

Graduate wellbeing in the city

| CITY MENTAL
HEALTH ALLIANCE





Contents

Introduction	1
Welcome and programme	3
Biographies	6
The Graduate Experience survey	9



Introduction

The transition into young adulthood and the workforce is one of the most significant in our lives. It is only with hindsight that many of us who are a bit older realise that the experiences of that period are seared into our memories perhaps more strongly than almost any other time of life. This is not surprising – although we all change throughout our lives, it is the time that most of us associate with becoming who we are as our adult selves. For many of us, this is a time of great joy, huge learning and also the first time we fall in love.

However, all this change - entering full time employment, establishing new friendships and relationships, moving to new cities and so on, happens at a time when we may well also be at our most psychologically vulnerable. The most poignant image I can think of is that we are like butterflies emerging from a chrysalis – beautiful and ready to spread our wings, but fragile.

We are now realising, both through the more open discussions we are now able to have about mental health, and the very sobering statistics, that late adolescence and early adulthood are critical periods for the onset of mental illness. The Mental Health Foundation states that 20% of adolescents may experience a mental health problem in any given year⁽¹⁾ and 50% of mental health problems are established by age 14 and 75% by age 24⁽²⁾.

It is my firm conviction that employers have a key role to play in establishing an environment that helps young people starting out in their careers develop skills to support good mental health. And that we are there to provide support when things start getting difficult. Our role should be about both prevention and support.

To be very clear, this is not about hand holding. I have talked with leaders in the most demanding vocations like elite athletes and the military who have emphasised the critical importance of developing resilience to performance.

It's also clear that millennials place a very high value on an employer's ability to support their wellbeing. In a late 2016 Gallup Poll nearly two in three millennials said work life balance and well-being in a job are 'very important' to them. Those employers who fail to adapt may well be left behind.

For all these reasons I am delighted that we are hosting this event today. I know there are many of you here who have been working in this area for many years. We hope that today is the start of a collaboration that will help to benefit graduates for a long time to come.

Pete Rodgers

***Deputy General Counsel,
KPMG International and
CMHA Non-executive Director***

References

(1) WHO (2003). Caring for children and adolescents with mental disorders: Setting WHO directions. [online] Geneva: World Health Organization. Available at: http://www.who.int/mental_health/media/en/785.pdf [Accessed 14 Sep. 2015].

(2) Kessler RC, Berglund P, Demler O, Jin R, Merikangas KR, Walters EE. (2005). Lifetime Prevalence and Age-of-Onset Distributions of DSM-IV Disorders in the National Comorbidity Survey Replication. Archives of General Psychiatry,

<https://www.mentalhealth.org.uk/statistics/mental-health-statistics-children-and-young-people> [accessed 30 May 2017].

Welcome and programme

Thank you for joining us today to explore the experiences of young people when making the transition from university into the workplace. This is the first UK conference to focus on this key transition point and is the result of partnership working between Mental Health First Aid England, Student Minds, the Charlie Waller Memorial Trust, Universities UK, The City Mental Health Alliance and our hosts, The Bank of England.

When our organisations first discussed the idea of hosting a conference on this topic over a year ago, we realised very quickly that there is a huge gap in the literature about the experiences of recent graduates and their workplace wellbeing.

In response, Student Minds, the UK's student mental health charity, resourced a survey working with colleagues at King's College London, to start the conversation and build on our understanding. At today's conference the headline data, which is also shared in this booklet, will be presented by the research lead, Dr Nicola Byrom, and we'll hear from a range of young people and sector experts to help us move towards useful solutions. We really want you, as attendees of this event, to contribute, to ask questions and to share your own ideas and to play a part in shaping recommendations for both Higher Education and City employers.

This is a timely point at which to influence what universities do in terms of preparing students for the workplace, and how employers can mitigate the mental health risks among their newest recruits. There are national programmes in motion encouraging a whole university approach to mental health in universities, which Universities UK and Student Minds are working on, as well as lots of work across the UK to improve our approaches to mental health in our workplaces so that we create workplace cultures where all of us can thrive and get the support we need.

We hope that in the light of these findings and today's discussion, a working group will be set up to look at these issues further and build upon the recommendations. We'll be looking for a selection of graduate recruiters from a wide range of sectors to join this group so if you're feeling up to the challenge after the conference today contact research@studentminds.org.uk to register your interest and lead the way on this important agenda.

