



Courageous

Collaborative

Empowering

Innovative

student  
minds

# Annual Report 2017-18

## **Trustees' annual report and financial statements for the year ended 30th June 2018**

### **Reference and administrative information:**

Name: Student Minds

Charity registration number: 1142783

Company registration number: 07493445

Registered office and operational address: 17 Springfield Mount, Leeds, LS2 9NG

### **Trustee Board**

Chair: Dr Nicola Byrom

Treasurer: Mr Andrew Nelson

Dr Eleanor Hambly (stepped down 16/08/2018)

Mrs Elisabeth Gulliver

Mr Seb Baird

Mrs Ann Henshaw

Ms Lauren Young (joined 07/02/2018)

### **Leadership Team**

Chief Executive Officer: Rosie Tressler

Head of Operations: Eleri Dare-Edwards

### **Bankers:**

National Westminster Bank PLC, 43 Cornmarket Street, Oxford, OX1 3HA

## **A bit about us**

Student Minds is the UK's student mental health charity. We empower students and members of the university community to develop the knowledge, confidence and skills to look after their own mental health, support others and create change. We train students and staff in universities across the UK to deliver student-led peer support interventions as well as research-driven campaigns and workshops. By working collaboratively across sectors, we share best practice and ensure that the student voice influences decisions about student mental health.

**Together we will transform the state of student mental health so that all in higher education can thrive.**

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# A message from the Chair and Chief Executive Officer

Dear Supporters,

Thank you for everything you've done as part of the Student Minds community over the past year. Whether you've blogged for us, made a donation or trained with us, you've played a crucial role in our mission to create healthy student communities.

We've been reflecting on common themes across the year and the key word that we keep returning to to best summarise the last 12 months is the word change. It's no surprise that Student Minds is focused on creating positive change, but it's truly been a year of changes – big and small – and we're excited to share these throughout this report.

Change can be a word people can understandably be scared of. It's a word that suggests things aren't as they should be. It can have connotations of being unsettled or uncertain. Change certainly isn't easy. But when individuals and organisations commit to and are empowered through change, we can learn, develop and thrive in ways that we wouldn't expect. So why has change been the key theme for us at Student Minds?

- **We've been delivering work that helps all new students to manage the change involved with going to university.** See [page 28](#) to read about Know Before You Go and Transitions.
- **We've refocused our thinking on the best ways to create sustainable culture change through our student LEADers programme ([page 9](#)), innovative co-production work ([page 21](#)) and announcement of the University Mental Health Charter ([page 22](#)).**

- **We're changing who we are as an organisation, from defining our values to doubling our staff size, and by relocating our head office to Leeds.** Relocating our organisation is something we have considered doing for a long time. We'd like to thank our fantastic staff team who have thrown their full support behind what we're doing, from the first day when we presented the outcomes of our city audit, and we would like to thank our partners at Leeds University Union and the University of Leeds for welcoming us to their campus.

So where to next? We have intentionally decided that our theme for next year will be sustainability. Someone recently pointed us to the quote 'civic change is a marathon not a sprint' and going forward we recognise the importance of our organisation sustaining all the courage and enthusiasm we have, but ensuring that it's with a clear eye on sustainability. We're in this for the long haul, so we will ensure all of our community is empowered with the strength to tackle that marathon little by little. We hope you'll join us.

*Nicola Byrom*

**Nicola Byrom**  
Founder and Chair  
of Trustee Board

*R. Tressler*

**Rosie Tressler**  
Chief Executive Officer



*In 2017 our volunteers and staff were invited to the World Mental Health Day celebrations at Buckingham Palace, where we spoke with Their Royal Highnesses The Duke and Duchess of Cambridge and The Duke of Sussex about student mental health.*



# Who we are and what we do

## Our vision is for healthy student communities across the UK.

Mental illness is one of the greatest challenges facing society today. We believe that universities, as a community setting, present an opportunity to change people's health outcomes for life. Whilst much progress is being made, there is a lot more to be done to address the existing gaps in support, knowledge and strategic action.

Student Minds works with students, service users, professionals and academics to develop new and innovative ways to improve the mental health of students. We empower students and members of the university community to develop the knowledge, confidence and skills to look after their own mental health, support others, and create change, so that all in higher education can thrive.

## Our 2017-20 strategy focuses our efforts across three key levels:

- **Empowering the role and agency of students.** We are continuing to grow a strong student-led mental health movement to tackle stigma, increase belonging and campaign for change locally and nationally. We know that students are more likely to talk to friends and peers about their problems, so it makes sense for students to be given the skills to support each other safely and refer to further support. We deliver sustainable formal and informal peer support interventions, co-produced with students and professionals, which build wellbeing and go to where students are.
- **Supporting organisations to deliver on a 'whole university approach'.** We have been supporting universities to co-produce mental health action plans with students and have been exploring longer-term support mechanisms for universities, students' unions and accommodation providers in developing their approach. We recently announced that we will lead the development of the University Mental Health Charter, ensuring we're tackling the barriers to creating healthy student communities collaboratively and systemically.
- **Tackling the biggest national gaps and challenges.** As the lead charity partner in the new research network 'SMaRteN' (Student Mental Health Research Network), we will continue to research and tackle the inequalities, barriers and knowledge gaps that exist in student mental health. Transition points also create gaps for student support. We're delivering a range of projects to ensure better transitions and services for students between education institutions, health providers and the graduate workplace.

Behind the scenes we continue to ensure we run a well-managed, sustainably funded and impact driven charity, maintaining positive employee feedback and a strong communications strategy that increases the profile of student mental health.

# Highlights from the year

103

universities have received support from Student Minds.



1,596

individuals trained by Student Minds.  
*This includes students, supervisors and university staff.*



22 million+



basic reach.  
*This includes the number of people reached by social media (particularly through University Mental Health Day), friends of people trained, campaign events and fundraiser attendees.*

150+

peer support group attendees



## Peer Support Groups operating in 2017/18

### Eating Difficulties

Anglia Ruskin University, University of Bath, Cardiff University, University of Exeter, University of Leeds, University College London.

### Motivate Me

University of Bath, University of Oxford

### Positive Minds

Anglia Ruskin University, University of Bath, Brunel University London, Cardiff Metropolitan University, University of Derby, Goldsmiths, Imperial College London (Physics), King's College London- Positive Peers (running Positive Minds), Lancaster University, University of Leicester, University of Nottingham (University Park and Sutton Bonington campuses), Nottingham Trent University, University of Oxford, Oxford Brookes University, Strathclyde, University of East Anglia and University of East London.

# Building a strong student-led mental health movement





# Building a strong student-led mental health movement

Students, as experts by experience, best understand the challenges that university presents and are best placed to be able to influence change. Through our work we aim to mobilise an effective national movement of young people that will lead the change in their communities.

## Student Societies and Campaign Groups

We support a network of student-led groups across the country to deliver a range of events and initiatives to improve student wellbeing and health literacy. This year our groups have achieved some great things, from lobbying for an opt-out option from the public display of exam results to working in partnership with other student groups on campus to challenge mental health stigma.

However, we believe there is real potential for our groups to go further. This year we have decided to take a different approach with our campaigning. We want to create **Leaders in Student Mental Health** to build a movement and organise around issues that matter to students. We have explored social movement and campaigns theory and the latest evidence in health promotion, and have consulted students to inform this plan.

We are adopting a new model that is based around LEAD, our campaigning principles:

- **L**isten
- **E**mpower
- **A**ction
- **D**ebrief

This means that our campaign groups will make a concerted effort to identify and understand the challenges that students face on their campuses and then take action to create change. We will play a role in offering skills development, coaching and ongoing support to our volunteers to ensure they are empowered to make an impact.

We will be equipping our campaign volunteers with the knowledge and skills to put these new principles into use, with the aim of kick-starting a student powered movement striving for both local and national positive change.

## Case study

Student Minds Cambridge has worked tirelessly throughout the year campaigning for improved understanding of mental health, better knowledge of where to get support and improved provision for students. A large team of Students Minds volunteers coordinated regular successful events including a BME mental health panel, art events, collaborations with other societies and a comedy night. The committee also led successful online campaigns, such as #beingmemeans, a campaign focusing on the intersection of identity and mental health with weeks devoted to BME and LGBT students. The committee's hard work has seen a sharp rise in the profile of the group and student mental health on campus.

## Student Minds Blog

The Student Minds Blog is the largest student mental health blog in the UK. Led by a student editorial team who support other students to publish their stories safely, the blog published 120 new blogs last year, which were read by over 19,000 visitors. The blog gives students across the country the opportunity and platform to share their experiences. It also offers support, information, motivation and encouragement to students experiencing mental health difficulties or those who are worried about friends. This supports early identification, help-seeking and keeping focused through recovery.

