*

*"...a very thorough survey which has given us masses of data to consider. Thanks for all your help."*

*"We are finding the results of this survey to be very useful in helping to identify key areas to focus on with regards to student support... we are interested in possibly doing this survey again with a much larger group and with enough time to complete it. Many thanks."*

Other comments have included reference to the size of the survey. While SHEU is mindful of its length, the average completion time for the survey was less than 40 minutes per student.



It has been helpful to find that interest in the online survey has also come from Sixth Forms in secondary schools.



SHEU is contacting individuals who work in the health and education sectors that link with schools and colleges. Discussions include how colleges are making use of their data to move forward their Healthy College projects.

For details please email [tamsin.pascoe@sheu.org.uk](mailto:tamsin.pascoe@sheu.org.uk)

# Children's voices: making a difference?

In a recent survey, we asked over 9000 pupils about having a say in and out of school.

We asked two related questions:

*Do you think you have the chance to give your views and change things that affect you?*

*How much do you think getting involved or giving your views makes a difference?*

We asked about:

*Life in school - My health care - My community and environment - Leisure opportunities - Other services that can support me*

This is what they had to say about their chances to comment about life in school:

|  |     |
|--|-----|
| I have chances and I use them            | 44% |
| I have chances but I don't use them      | 32% |
| I don't have chances but would like to   | 17% |
| I don't have chances and don't want them | 8%  |

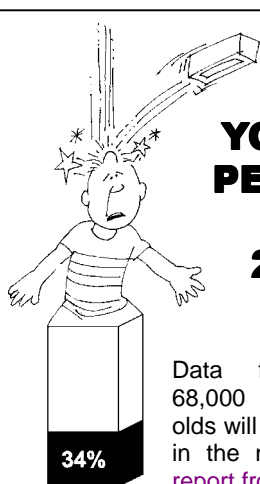
But does it make a difference?

|                                     |     |
|-------------------------------------|-----|
| Makes no difference to what happens | 32% |
| Makes a little difference           | 39% |
| Makes quite a lot of difference     | 18% |
| Makes a big difference              | 11% |

There's clearly a group of pupils who do take part in consultations and other processes to make their points about life in school, but they are not convinced it makes much of a difference.

Now, we've had this before: the only evidence that you have that someone has really listened to you is if they change their mind about what they are doing... If they carry on doing it the same way, did they really listen?

So it may be that schools are suffering more from a fault in perception than process... but when it comes to pupil involvement, perceptions are important.



## YOUNG PEOPLE into 2007

Data from over 68,000 10-15 year olds will be included in the next annual [report from SHEU](#).

The report is usually well received by the media and the data take their place with other figures that reflect on the health-related behaviour of young people. SHEU's annual figures are taken from a number of surveys carried out with young people across the country. The surveys are commissioned mostly by Local Authorities and local partnerships.



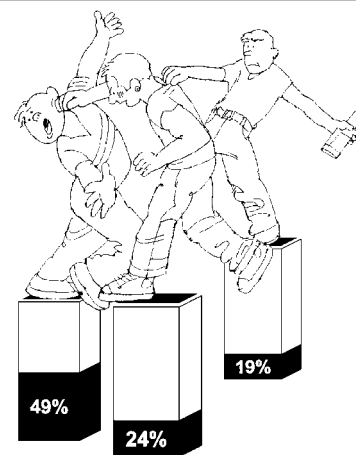
## REPORTS

Children in the South West Series: Bulletin 4: Too much, too young:

Smoking and young people in the South West

<http://www.swpho.nhs.uk/resource/item.aspx?RID=30804>

The bulletin shows that, based on recent estimates, there are still large numbers of young people smoking, and exposed to second-hand smoke. Data from SHEU are provided including a comparison of the smoking habits of Year 8 and Year 10 pupils - as children get older the proportion who claim they have never smoked decreases. Boys are more likely than girls to have never smoked, while the percentage who have smoked on one or two occasions is similar for



SHEU has been publishing the ['Trends' reports](#) since 2003. The reports look at SHEU data by topic with some figures starting from 1982. It is hoped that the original idea, of having 10 reports in the series, will be completed in 2007.

Some reports e.g. Young People's Food Choices, should then be revised to take account of new data.