We hope you enjoy the event, don't forget to tweet! #graduatewellbeing

Poppy Jaman

Chief Executive of Mental Health First Aid England and City Mental Health Alliance



Programme

12:30

Registration and lunch

13:00

Introduction by Pete Rodgers, KPMG,
Event Chair

13:05

Welcome from Chris Salmon, Executive
Director, Bank of England

13:15

Research update by Dr Nicola Byrom,
Founding Chair of Student Minds
& Lecturer in Psychology at the
Institute of Psychiatry, Psychology and
Neurosciences, Kings College London

13:30

Keynote speaker – Brian Heyworth,
Global Head of Client Strategy, HSBC

13:50

Panel discussion and Q&A with
students and graduate workers

14:25

Panel discussion and Q&A with
university vice-chancellors and CMHA
members

15:00

Presentation by Dr Brian Marien on
behalf of the Charlie Waller Memorial
Trust: 'Positive Psychology - practical
strategies for Universities and
employers'

15:30

Networking

16:00

Close





Biographies



Chris Salmon

Executive Director,
Bank of England

Chris Salmon has been the Bank of England's Executive Director for Markets since June 2014. He is responsible for all Bank operations in financial markets; management of the Bank's balance sheet and the UK's official foreign exchange reserves on behalf of HMT; and delivering market intelligence for monetary and financial stability.

Chris has worked at the Bank for over twenty years, and recent previous positions include: Executive Director, Banking & Chief Cashier (2011 – 2014) and Private Secretary to then Governor, Sir Mervyn King (2006-2009).

Chris studied undergraduate Economics at Bristol University and postgraduate Econometrics and Mathematical Economics at LSE. His hobbies are running and playing golf.



Pete Rodgers

Deputy General Counsel,
KPMG International

Pete began his career in 1995 with the Australian government. He has been with KPMG since 1997 in a variety of roles, starting out as a solicitor in KPMG's law firm in Sydney, Australia. In 2001 Pete was seconded to the UK, where he has undertaken a variety of roles, moving into KPMG International's Office of General Counsel in 2005.

He was promoted to Deputy General Counsel at the end of 2010. He is a board member of KPMG's global captive insurance company and from 1st December 2016 will be a trustee of Mind.

Pete has been involved with the CMHA since its inception, becoming the Chair in 2013. He has spoken openly about his own experiences of mental health issues and is a frequent commentator on this important issue.



Brian Heyworth

Global Head of
Client Strategy,
HSBC

Brian joined JP Morgan in 1987 after graduating from Cambridge University with a degree in Economics. He spent a total of 13 years with JP Morgan in a variety of roles in Fixed Income Sales and Sales Management. His final role was Head of UK Fixed Income Sales.

In September 2000 he joined Bank of America as Head of UK Fixed Income Sales and became Head of EMEA Sales in 2002. In 2004 he became Head of International Sales.

Brian joined HSBC in October 2006 as Head of Global Markets Sales, EMEA. He joined the Global Markets Management Committee in November 2009. In May 2011 he was appointed Global Co-Head of the Financial Institutions Group, Global Banking and Markets and Global Head of FIG in April 2016.

Brian was also a member of the HSBC Asset Management Board from June 2011 until March 2015. He was appointed to the role of Global Head of Client Strategy for the Asset Management business with effect from October 2016 and also was appointed Vice-Chairman (International) of the City Mental Health Alliance in December 2016.

Brian is married with 2 children.



Dr. Nicola Byrom

Nicola completed her DPhil in Psychology at Oxford University. She remained in Oxford as an MRC early career fellow and ESRC post-doctoral researcher working on a number of projects related to risk factors for depression. She has recently moved to the Institute of Psychiatry, Psychology and Neurosciences at Kings College London to support the development of a new undergraduate psychology programme.

It was in Oxford, as a postgraduate student, that Nicola founded Student Minds to engage students in a mission to improve student mental health. Her work with Student Minds was inspired by her own experiences of mental health difficulties. Nicola remains actively involved in the charity, chairing the trustee board.



Dr Brian Marien

Dr. Brian Marien trained in medicine at St. Bartholomew's Hospital and later gained a Masters in Health Psychology and also trained in cognitive and behavioural psychology at the Institute of Psychiatry in London. Until 2009, Brian worked in the Academic Department of Psychological Medicine, St Bartholomew's Hospital, where he was involved in teaching, clinical medicine and research.