This year we ran three additional blogging series to shine a spotlight on particular challenges for students: Opening up about Men's Mental Health, Mental Health over Summer and Mental Health over Christmas.

### Blogger of the Year: ☆

"Michael Rigby has had a great impact on the blog this year through his continuous dedication to sharing his experiences. He has been a voice for men who may fear speaking up about mental health difficulties, while also providing honest content that has helped to reassure our readers that they are not alone."

- Lucy, Editor



**19,000+**  
**visitors**

to the Student Minds Blog this year

# Delivering sustainable formal and informal peer support interventions



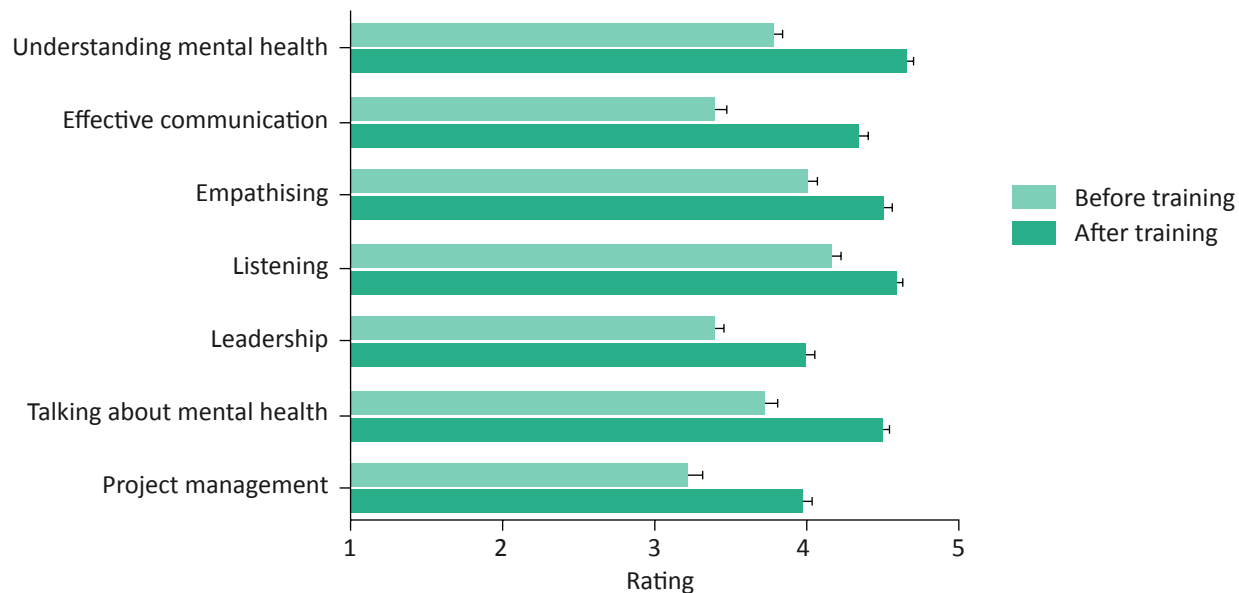
# Formal Peer Support

We empower students to facilitate formal peer support groups to support fellow students experiencing mental health difficulties. Our volunteers equip their peers with the tools to take positive action and set their own goals to support their wellbeing.

## Training and support

In order for our groups to be successful and effective we provide a comprehensive package of training and support. Our two-day training session equips students with a greater level of understanding about student mental health and teaches them how to implement ground rules, manage difficult situations and ensure appropriate boundaries are in place. This year we trained **87 students** to become peer support facilitators.

Graph to show change in attendees' knowledge, confidence and skills before and after attending peer support training:



Student trainees rated their skills, confidence and knowledge on a range from 1 (non-existent) to 5 (excellent) before and after training. There were statistically significant improvements across all areas, as shown in above, with the smallest effect of training for listening skills,  $t(84) = 5.75$ ,  $p < .001$ ,  $d = 0.71$ , 95% CI (0.44, 0.97).

At the end of training the majority of participants rated their skills, confidence and knowledge as good or excellent:



**100%**

of participants rated training as useful or very useful

**98%**

of participants rated training as engaging or very engaging and well organised or very well organised

**98%**

of participants felt that the training session had prepared them to run a safe and effective group

Supervision is one of the key ways our peer support facilitators are supported. Supervisors offer volunteers a space for reflection, skills development and wellbeing support after each session they deliver. This year our team of twenty supervisors, who all have experience of facilitating student peer support, were provided with supervision training as well as ongoing support from our Clinical Supervisor.

We also provide all volunteers with access to our online learning platform where they can take modules to enhance their skills development and ensure they remain confident to run the peer support sessions.

## Our groups and courses

### Eating Difficulties

This year, nine universities ran our groups for students experiencing eating difficulties. We offer both an unstructured group and a structured course-based group called Motivate Me. Both groups offer a safe space for students to discuss their difficulties with their peers.

Groups are anonymous but we know that at least 23 students attended one of our eating difficulty sessions (based on received feedback forms). We do know that not all attendees complete a feedback form, either by choice or because they weren't given one by a student facilitator. As such the actual number of attendees is likely to be higher. Facilitators reported directly to us that there were 95 attendees over 63 sessions, though this does not account for the same individual attending numerous sessions.

Like many charities we are seeing changing trends in how young people want to seek support. We will be exploring a range of options for our support of students experiencing eating difficulties over the coming year, including conducting a thorough audit.

From our data we found that students attending our eating difficulty groups are less likely to have sought other help and support, even from friends: 42% of attendees (N = 8) have a very narrow support network, reaching out to one or two sources of support at the most. To give a comparison, only 25% of the Positive Minds attendees have reached out to two or fewer sources of support.

“Volunteering as a facilitator is the most fulfilling thing I have done in my time at university. Offering support to other students was very rewarding, and also gave me confidence in various skills such as active listening, organisation, and being a part of a team.”

- Lauren Huff, Bath Facilitator 2017/18

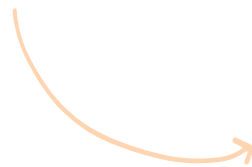
“[The best thing about the session is] the small group allowed me to feel comfortable opening up a little especially as it is confidential.”

### Positive Minds

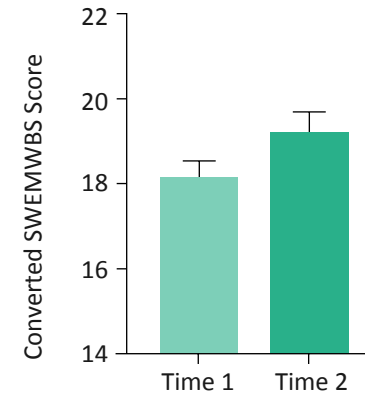
This year 14 universities ran our Positive Minds course for students experiencing low mood. This six-week course developed in 2014 with content from Students Against Depression covers topics such as building a support network, establishing healthy routines and exploring different relaxation techniques. This year we also piloted a shorter four-week version of Positive Minds to improve retention of attendees across the course, as some university groups mentioned this would suit their local landscape better.

Based on the number of feedback forms received from the groups, 87 individual students attended Positive Minds sessions across the year. However, we know that this number is likely to be higher in reality, as several groups reported not handing out feedback forms at various sessions. We will be working with our student groups to improve our data reporting in the coming year. According to volunteer reports, there were 226 attendees across 86 sessions, though this does not account for the same individual attending numerous times across the course.

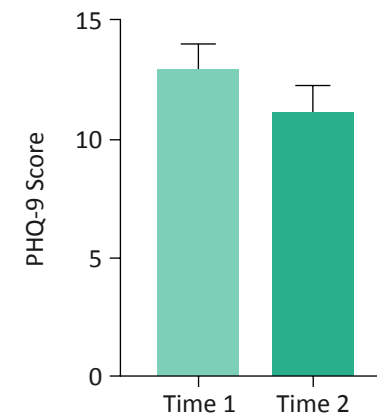
We know that many of the groups are not well attended and we intend to work on initiatives to address this over the coming year, such as providing additional resources and support to the groups to help with publicity. We will also review how we are framing the courses.



Graph to show change in attendees' self-reported wellbeing across the Positive Minds course:



For students returning to a second session of the Positive Minds course, there was a statistically significant increase in mental wellbeing (measured using the short version of the Warwick-Edinburgh Mental Wellbeing Scale);  $t(33) = 2.55, p < 0.05$ .



For students returning to a second session of the Positive Minds course, there was a statistically significant decrease in depression symptoms (measured using the PHQ-9);  $t(24) = 2.57, p < 0.05$ . For the majority of attendees, there was no clinically significant change in depression ( $N = 14$ ; 56%), for 9 attendees there was a clinically significant change in depression (36%). For 2 attendees there was an increase in depression score (8%).

### Supporting Supporters

Some of our student groups also choose to run our Supporting Supporters workshops, which aim to give information and tips to students who are supporting a family member or friend with a mental health difficulty. Two universities ran our workshops on eating disorders and two universities ran our workshop for students supporting someone who is self-harming.

12 attendees at Supporting Supporters for eating difficulties  
11 attendees at our Supporting Supporters for self harm.

## Case study

### Peer Support Group of the Year – Exeter Student Minds Eating Difficulties

Exeter Student Minds Eating Difficulties group has effectively established themselves as a support group, becoming a reliable and important source of support within the university. The team have worked closely with a variety of individuals, including the Vice President Welfare, the Wellbeing Centre, Student Health Centre, and Beat (the UK's eating disorder charity) campaign group. This allows for projects to have greater publicity, reach and impact. Using innovative ideas and approaches, the group is ensuring a sustainable and meaningful peer support group is available to students who need it.

### Peer Support Train the Trainer

Through our Peer Support Train the Trainer programme we equip staff with the skills and knowledge to set up peer support initiatives in their own institutions and support them to get these groups started and to develop them.

In May 2018, we trained up five members of staff from four universities. We covered sessions on:

- the benefits and challenges of peer support in a university context
- student mental health in general
- practical guidance on recruiting and empowering students: running training, ensuring the groups are safe (through effective risk management, policies and supervision)
- finally impact measurement

‘[What was most helpful in the Peer Support Train the Trainer programme was the broader perspective on peer support in the (global) university context, not just with regard to Student Minds’ programmes’

Since being trained themselves, trainers at the University of Derby have trained four student volunteers to deliver Positive Minds throughout the academic year, and the other staff attendees are in the process of setting up new programmes.

Following the training we delivered in 2017, our Peer Support Trainer at King's College London set up an initiative called 'Positive Peers'. This student group delivers our Positive Minds and also run other health promotion initiatives across the university.

## Informal Peer Support

Our Train the Trainer Programmes (Look After Your Mate and Mental Health in Sport) provide university staff with the training skills and resources to deliver effective, evidence-based workshops to students. These workshops equip students with the knowledge, confidence and skills needed to support their peers, sports teammates and friends whilst supporting their own mental health. Our programmes help universities to strengthen naturally occurring systems of support.

This year we have **trained 129 individuals** at 17 training sessions hosted all across the UK. Regional training has taken place at 11 universities across the UK ranging from Strathclyde University, to the University of Southampton. Two universities have held in-house training sessions, which allow for a large number of staff from across one institution to attend. This method promotes a more consistent and effective way to strengthen informal peer support.

We have also undertaken a review of the content of both our Train the Trainer Programmes, taking on board feedback from both students and staff to ensure the workshops are as impactful as possible.



### Our network of trainers:

**180** Look After Your Mate trainers

**76** Mental Health In Sport trainers

### Total number of student workshop attendees in 2017/18:

**1,011** Look After Your Mate workshop attendees

**337** Mental Health In Sport workshop attendees



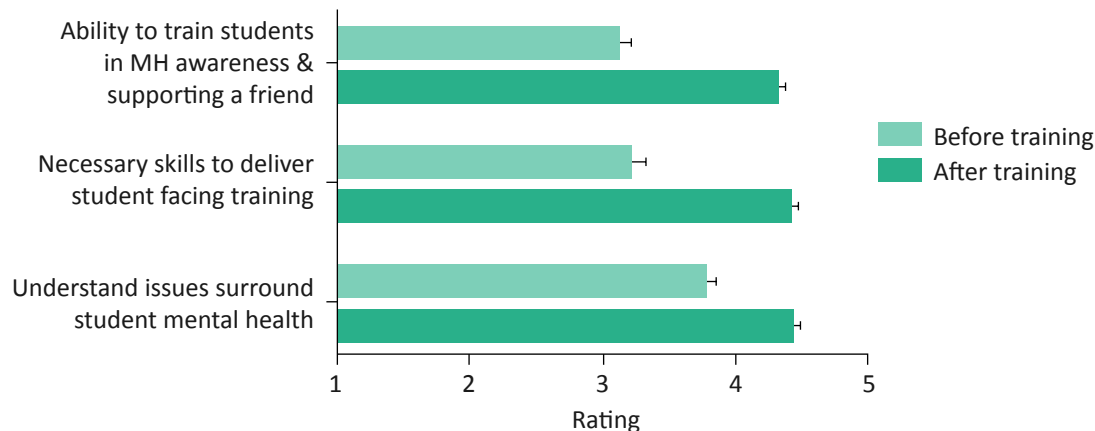
## Look After Your Mate Train the Trainer

Our Look After Your Mate workshop empowers students to support their friends and peers who are experiencing mental health difficulties, whilst also ensuring they look after their own wellbeing by maintaining boundaries and signposting.

For students, navigating university life can be tricky at times and we know how important it is for an individual to reach out to their friends in times of need. We want students to feel confident in supporting their friends and feel comfortable confiding in each other.

This year we trained 102 staff members, taking our network of staff trainers up to 180 in total, at 73 universities.

Figure 3. Graph showing change in trainers' knowledge, confidence and skills before and after the training.



Staff rated their skills, confidence and knowledge on a range from 1 (non-existent) to 5 (excellent) before and after training. There were statistically significant improvements across all areas, as shown above, with the smallest effect of training for understanding issues,  $t(99) = 9.64$ ,  $p < .001$ ,  $d = 0.97$ , 95% CI (0.73, 1.20).

At the end of training the majority of participants rated their skills, confidence and knowledge as good or excellent.

**94%**

of participants identified that they had a good understanding of their role as a Student Minds trainer

**95%**

felt they had the necessary skills to deliver student facing training

**97%**

trainees found the training useful or very useful, engaging or very engaging

### Workshops for students

Our network of staff trainers has gone on to run 131 workshops this year, reaching over 1,000 students (this figure is based on the average number of feedback forms received between Time 1 and Time 2).

An evaluation of the student workshops that were run by our trained university staff in 2017/18 has shown the following change in attendees' knowledge, confidence and skills by the end of the training:

## 94%

of students found the training useful or very useful

## 90%

found the workshop engaging or very engaging

## 98%

of trainees felt the training was well delivered



## Case study



### Lancaster Medical School – Embedding Look After Your Mate into the course curriculum

Lancaster Medical School embedded the Look After Your Mate workshop into the curriculum for first year students as part of their approach to supporting student wellbeing. Medical students are facing huge pressures with regard to their own mental health and wellbeing, and often end up supporting fellow students (and other friends and family members) experiencing mental health difficulties. Mental health difficulties are a particular problem for medical students, and for medical professionals. Lancaster Medical School has aimed to address this early on, through the delivery of several wellbeing lectures, alongside the Look After Your Mate workshop. 54 students were trained in 2017/18, with the number set to increase over the coming years.

## Mental Health in Sport Train the Trainer

Developed in collaboration with BUCS (British Universities and Colleges Sport) our Mental Health in Sport (MHIS) programme equips staff involved in higher education sport with the knowledge, confidence and skills to make sport at their university inclusive of individuals experiencing mental health difficulties. This two day programme includes the Mental Health First Aid higher education course, along with sessions on best practice for setting up accessible and inclusive sports programmes and an overview of the Mental Health in Sport workshop for students.

At the end of the MHIS training all participants identified that they had an excellent understanding of their role as a Student Minds trainer and felt they had the necessary trainer skills to run mental health in sports workshops on campus.

**96%**

of trainees felt confident in their ability to apply the Mental Health First Aid framework when supporting students at their university.

**96%**

of trainees found the training useful or very useful, engaging or very engaging and well delivered.

Since launching in 2015, the MHIS programme has trained 119 members of staff. In the last year 27 staff members were trained.



Staff rated their skills, confidence and knowledge on a range from 1 (non-existent) to 5 (excellent) before and after training. There were statistically significant improvements across all areas, as shown in above, with the smallest effect of training for communication skills,  $t(26) = 5.93$ ,  $p < .001$ ,  $d = 1.38$ , 95% CI (0.78, 1.96).

### Workshops for students

Our network of staff trainers has gone on to run 34 workshops this year, reaching 338 students (this figure is based on the average number of feedback forms received between Time 1 and Time 2).