Brian is a member of the Advisory Board of Positive Health Strategies, a specialist consultancy delivering evidence based preventions and early interventions to improve health, performance and productivity within organisations. Positive Health Strategies has worked in conjunction with the Charlie Waller Memorial Trust for a number of years now.

Brian is also a visiting lecturer in the Postgraduate Education Department, University Hospital Southampton NHS Foundation Trust, and on the

MSc programme, Organisational Behaviour, Occupational Psychology and Career Management, Department of Organizational Psychology School of Business, Economics and Informatics, Birkbeck College, University of London. He is Medical Adviser on Psychological Health and Wellbeing to NHS Sussex

Brian has developed a specialist interest in psychological health, stress and common mental health problems, and their impact on physical health and cognitive function. He remains actively involved in research and clinical practice and has contributed to two recent books: 'The Mind; A User's Guide' Bantam Press, 2007 and 'Biopsychosocial Medicine: An integrated approach to understanding illness' Oxford University Press, 2005.

The Graduate Experience survey

Headline data

Introduction - Project Background	11
Who took part?	13
Measuring mental wellbeing	15
University preparation for the workplace	16
A challenging gap - The Transition between university and the workplace	18
Getting induction right is important - it predicts mental wellbeing and stress	19
Recommendations	21
Further tools	23
Bibliography	24

Report Authors

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.**

This research has been undertaken by Dr Nicola Byrom from the Institute of Psychiatry, Psychology and Neurosciences at King's College London, and founder of Student Minds; with support from Victoria Reino and Rachel Piper, Policy Manager at Student Minds.

A full version of the report, with further analysis will be published by Student Minds after the conference.



**student
minds**



Introduction

Project Background

The case for approaching mental health across the whole life course has been well made across the sector. This report seeks to draw focus onto the particular transition point for young people after university, into the workplace. Students and young graduates (aged 18-25) are vulnerable to the development of mental health difficulties. Approximately 29% of students experience clinical levels of psychological distress (Bewick et al., 2008), associated with increased risk of anxiety, depression, substance use and personality disorders (Dawson et al., 2005). The years spent at university coincide with the peak age of onset for a range of mental health difficulties (RCPsych, 2011), with 75% of all mental health difficulties developing by mid-20s. Periods of transition and change, such as moving into the work place, can be a significant challenge for a young person's mental health.

Employers and universities have a part to play in early intervention and prevention, ensuring the mental wellbeing of their cohorts. If employers can support their young recruits in their early years of employment, they have the opportunity to build a more resilient workforce for the future. Investing workplace wellbeing benefits all.

Adjustments and support can empower staff, to manage their workload without a leave of absence (Equality Challenge Unit., 2014). "A strategic approach can also help an employer to ensure they are compliant with health and safety regulations, since emotional health is a factor in health and safety considerations. It also fulfils duties under the Equality Act in terms of avoiding discrimination. Publicly demonstrating that you are an employer that prioritises workplace wellbeing can also make job roles more appealing to your potential employees and show that you value and deliver on an inclusive approach to the wider sector." (Student Minds, 2017).

Working with CMHA members, Student Minds launched the Graduate Wellbeing in the City survey to evaluate the mental health of young graduates. The survey aimed to uncover the factors that influence the mental wellbeing of young people up to three years after graduation.

Graduates do not, on the whole feel that their university prepared them well for the transition into the workplace. However, while university preparation was one predictor of current mental wellbeing, there are many other factors that employers can influence directly, including the quality of support provided around the transition into the workplace.

The quality of the induction graduates received when they started work was related to their current mental wellbeing and levels of stress, indicating that getting it right from the start may help maintain good mental health.

What does the survey explore?

The survey took participants approximately 25 minutes to complete and asked graduates about:

- Their experience at university & preparation for the workplace
- The support and advice received from their university
- Their experiences in the first year after graduation
- Their experiences transitioning into their current job
- The training received on starting their current job
- Their current wellbeing, including standard, validated measures of mental wellbeing and stress.
- Their mental health and experience of disclosing mental health difficulties
- Core demographic details

Methodology

To develop the questions for this survey, we worked with a steering group made up of representatives from The City Mental Health Alliance, Mental Health First Aid (England), The Charlie Waller Memorial Trust and Universities UK.

We conducted two focus groups with 16 graduates and discussed experiences of making the transition into the workplace. A thematic analysis was used to establish key themes to explore in the survey.



Who took part?

About our participants as employees:

Data was collected from



recent graduates employed across a range of sectors:

Demographic data:

Average age:

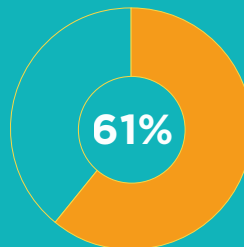
24

years old

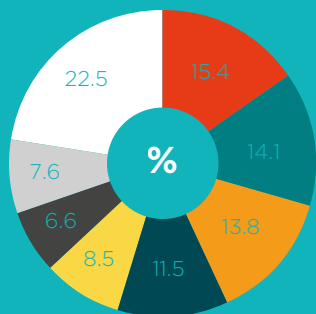


female

Mental health of our participants:



61% of our participants had experiences a mental health difficulty at some point in their life.



- 3rd Sector
- Education
- Financial Services
- Construction and Engineering
- Healthcare
- Combined group of Science, Technology
- Law
- Others

Approximately half of participants joined their company on a graduate scheme.



43 participants identified as LGBTQIA



Participants were graduates from a broad range of universities.¹

150

respondents were currently experiencing mental health difficulties



These mental health difficulties onset before entering the workplace for **95% of respondents**

¹ Note, in analysis of universities, the groups Wales, Buckingham, International and Other are excluded from the analysis because the sample size is too small.

It is important to recognise that this data is not representative of the whole workforce; it is likely that people with experience of mental health difficulties were more likely to respond to the survey.

Measuring mental wellbeing

We took a range of outcome measures to assess graduates' mental wellbeing today.

WEMWBS Short - Warwick Edinburgh Mental Wellbeing Scale

The short version of the Warwick-Edinburgh Mental Well-being Scale (SWEMWBS) is a seven-item scale validated to measure mental wellbeing in the general population (Stewart-Brown et al., 2009; Tennant et al., 2007; Fat, Scholes, Boniface, Mindell, & Stewart-Brown, 2016). In this scale, higher scores represent better mental wellbeing. The average score was 45.8 (Standard deviation = 10.7). This is a little lower than the normative score of 51.6, but not of significant note.

Perceived Stress Scale

The Perceived Stress Scale (PSS) is a widely used index for measuring the perception of stress (Cohen, Kamarck & Mermelstein, 1983). It is not a diagnostic. Rather, items are designed to assess how unpredictable, uncontrollable, and overloaded respondents find their lives to be. The questions in the PSS ask about feelings and thoughts during the last month. Scores on this scale were normally distributed and did not suggest unusually high levels of perceived stress.

University preparation for the workplace

Following analysis of focus groups with graduates, we developed a set of questions to tap into graduates perception of the preparation that their university provided for the workplace. Graduates identified whether a set of statements related to their own experience:

- My careers service helped me explore different career options.
- I used the careers service at my university.
- I had to be proactive to get support about careers at my university.
- Career advice at my university was tailored to my specific needs.
- My university encouraged me to think proactively about my career.
- Since graduating, I continue to feel that I'm welcome to access careers support from my university
- My university helped me prepare my expectations for life after university.
- My university provided me with the opportunity to contact recent university graduates to learn from their experience.
- My degree course prepared me for future employability.

Preparation for the workplace

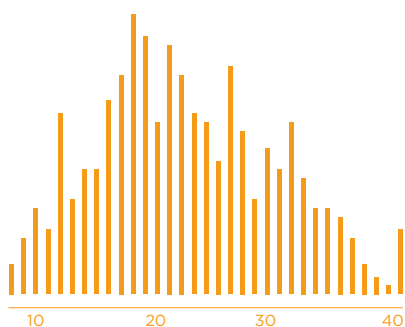


Figure 1

As shown in Figure 1, graduates score on this scale has a negative skew, indicating that, in general, graduates did not feel that their university provided a good preparation for the workplace.

Better university preparation (i.e., higher scores on this scale) predicted:

- **Students applying for fewer jobs**
- **A better graduate experience**
- **A better experience transitioning into the workplace.**

- **Better mental wellbeing** (WEMWBS); for every 1 point increase in the rating of university preparation, students had a .5 higher WEMWBS score. This relationship was relatively weak: university preparation predicted 12% of the variance in mental wellbeing
- **Lower perceived stress scores (Less stressed)**; for every 1 point increase in the rating of university preparation, students had .3 lower scores on the Perceived Stress scale. However this relationship was weak: university preparation predicted 6% of the variance in stress
- **Better wellbeing at work**; for every 1 point increase in the rating of university preparation, students had a .17 increase in their wellbeing at work score. However this relationship was weak: university preparation predicted 6% of the variance in wellbeing at work

However, while university preparation was a significant predictor of these outcome measures, it accounted for a small proportion (at most 12%) of the variance in these measures. As such university preparation can only be part of the picture for good mental wellbeing in the workplace.