An evaluation of the student workshops that were run by our trained university staff in 2017/18 has shown the following change in attendees' knowledge, confidence and skills by the end of the training.

## 92%

of students found the training useful or very useful.

## 90%

found the workshop engaging or very engaging.

## 95%

of trainees felt the training was well delivered.

### **Mental Health in Sport Trainer of the Year – Paul Moulard, University of Exeter**



Paul has led the University of Exeter Student Sport team to make exceptional strides forward in their support for students with mental health difficulties. With their desire to be the leading university for Mental Health in Sport training, they have incorporated it into their Club Committee training day, reaching over 400 students. The impact of the Mental Health in Sport project over the past three years has improved student wellbeing, fostering a new, more supportive sense of community and care within the sporting environment and culture. The programme will continue to grow and develop, and Paul deserves recognition for his determination, perseverance and enthusiasm.

### **Continuing Professional Development event:**

In February, we held a development event for 20 members of our trainer network to share good practice between colleagues and to discuss Universities UK's Step Change framework. We discussed how staff can play a key role in supporting and influencing their institution's strategy to better support student mental health. Student Minds' workshops are one avenue to support this and so we also focused on sharing knowledge and skills to ensure the workshops are well attended and useful for students.

Based on feedback from the event we plan on holding more development events as well as online training and webinars to ensure we can support our entire network remotely.

# Supporting the sector to deliver on a whole university approach



Complementing our student-led approaches, we work in partnership with a range of organisations that influence student wellbeing to ensure they understand the key issues and the role that they can play individually and collectively in creating healthy communities.

## Supporting a Step Change in the strategic approach from universities

In September 2017 Universities UK (UUK) launched Step Change, a strategic framework for a university-wide approach to mental health and wellbeing, in which Student Minds and NUS supported student involvement. We have since been working with the University of York, Cardiff University and the University of the West of England on an Office for Students (formerly HEFCE) funded project with UUK to pilot the development and implementation of a whole university approach to student mental health. Our role has primarily involved exploring student engagement activities in the development of mental health strategies and implementation plans.

Supporting the development of this work and informing the development of Student Minds' wider policy positions and responses to public consultations, we facilitated a student 'policy panel'. Across three sessions the panel explored their own experiences at university and ways in which students can participate in and lead student mental health research.

Look out for our learning from all of this work in a co-production toolkit which will be published and available to all universities and students' unions in March 2019.

## University Mental Health Charter

In June 2018 the Department of Education publicly endorsed Student Minds' announcement that we will be leading the development of the University Mental Health Charter.

Since then Student Minds has been hard at work behind the scenes, consulting with colleagues and experts, appointing the charter team and developing our methodology.

The charter will embody the call in the Step Change framework for a 'whole university approach' and we are working with UUK to ensure it is aligned with the refreshed version of the framework. The charter will be designed to help universities develop holistic approaches and to recognise those that are already delivering excellent work.

We have brought together a programme steering group composed of sector experts to support the creation of the charter. The development of the charter will be undertaken in partnership with UUK, the National Union of Students (NUS), AMOSSHE the Student Services Organisation, and will be supported by the Office for Students and Department of Education. We are also extremely grateful to the UPP Foundation who will fund the programme.

In December 2018 we wrote for WonkHE (a blog and think tank about higher education) sharing our next steps for the University Mental Health Charter, including our key principles, research methodology and how individuals can get involved, you can find out more [here](#). We look forward to sharing more updates in 2019!

# Research supporting a whole university approach

## Academic Tutors

Following requests from students and academics alike, Student Minds commissioned the first study of the experiences of academic staff in supporting student mental health.

For many students experiencing difficulties, academics are often the first point of contact. Students may turn to academics for advice because they are approachable, accessible and someone they have a pre-existing relationship with. However, research conducted for Student Minds indicates that academics are struggling to respond effectively to student mental health.

Researchers interviewed 52 academics with diverse experience at five universities. These academics identified that responding to student mental health problems is now an inevitable part of the academic role. However, this crucial frontline role is currently invisible, and the higher education sector does not currently have the appropriate structures or cultures to assist academics.

This research throws light on how academics are a vital but often unrecognised part of the support available to students at universities. It's inevitable that students will reach out to whoever they feel comfortable with, so to ensure that student support needs are met, institutions must support academics to have roles with clear boundaries and good relationships with their Student Services. This should be backed on a strategic level through a whole university approach to student mental health and wellbeing.

Since the launch of the report in February 2018 we have already been approached by multiple academics and university policy makers that are looking to implement our recommendations as a part of both their mental health and wider university strategies. Following dissemination

of the research at a range of academic and health conferences, we will be exploring partnerships to support the use of this research to influence practice in the coming years.

## Student Living Report

In our last annual report, we shared insights from our work with student accommodation staff recognising that cleaners and security staff are often first to pick up on students experiencing distress. Our Student Living policy report, which was published off the back of a training and research project funded by the UPP Foundation, has been utilised by over 30 student accommodation providers since being published 18 months ago. Many providers have used our report as a tool to develop their mental health strategies and others have been working with Student Minds to cascade training or use of online resources to staff. The report was also directly referenced in the Step Change framework and presented at a range of sector conferences including Property Week's student accommodation conference, where it reached hundreds of staff.

Thanks to funding from Student.com, we will next be turning our attending to influencing the approaches of smaller landlords. In 2019 we will be providing training in the form of an online webinar and an offline session hosted at Student.com's office.

# Researching and tackling the inequalities, barriers and knowledge gaps that exist in student mental health





We want to better understand and address the unique experiences of the many different and diverse groups of students and members of the university community. We want to address barriers for students with mental health difficulties in a more systemic way to benefit a greater number of people. In order to do this we conduct research and support people to speak up, championing the student voice.

## LGBTQ+ students' mental health

This year we conducted research to gain a better understanding of to highlight the specific challenges of LGBTQ+ students, to inform solutions across the higher education and health sectors. Our research explored the intersection of LGBTQ+ identity and experiences of mental health difficulties among students in higher education. The survey was completed by 467 students, recent graduates and members of university and students' union staff.

We also worked on a report (launched in July 2018) which addresses LGBTQ+ students' involvement in the local and university LGBTQ+ community, perceptions of peer support, experiences of mental health difficulties, attitudes and intentions towards help-seeking and perceptions of services and care. We look forward to working more on this topic in 2018/19.

**79%**

of respondents felt that there is a need for further support for LGBTQ+ students

**89%**

of respondents believe a peer support programme for LGBTQ+ students would be beneficial

**77%**

would engage with a peer support programme



## Men's mental health

Research has shown that young male students are less likely to disclose their mental health condition to their university and access the associated support provision compared to female students. We wanted to better understand this experience and so in February, we supported a student intern from the University of Southampton to conduct a literature review on the topic of men's mental health. Within this research we also identified organisations interested in men's mental health. This work will help us as we embark on a specific project for male university students in the next year, funded by Comic Relief.

## International students' mental health

This year, we also worked with a student consultancy group from the London School of Economics to do a literature review of international students' mental health, and conduct focus groups with international students to explore their experiences of university and mental health. We know that language barriers, cultural adjustment, lower help seeking and increased stigma towards mental health are all additional challenges for these students. Through this research and scoping work we will seek to identify further organisations and funders interested in developing a future project on this topic.



**Ensuring better transitions  
and services for students  
between education  
institutions, health providers  
and the graduate workplace**



# Know Before You Go and Transitions

Today, half of all young people in the UK go to university. Whilst being a student can lead to many new experiences and mark the exciting journey into adulthood, many students struggle with the initial transition from school or college into university.

In response to the challenge, this year we collaborated with Canadian organisation [TeenMentalHealth.Org](https://www.teenmentalhealth.org) (led by internationally-renowned psychiatrist Dr Stan Kutcher) to ensure that this period of transition is met with information, support and guidance which supports students to succeed in their studies. Both resources help students to better visualise and prepare for their future, with topics such as: time management, relationships, identity, finances, sexual activity, mental illness, suicide, addictions, and more. Know Before You Go provides age-appropriate guidance to young people before they leave school or college, and Transitions contains information to support the first few years in higher education.



These guides were downloaded by over 1,000 people in the first two months of release



## Graduate Wellbeing Report

Moving into the workplace can be a significant challenge for a young person's mental health. Every year thousands of young people begin new graduate jobs, many of whom feel unprepared for this major transition.

In October 2017 we published the first ever report to uncover the wellbeing of young graduates making the transition from university into the workforce. The report, based off a survey delivered with colleagues at King's College London summarises findings from a large survey of over 300 recent graduates, and considers university preparation for the workplace, the transition into the workplace, stress and mental wellbeing.