Availability of the following advice significantly improved transition into the workplace:

- How to search for jobs
- How to apply
- How to write a CV
- Interview Technique advice
- Assessment Centres practice

Very few graduates felt that they had support and advice on:

- Making the transition out of university, managing the first few months after graduation
- Making the transition into the workplace
- Understanding the current job market

Further, most graduates felt that support and advice in these areas would have been helpful.

What was most helpful in helping graduates make decisions about their careers, in order of perceived usefulness:

- The Internet
- Work Experience
- Academic Staff; Parents; Contact with Graduates; Graduate Fairs (joint position)
- Careers service
- The Students Union; Student union societies; Taster Dates; Independent Advice Service

A challenging gap

The Transition between university and the workplace.

Following analysis of focus groups with graduates, we developed a set of statements to tap into graduates' experience of the first year following graduation. Combined these statements constitute our "graduate experience scale." Here, higher scores reflect a more negative experience.

Specific items included:

- My first year after graduating was a challenge.
- I felt prepared to deal with the challenges of finding employment.
- I found rejections from employers hard to take.
- I received useful feedback in job rejections.
- I found work demoralising.
- I felt that my friends were doing better than me.
- I found social media updates of my peers' activities overwhelming.
- I felt socially isolated: there was not enough time to socialise with friends.
- I felt confident that I was applying to jobs that suited my interest & qualifications.

Graduate experience

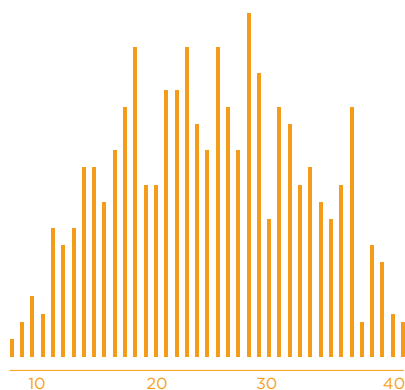


Figure 2

Scores on this "graduate experience scale" were normally distributed (Figure 2), indicating that people's experience varied with most people having an average experience.

Getting induction right is important

It predicts mental wellbeing & stress

Following analysis of focus groups with graduates, we developed a set of statements to tap into graduate's experience transitioning into the workplace. Graduates identified whether these statements related to their own experience of the first three months of starting their current job. A positive score on this scale indicated a more positive experience transitioning into the workplace.

A more positive experience transitioning into the workplace predicted:

- Better mental wellbeing.
- Lower levels of stress.

Seven factors relating to the transition into the workplace appear to be particularly influential for mental wellbeing and perceived stress:

- My manager was interested in my personal development
- There was someone I felt confident contacting if I was struggling with my wellbeing
- I was interested in the work I was doing
- I felt included in work related social activities
- My organisation was proactive about promoting wellbeing
- I felt comfortable taking breaks during the work day (e.g., lunch)

- I was able to keep on top of financial pressures

The value of Buddy Schemes

Individuals with access to a buddy scheme have a better transition into the workplace and higher mental wellbeing.

The benefits of a graduate scheme

Individuals joining their company as part of a structured graduate scheme had significantly more positive graduate experience and higher levels of mental wellbeing. Women on a structured graduate scheme had a significantly lower level of perceived stress. The beneficial effects of the graduate scheme are consistent for individuals with and without experience of mental health difficulties.

Training in the workplace:

Most graduates (more than 40%) identify that, as part of their induction, they have had:

- Role specific technical training,
- Training in communication skills and IT skills,
- Training on equality and diversity issues
- Health and safety training
- The opportunity to learn about how the company they have joined operates.

In contrast, few graduates (less than 40%) recognise that they have had training in:

- Personal time management
- How to manage meetings,
- Mental health
- Presentation Skills
- Team work
- Project management
- Leadership
- Managing conflict

Our data shows that people want and value training on:

- Managing conflict,
- How the company works,
- Job specific technical training,
- Communication skills,
- Health and safety
- Equality and diversity.



Recommendations

Cross collaboration between Higher Education and Employers:

- Establish a working group to build on the soft recommendations made in this report and ensure that graduate wellbeing remains on the agenda within broader workplace wellbeing discussions.
- Establish a quality mark or form of recognition for recruiters that are more transparent about how they support employees
- Set up clearer communication between employers and university to understand transition period, for example through working groups.

Universities supporting the transition:

- Help more students to have experience of the workplace before they get into work for example by providing more support for internships.
- Support a strong careers service to integrate with and compliment advice provided by academic staff.
- Make space for open discussions with students about the current employment market, normalising the challenging transition out of university.

Employers supporting the applicant's experience:

- Audit and review the application process with mental health and wellbeing in mind: Organisations should consider ways to support graduates through the application process.
- Provide supportive opportunities for the disclosure of mental health difficulties, with clear information about the benefits of declaring a mental health difficulty and the resources that are available, including key contacts.
- Where possible, provide useful feedback to candidates.

Employers supporting mental wellbeing and preventing stress in the workplace:

- Managers should be made aware of the benefits of being interested in the personal development of those graduates they manage and provided with training to support this.
- Ensure that all employees are confident that there is someone that they can contact if they are struggling with their wellbeing, this might include assigning new employees a mentor, in addition to a line manager.

- Encourage and provide social activities that colleagues can partake in.
- Proactively promote the wellbeing of all employees: this may be through regular discussions in team meetings, inductions, the participation in national awareness raising days, clear signposting to a range of services on the workplace internal websites / walls of the offices.
- Encourage employees to take regular breaks, this may be through dedicated spaces for breaks and for lunch. This might also be achieved by setting a clear example that this is acceptable.
- Provide signposting and support for employees who may be struggling with financial pressures.
- Set up a buddy scheme: this may include an element of peer support and/or mentoring, enabling young graduates with similar experiences to support and learn from one another.



Further tools

Further Tools to support the development of a workplace wellbeing strategy and increase understanding of the student and graduate experience:

Student Minds – Research:
<http://www.studentminds.org.uk/research>

Universities UK – Mental Health and Wellbeing Programme:
<http://www.universitiesuk.ac.uk/news/Pages/New-programme-to-address-mental-health-and-well-being-in-universities.aspx>

Charlie Waller Memorial Trust:
<http://www.cwmt.org.uk/>

Mental Health First Aid England:
<https://mhfaengland.org/>

Mind – Workplace Wellbeing Index:
www.mind.org.uk/workplace/workplace-wellbeing-index

Mind – Taking care of business: Employers' guide to mentally healthy workplaces:
www.mind.org.uk/media/43719/EMPLOYERS_guide.pdf

Time to Change – Creating Mentally Healthy Workplaces: What employees say and how employers can improve:
www.time-to-change.org.uk/sites/default/files/Creating%20mentally%20healthy%20workplaces.pdf

Mental Health Foundation – Managing Mental Health in The Workplace:
www.mentalhealth.org.uk/sites/default/files/CRO0233_Ebook_dualbranded_interactive.pdf

CIPD – Employee Outlook – Mental health in the workplace:
www.cipd.co.uk/Images/employee-outlook_2016-focus-on-mental-health-in-the-workplace_tcm18-10549.pdf

Fully Focused Solutions – Workplace mental wellbeing policy: Sample Policy:
www.fullyfocusedsolutions.co.uk/resources/FFsolutions_workplace_MH_wellbeing_policy_sample.pdf

Business In The Community - Reducing the risk of suicide: a toolkit for employers:
http://wellbeing.bitc.org.uk/sites/default/files/business_in_the_community_suicide_prevention_toolkit_0.pdf

Bibliography

Bewick, Maree, B., Jan Gill, B. Mulhearn, Barkham, M., and Hill, A. J., (2008).

“Using electronic surveying to assess psychological distress within the UK student population: a multisite pilot investigation.” *E-Journal of Applied Psychology* 4, no. 2

Cohen, S., Kamarck, T., & Mermelstein, R. (1983). A global measure of perceived stress. *Journal of health and social behavior*, 385-396.

Dawson, S.P., Burnett, B.M. and McArdle, F.A., (2005). Watching learning from behind closed doors: The impact of surveillance on student online behaviour.