Four key findings stand out:

- Universities could do more to prepare students for the transition out of university
- Graduate schemes are associated with a better graduate experience
- Getting the transition into the workplace place right improves subsequent mental wellbeing and reduces subsequent stress
- Work culture relates to graduate confidence in disclosing mental health difficulties

We have since been invited to several round table events with organisations to facilitate discussions about how they can better support and invest in graduate wellbeing, including with the National Centre for Universities and Business (NCUB). We'd also like to thank the City Mental Health Alliance, Charlie Waller Memorial Trust and Universities UK for supporting the dissemination of our report.

**We are now looking for partners** to develop practical support and welcome approaches from corporates and universities.

## Student voices in 'Minding Our Future'

In May 2018, Universities UK launched [new guidance](#) focused on addressing one of the greatest challenges in student mental health – the coordination of care between the NHS and universities. Over eight months, a [Services Task Group](#), including representation from Student Minds and colleagues across the health system came together to develop good practice frameworks for services and clinicians to address the variation that exists and to improve mental health care for further and higher education students.

Student Minds have been working with our partners to ensure students experiences are at the heart of the approach, supporting the design of a student facing questionnaire and involving evidence from our previous research project University Challenge in 2013.

At Student Minds we think that the launch of guidance for NHS leaders was an important milestone. Not a week goes by without us hearing from either a student or a parent desperately trying to advocate for support in a system that is not currently set up for student life, so it's important that the difficulties students experience in transitioning from home to university health services are brought to the forefront for NHS professionals. Whilst there are examples of best practice in some cities, a postcode lottery for student support exists.

This guidance starts the conversation on how change can be achieved, putting at the heart of it a focus on prevention, collaboration, co-production with students, and a recognition of responding to the diversity of the student population. We next look forward to seeing how the 'place-based' partnership approaches which are taking place in areas such as Greater Manchester, Bristol and North London can expand, to ensure health systems across the UK respond to the needs of students and transform young people's futures.

## Engagement with the Government's Green Paper – 'Transforming Children and Young People's Mental Health Provision'

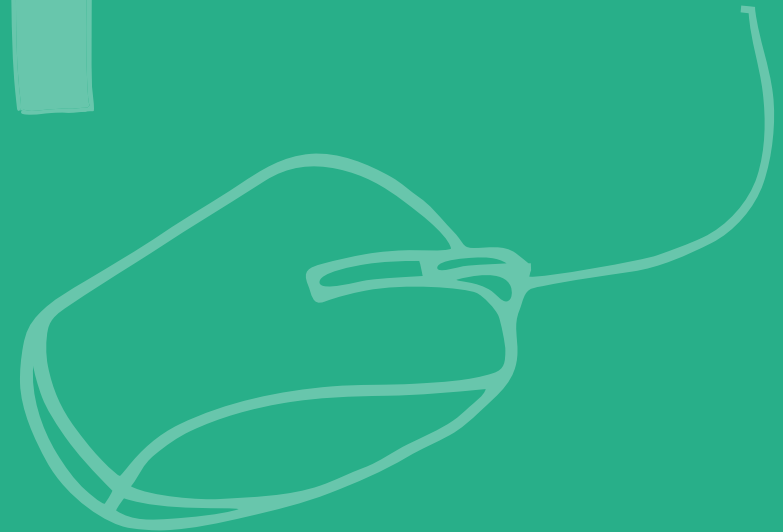
When the government announced a consultation on its approach to children and wellbeing in 2017, we were keen to advocate for our beneficiaries and ensure their voices were included.

We would like to thank all of the individuals who used our 'how to' guidance online to ensure more voices from students and the university community were represented. We would also like to thank our student Policy Panel' members who helped to inform the detailed response to the consultation from Student Minds.

With your support, we will continue to ensure that our network's voices are heard. We will encourage greater focus on young people's mental health, the promotion of mental health literacy programmes in schools and an extended focus of support for young people aged 18 to 25, thereby including the experience of university students.



# Communications and improving mental health literacy



In all of our communications we aim to change behaviours and perceptions about student mental health through health and wellbeing literacy.

Our communications are underpinned with a mental health literacy framework where the content informs and supports individuals to:

- understand how to obtain and maintain good mental health
- understand and identify mental health disorders and their treatments
- decrease stigma and enhance help-seeking efficacy (knowing where to go for support, when to go, what to expect when you get there and how to increase likelihood of best available care).


Through all of our communications, from our social media to our website and the way that we talk to people, we promote the power of storytelling and ensure that the student voice is at the core of what we say.

## New website

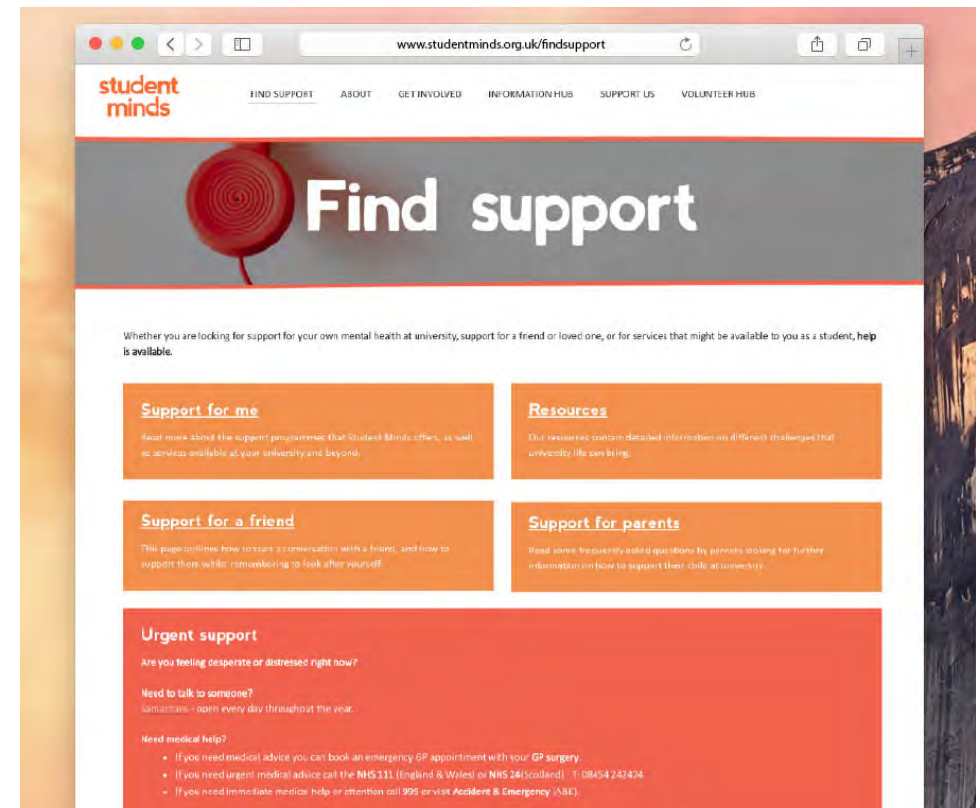
[Our website](#) is a hub of information and is often the first place that people go to find out more about the charity and how to get involved with Student Minds. Understanding the importance of our website, this year we embarked on a journey to revamp and refresh both its content and the design.

We worked alongside consultants ([Baringa](#)) to define who actually uses our website and what information they want. From this we were able to audit our entire site and restructure and refresh all of its content.

One key focus of our website is to provide support through resources and effective signposting.



**69%**  
increase of unique views to our support pages in the first month of release (over 2,000 unique views).



*The new responsive design*



# University Mental Health Day

[University Mental Health Day](#) (UMHD) is the national event for student mental health. Run jointly by Student Minds and the University Mental Health Advisors Network ([UMHAN](#)), University Mental Health Day brings together all the key players in student mental health to promote awareness and support for students with mental health difficulties.

For UMHD 2018 we had the theme of community. The key focus of the day was to empower all members of the university community to be active in supporting better student mental health and to shine a spotlight on the issue. We sent out 100 campaign packs to students and staff across the country. These packs contained resources to improve help-seeking efficacy and to inspire conversations around the role of community in student mental health.

We saw over 7,000 people joining the movement via social media, with students sharing the importance of community for their mental health and wellbeing on the Student Minds Blog.

Sign up to the [mailing list](#) to be the first to hear more about our plans for 2019.



**166 events**

were held on the day despite the snowy weather!



**22 million people**

were reached with #UniMentalHealthDay, which trended throughout the day on Twitter

## Press

At Student Minds we aim to ensure that the narrative surrounding student mental health enables positive change for the mental health of our university communities. We work to share constructive messages about student mental health through the media with students, parents, policy makers, and university staff. In this past year we have contributed to the growing national understanding of student mental health through a range of interviews, articles and blogs in a number of press outlets.



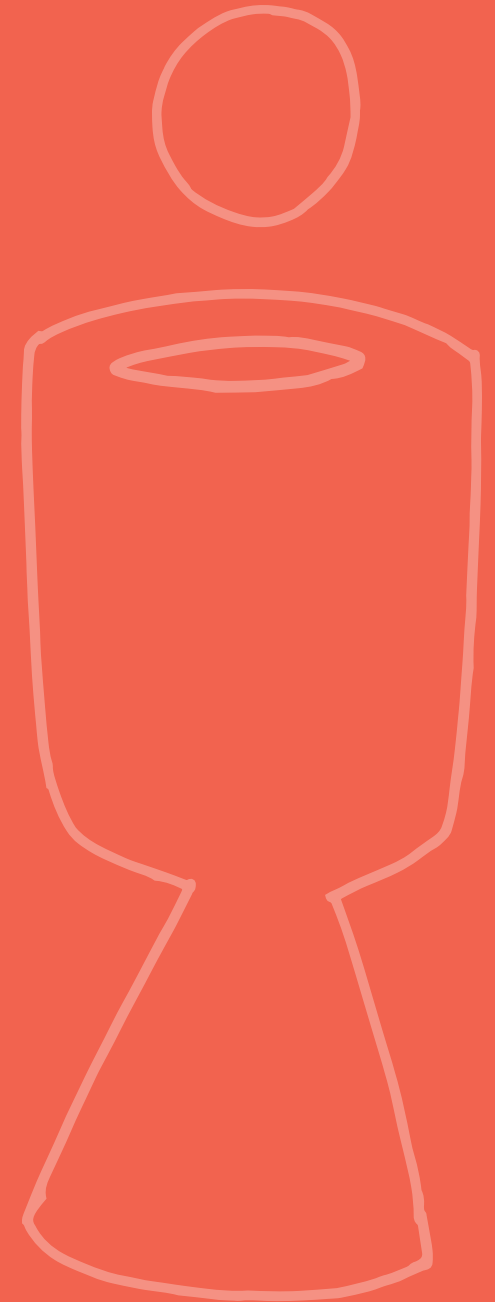
### Student voice in the media

To ensure that the student voice is paramount in the conversation of student mental health, we train Press Ambassadors to share their experiences in the media.

Press Ambassadors have lived with experience of mental health through university and are trained to develop their mental health stories in safe and positive ways. We also give them all the tools they need to speak publicly to change perceptions about mental health.



# Fundraising



**Thank you!** Our work would not be possible without the generosity of trusts and foundations, fundraisers, businesses and donors. We would like to thank the incredible individuals, organisations and universities for their support, passion that has made our work a reality. We are truly grateful that you have chosen to join #TeamStudentMinds and become a part of something special.

The total raised this year through community fundraising and donations was:

**£129,186**

"I've loved working with Student Minds whilst being part of the Oxford RAG committee. Grace and the rest of the Student Minds team were really keen to forge a partnership with us and their support for our events was invaluable. Our work together extended beyond just fundraising; student mental health was a huge priority for both of our organisations and student minds used their expertise to help promote awareness within RAG and the wider student community. Thank you for such a fantastic year!" – Freya, Oxford RAG



## Fundraising highlights

### Student and community fundraisers

- Our own staff member Amelia decided to be brave and shave her head to raise money for Student Minds, raising £1,597
- Paul, Jonny and Simon travelled 3,000km around India in a Rickshaw, raising £2,499
- Thank you to Harper Adams Polo Club for selecting us as your charity of the year and raising an incredible £615



### Physical challenges

Each year brave individuals take on a number of physical challenges in order to raise money for Student Minds. This year we saw people tackle the following: London Marathon, Brighton Marathon, Robin Hood Half Marathon, Broadgate Tower stair climb, Mount Kilimanjaro trek, Coventry Half Marathon, Three Peaks trek, Colour Run, Bath 10k and Bristol 10k!

**Total raised = £10,148**

### Fundraising Champions

Our Fundraising Champions are dedicated volunteers who are raising money to support our vital work whilst raising awareness at the same time. Their efforts included Andrew's 12 runs in 12 months, Jess's charity fashion show and pub quiz, Angela's raffle, Rosie's walking marathon and Michael running the Edinburgh Half Marathon. We cannot thank them enough for their support and incredible efforts.

**Total raised – £2,946**



### Raising and Giving societies (RAGs) and student unions

- Thank you to Oxford, Bristol, LSESU, Kent, Newcastle, Essex and Gloucestershire RAGs for raising an impressive £27,875
- Thank you to Heriot Watt University SU for selecting us as your charity of the year, raising £948

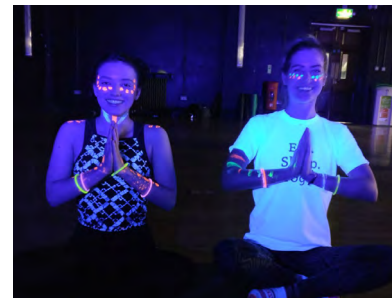
## Corporate fundraising and donations

- We would like to thank the amazing organisations and exceptional staff that fundraise to support student mental health. With a special thank you to CRM Students who donated and raised an incredible £21,400 for Student Minds – with staff and students across the UK getting involved – from climbing the Three Peaks, to cake sales, to an eight-hour cycle!
- Unite Students' sponsorship of £8,000 for University Mental Health Day allowed us to run the biggest day yet, with students and staff from all around the UK coming together in their communities to improve student mental health and wellbeing
- Thank you to the attendees at the Student Accomodation Awards who raised £3,486 and Sovereign Conference (ASRA) who raised £1,435 to support our work



## University fundraising

- Thank you Sheffield Hallam for donating an incredible £14,136 from their student experience surveys
- The British Universities Finance Directors Group Conference attendees raised £5,000 to support out work
- Thank you to the University of London who raised £509 through university fundraising activities



## Fundraiser of the year

The University of Birmingham Yoga Society ran an inventive fundraiser: Glowga – a glow in the dark yoga class! Everyone had glow sticks, wore neon clothing and could relax and have a much needed break from their university work. Congratulations on raising £254 and having fun at the same time!

# Governance, management and structure



## Governing document

Student Minds is a charitable company limited by guarantee, incorporated on 14th January 2011 and registered as a charity on 7th July 2011. The governing document is the Memorandum and Articles of Association of the company, approved on 14th January 2011. The Charity operated under the name SRSB until 5th July 2013 when Companies House certified the change of name to Student Minds. This change of name has also been recognised by the Charity Commission.

The governing document states the charity's activities as:

“Student Minds trains and supports students to run peer support programmes for mental health. We support a national network of student volunteers to raise awareness and improve the current state of student mental health.”

## Recruitment and appointment of the Trustee Board

All Trustees serve for a term of one year and may be re-appointed for a further annual term at each Annual General Meeting.

The Trustee Board seeks to ensure the sustainability and effectiveness of the Charity through diversity of skills and experience on the trustee body.

Trustees are given our governing document upon joining the board and they go through an induction process with an existing Trustee. Trustees are also invited to attend all major events and activities that Student Minds undertakes.

## Organisational structure

This year Student Minds has been led by a Chief Executive Officer (CEO) who has been supported by a team of nine full-time staff members and one part-time staff member. The CEO reports to the Chair of the Trustee Board, who are ultimately responsible for the strategic running and governance of Student Minds.

The staff team has been supported by a steering group of recent university graduates and a steering group of clinical advisors who review the charity strategy and contribute to the development of programmes.



## Risk management

The responsibility for the management and control rests with the trustee board, as such board involvement in key aspects of risk management is essential. Where appropriate, elements of the risk management process are delegated to members of the senior management team. In all situations, the Trustees remain informed of the risk management process.

Risks are reviewed annually by the senior management team, in consultation with the wider staff team, with the goal of identifying any and all possible risks, however remote. An annual review of successes and failures, completed by the staff team in consultation with the graduate steering group, facilitates a growth mindset. This encourages open discussion of how past mistakes and problems can contribute to strong controls to minimise risk in the future. A parallel risk review is conducted by the Trustee Board. These reviews are compared and discussed annually with the senior management team.