Equality Challenge Unit. (2014) *Understanding adjustments: supporting staff and students who are experiencing mental health difficulties*

Fat, L., Scholes, S., Boniface, S., Mindell, J., & Stewart-Brown, S. (2016). Evaluating and establishing national norms for mental wellbeing using the short Warwick-Edinburgh Mental Well-being Scale (SWEMWBS): findings from the Health Survey for England. *Quality of life research : an international journal of quality of life aspects of treatment, care and rehabilitation*.

Royal College of Psychiatrists. (2011) *Mental health of students in higher education*.

Student Minds, (2017) *Student Living: Collaborating to support mental health in university accommodation*.

Stewart-Brown, S., Tennant, A., Tennant, R., Platt, S., Parkinson, J., Weich, S., (2009). Internal construct validity of the Warwick-Edinburgh Mental Well-being Scale (WEMWBS): a Rasch analysis using data from the Scottish Health Education Population Survey. *Health and Quality of Life Outcomes*.

Tennant, R., Hiller, L., Fishwick, R., Platt, S., Joseph, S., Weich, S., ... Stewart-brown, S. (2007). The Warwick-Edinburgh Mental Well-being Scale (WEMWBS): development and UK validation. *Health and Quality of Life Outcomes*, 5(1), 63.



Partners

The City Mental Health Alliance are proud to partner with Student Minds, the Charlie Waller Memorial Trust, Universities UK and Mental Health First Aid England for their assistance and support with this important initiative. Thanks are extended to the Bank of England for invaluable input in organising and hosting the event.

Student Minds

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.

www.studentminds.org.uk
@StudentMindsOrg

Charlie Waller Memorial Trust

CWMT provides free mental health training to schools, health care professionals and employers, and encourages those who may be depressed to seek help. It raises awareness of depression and other mental health issues, particularly

amongst young people, helping them take care of their emotional wellbeing and fighting stigma. Depression – let's get talking.

www.cwmt.org.uk
@CharlieWtrust

Universities UK

Universities UK is the representative organisation for the UK's universities. Founded in 1918, its mission is to be the voice of universities in the UK, providing high quality leadership and support to its members to promote a successful and diverse higher education sector. With 135 members and offices in London, Cardiff (Universities Wales) and Edinburgh (Universities Scotland), it promotes the strength and success of UK universities nationally and internationally.

www.universitiesuk.ac.uk
@UniversitiesUK

Mental Health First Aid England

Mental Health First Aid (MHFA) England is a Community Interest Company and a training organisation that provides courses in Mental Health First Aid – an internationally recognised course designed to teach people how to spot the signs and symptoms of mental ill health and provide help on a first aid basis. To find out more about MHFA England and its training visit.

www.mhfaengland.org
@MHFAEngland

About The City Mental Health Alliance

The CMHA is a not-for-profit organisation that combines the expertise of senior representatives from organisations that specialise in health and mental health with that of senior representatives of City firms. We expect our members to be engaged and actively involved and, in turn, we provide the support of our programme team and expert reference group.

Our CEO Poppy Jaman, is also CEO of Mental Health First Aid England, and the expert reference group is chaired by Paul Farmer CBE, CEO of Mind, and includes senior figures from Public Health England, NHS England and the Royal College of Psychiatrists.

Our success will continue to be determined by the collective contribution of all our members, through sharing their knowledge and experience, and through organising and participating in firm-specific, CMHA and wider events and initiatives in the area of mental health.

Membership

We have three tiers of membership: leader, standard and introductory.

- We currently have nine Leader Members, who pay an annual membership fee of £10,000 and have a high level of responsibility and input into the leadership and strategy of CMHA.

- Standard Renewing Members pay annual membership fees of £3,000.
- Introductory Members, who want to find out whether or not CMHA is for them, pay £1,000 for the first year and have relatively low responsibility.

To date, we have 43 members with new enquiries being received all the time. During the first six months of this year we have held two breakfasts for our senior sponsors and three lunch and learn sessions. More events are planned, including the popular and well attended annual celebration in November.

For more information or to register for membership, please contact us at: cmha@citymha.org.uk. We will send you the membership guide, which contains comprehensive details of member benefits. You will be required to complete the application form at the back, and we will offer a face-to-face or telephone conversation with one of our representatives.

For further information go to our website: citymha.org.uk and follow us on Twitter @City_MHA.

Thank you to the KPMG Create team for designing this brochure and Deloitte for printing.



Deloitte.