As a small and developing charity, Student Minds tolerates a moderate risk profile, recognising that a degree of risk is inevitable to facilitate necessary growth. A risk register is maintained, following the Charity Commission's guidance for assessing risk, with risks assessed using a likelihood/impact map and categorised. Following the Charities Commission guidance, we weight our overall risk assessment for impact as having greater importance than likelihood. Specifically, risks that have high impact but very low likelihood of occurrence have greater importance than those with a very high likelihood of occurrence and an insignificant impact. Assessed risks are filtered to provide clarity where further action is required.

Where moderate to major risks are identified, a comprehensive control procedure is put in place to manage the risk. Risk management is aimed at reducing the 'gross level' of risk identified to a 'net level' of risk. The risk

register pulls together the key aspects of the risk management process and schedules risk and their assessment. The register outlines control processes and responsibility for implementation of these processes. Risks are reviewed annually, unless specified as otherwise in the risk register.

# Financial review



### Principle funding sources

In the past year we have received funding from the Office for Students, CRM Students, Sheffield Hallam University, Unite Students, LSESU RAG, Southern Universities Network, the Charlie Waller Memorial Trust, the James Wentworth Stanley Memorial Trust and the Matthew Elvidge Trust.

### Investment policy

We do not have sufficient reserves for investment, but have a savings account with NatWest to hold small surpluses. We will continue to monitor our finances and whether we need to revise our investment policy.

### Reserves policy

Restricted funds are excluded from charity reserves, as any such amounts held are for defined purposes. We seek to build reserves sufficient to cover operational costs for six months should we face a loss of income. As the charity has been growing, we have been working to ensure the reserves held grow in line with the overall growth of the organisation. We ended this financial year holding approximately £150,000 in reserve. This is equivalent to exactly six months of our running costs.

### Ethical fundraising policy

Student Minds seeks, as far as is practical and within the constraints of UK law, to ensure that:

- Initiatives do not compromise the independent status of Student Minds
- Activities of organisations we work with are consistent with our organisational values
- Financial contributions will only be accepted from companies, organisations and individuals the Board considers ethical. We will not accept money from companies associated with arms, tobacco, alcohol or gambling

### Trustees' responsibilities

The Trustees are responsible for preparing the annual report and the accounts in accordance with applicable law and United Kingdom Generally Accepted Accounting Practice.

The Trustees are required to prepare accounts for each financial year, which give a true and fair view of the state of affairs of the Charity and the incoming resources and application of resources, including the net income or expenditure, of the Charity for the year. In preparing those accounts, the Trustees are required to:

- Select suitable accounting policies and then apply them consistently;
- Make judgements and estimates that are reasonable and prudent;
- State whether applicable accounting standards have been followed, subject to any material departures disclosed and explained in the accounts;
- Prepare the accounts on the going concern basis unless it is inappropriate to presume that the Charity will continue in operation.

The Trustees are responsible for keeping proper accounting records which disclose with reasonable accuracy at any time the financial position of the Charity and which enable them to ensure that the accounts comply with the Companies Act 2006. They are also responsible for safeguarding the assets of the Charity and hence for taking reasonable steps for the prevention and detection of fraud and other irregularities.

### Independent examiner

Miss Catherine Alton was appointed as the Charity's independent examiner for the year. She has expressed her willingness to continue in that capacity.

This report has been prepared in accordance with the Statement of Recommended Practice: Accounting and Reporting by Charities (FRS 102) (issued 16 July 2014) and in accordance with the special provisions of Part VII of the Companies Act 2006 relating to small entities

Approved by the Board of Trustees on 20th February 2019 and signed on its behalf:



Andrew Nelson,  
Student Minds Treasurer



Nicola Byrom,  
Student Minds Chair

# Independent examiner's report to the Trustees of Student Minds

I report on the accounts of the Charity for the year ended 30th June 2018 which are set out on pages 45-48.

## Respective Responsibilities of Trustees and Examiner

The Charity's Trustees are responsible for the preparation of the accounts. The Charity's Trustees consider that an audit is not required for this year under section 144 of the Charities Act 2011 (the Charities Act) and that an independent examination is needed.

It is my responsibility to:

- examine the accounts under section 145 of the Charities Act
- to follow the procedures laid down in the general Directions given by the Charity Commission (under section 145(5)(b) of the Charities Act, and
- to state whether particular matters have come to my attention

## Basis of Independent Examiner's Statement

My examination was carried out in accordance with general Directions given by the Charity Commission. An examination includes a review of the accounting records kept by the Charity and a comparison of the accounts presented with those records. It also includes consideration of any unusual items or disclosures in the accounts, and seeking explanations from the Trustees concerning any such matters. The procedures undertaken do not provide all the evidence that would be required in an audit, and consequently no opinion is given as to whether the accounts present a 'true and fair' view and the report is limited to those matters set out in the statement below.

## Independent Examiner's Statement

In the course of my examination, no matter has come to my attention which

gives me reasonable cause to believe that in any material respect the requirements have not been met:

- to keep accounting records in accordance with section 130 of the Charities Act; and
- to prepare accounts which accord with the accounting records and comply with the accounting requirements of the Charities Act.

No matter has come to my attention to which, in my opinion, attention should be drawn in order to enable a proper understanding of the accounts to be reached.

Name: Miss Catherine Alton

Relevant Professional qualification (if any): ACA and UK Qualified Auditor

Address: C/O Student Minds 17 Springfield Mount, Leeds, LS2 9NG

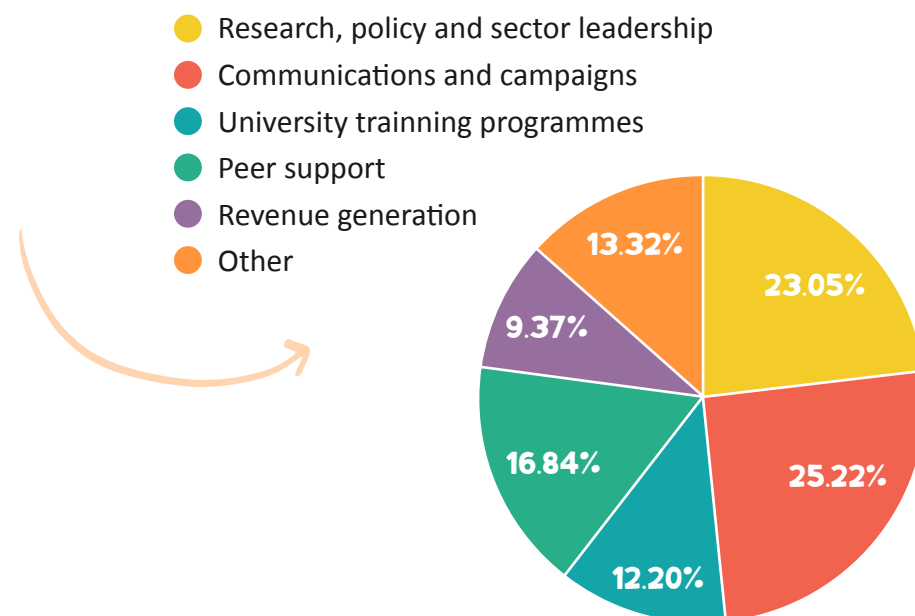
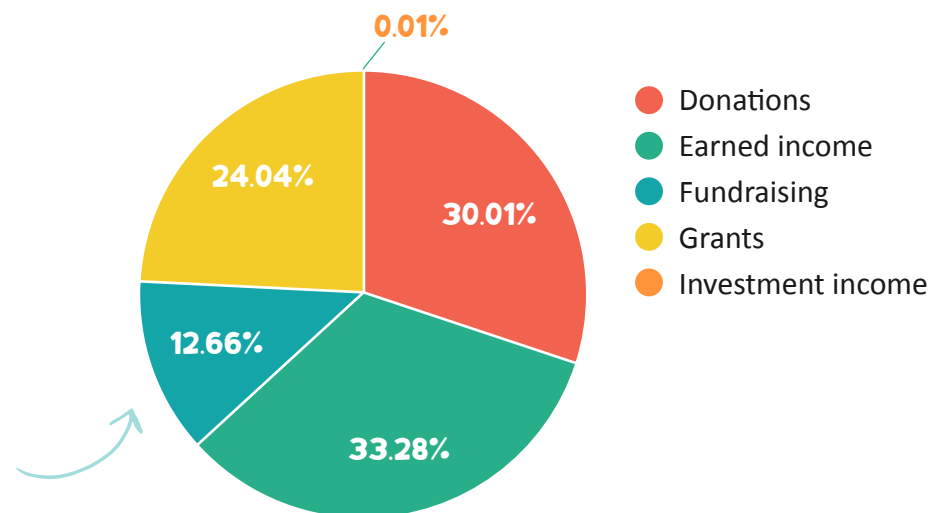
Signed: *Catherine Alton*

Date: 6th February 2019

## Statement of financial activities

Statement of Financial Activities  
(including income and expenditure account)  
for the year 1 July 2017 to 30 June 2018

	This Year Unrestricted £	This Year Restricted £	This Year Total £	Last Year Total £
<b>Income and endowments</b>				
Donations	90,848	-	90,848	62,273
Fundraising	38,338	-	38,338	22,937
Grants	48,500	24,286	72,786	127,846
Earned Income	100,762	-	100,762	95,442
Investment income	22	-	22	15
<b>Total incoming resources</b>	<b>278,470</b>	<b>24,286</b>	<b>302,756</b>	<b>308,513</b>
<b>Expenditure</b>				
Research, policy and sector leadership	41,974	24,286	66,260	38,358
Communications and campaigns	72,506	-	72,506	56,266
University Training Programmes	35,079	-	35,079	59,047
Peer Support Programmes	48,420	-	48,420	61,655
Revenue Generation	26,935	-	26,935	31,041
Other	38,285	-	38,285	17,142
<b>Total resources expended</b>	<b>263,199</b>	<b>24,286</b>	<b>287,485</b>	<b>263,509</b>
<b>Net incoming resources</b>	<b>15,271</b>	-	<b>15,271</b>	<b>45,004</b>
Transfers between funds	-	-	-	-
Fund balances brought forward	146,430	-	146,430	101,426
<b>Fund balances carried forward</b>	<b>161,701</b>	-	<b>161,701</b>	<b>146,430</b>



The Statement of Financial Activities includes all gains and losses in the year and therefore a statement of total gains and losses has not been prepared.  
All the above amounts relate to continuing activities.

# Balance Sheet

STUDENT MINDS  
Balance Sheet  
As 30 June 2018

	This Year Unrestricted £	This Year Restricted £	This Year Total £	Last Year Total £
<b>Current Assets</b>				
Debtors	2,760	-	2,760	5,500
Cash at bank in hand	170,391	-	170,391	144,839
<b>Total current assets</b>	173,151	-	173,151	150,339
<b>Creditors:</b>				
<b>Amounts falling due within one year</b>	11,450	-	11,450	3,909
<b>Net current assets</b>	161,701	-	161,701	146,430
<b>Total assets less current liabilities</b>	161,701	-	161,701	146,430
<b>Net Assets</b>	<b>161,701</b>	-	<b>161,701</b>	<b>146,430</b>
<b>Total Funds</b>	<b>161,701</b>	-	<b>161,701</b>	<b>146,430</b>

The Trustees are satisfied that the company is entitled to exemption from the provisions of the Companies Act 2006 (the Act) relating to the audit of financial statements for the year by virtue of section 477, and that no member or members have requested an audit pursuant to section 476 of the Act.

The Trustees acknowledge their responsibilities for:

1) ensuring that the company keeps adequate records which comply with section 386 of the Act, and

2) preparing financial statements which give a true and fair view of the state of affairs of the company as at the end of the financial year and of its profit or loss for the financial year in accordance with the requirements of section 393, and which otherwise comply with the requirements of the Act relating to financial statements, so far as applicable to the company.

These financial statements were approved by the members of the Trustee Board on 20th February and are signed on their behalf by



Andrew Nelson,  
Student Minds Treasurer



Nicola Byrom,  
Student Minds Chair

# Notes to the Financial Statements for the year ended 30 June 2018

## 1) Accounting Policies

The principal accounting policies are summarised below. The accounting policies have been applied consistently throughout the year and in the preceding year.

### a) Basis of preparation of financial statements

The financial statements have been prepared under the historical cost convention with items recognised at cost or transaction value unless otherwise stated in the relevant notes to these accounts. The financial statements have been prepared in accordance with the Statement of Recommended Practice: Accounting and Reporting by Charities preparing their accounts in accordance with the Financial Reporting Standard applicable in the UK and Republic of Ireland (FRS 102) issued on 16 July 2014 and Financial Reporting Standard applicable in the United Kingdom and Republic of Ireland (FRS 102) and Charities Act 2011. Student Minds constitutes a public benefit entity as defined by FRS 102

### b) Cash flow statement

The charity has taken advantage of the exemption permitted for small entities by Financial Reporting Standard 1 and not published a cash flow statement.

### c) Fund accounting

Unrestricted funds are available for use at the discretion of the Trustees in furtherance of the general objectives of the charity.

Restricted funds are subjected to restrictions on their expenditure imposed by the donor or through the terms of an appeal.

### d) Incoming resources

All incoming resources are included when the charity is entitled to, and virtually certain to receive, the income and the amount can be quantified with reasonable accuracy. The following policies are applied to particular categories of income:

- Voluntary income is received by way of grants, donations and gifts and is included in full in the Statement of Financial Activities when receivable. Grants, where entitlement is not conditional on the delivery of a specific performance by the charity, are recognised when the charity becomes unconditionally entitled to the grant.
- Incoming resources from grants, where related to performance and specific deliverables, are accounted for as the charity earns the right to consideration by its performance.

### e) Resources expended

Expenditure is recognised on an accrual basis as a liability is incurred. Expenditure includes any VAT which cannot be fully recovered, and is reported as part of the expenditure to which it relates:

Costs of generating funds comprise the costs associated with attracting voluntary income;

Charitable expenditure comprises those costs incurred by the charity in the delivery of its activities and services for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them.

## 2) Restricted Funds

Student Minds received £24,286 in restricted grant funding this year from the Office for Students. The grant funding was able to support the development and evaluation of a whole university approach to mental health at the University of York, University of Cardiff and University of the West of England and has been used to help offset some of the costs of the staff and office expenses, as well as specific costs of salaries for staff involved.

## 3) Employees

The average number of employees during the year was 10 (2017: 10). No employee receives emoluments of more than £60,000 (2017: 0).

Staff Costs	2018 £	2017 £
Salaries and wages	210,065	184,598
Social security costs	18,039	10,332
Pension costs (defined contribution pension plans)	1,911	925
	<b>230,015</b>	<b>195,855</b>

## 4) Taxation

As a charity, Student Minds is exempt from tax on income and gains falling within section 505 of the Taxes Act 1988 or s256 of the Taxation of Chargeable Gains Act 1992 to the extent that these are applied to its charitable objects. No tax charges have arisen in the Charity.

## 5) Analysis of debtors

	2018 £	2017 £
Trade debtors	2,760	5,220
Prepayments and accrued income	0	0
Other debtors	0	280
	<b>2,760</b>	<b>5,500</b>

## 6) Analysis of creditors

	2018 £	2017 £
Trade creditors	0	0
Taxation and social security	4,901	3,859
Deferred income	1,050	0
Other creditors	500	50
	<b>6,451</b>	<b>3,909</b>

## 7) Trustee remuneration and related party transactions

No members of the Trustee Board received any remuneration during the year. Travel and expense costs were reimbursed to one Trustee, totalling £5 (2017: £101). No Trustee or other person related to the charity had any personal interest in any contract or transaction entered into by the Charity during the year (2017: 0). No charitable funds have been used to purchase insurance to indemnify the Trustees against the consequences of any neglect or default on their part.

## 8) Company limited by guarantee

Student Minds is a company limited by guarantee and accordingly does not have share capital. Every member of the company undertakes to contribute such amount as may be required not exceeding £1 to the assets of the charitable company in the event of it being wound up while he or she is a member, or within one year after he or she ceases to be a member.

## 9) Pension commitments

The charity operates a defined contributions pension scheme. The assets of the scheme are held separately from those of the charity in an independently administered fund. The pension cost charge represents contributions payable by the charity to the fund and amounted to £1,911 (2017-£925).



# In memory of Dr Olivia Byrom

It is with enormous sadness that we learnt in June 2018 that Dr Olivia Byrom had died in a diving accident. Olivia, better known as Liv, was a passionate supporter of Student Minds. Over her many years studying at the University of Bristol, she worked to support the establishment of an eating disorders peer support group and many subsequent campaign events. Liv was instrumental in developing some of Student Minds' early campaign initiatives and was a constant source of support through her sponsored runs and triathlons.

Liv had struggled with her own mental health at university, but despite these struggles, had persevered through both an undergraduate degree in neuroscience and a graduate entry medical degree. Liv died shortly after she qualified as a doctor. Over her years at the university, many academic and clinical staff at Bristol provided the support Liv needed to continue her studies successfully. She was a vibrant member of the university community and a much-valued part of the Student Minds family. She will be sorely missed by many.



**student  
minds**  
[www.studentminds.org.uk](http://www.studentminds.org.uk)