

student minds

Trustees' Report and Financial Statements for
the Year Ended 30th June 2017



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.

**student
minds**

Student Minds
(A company limited by guarantee)

TRUSTEES' REPORT AND FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2017

To view an interactive version of this document visit our website -
www.studentminds.org.uk/ourimpact

Annual Report for the Year ended 30th June 2017

Reference and Administrative Information

Charity name: Student Minds
Charity registration number: 1142783
Company registration number: 07493445
Registered office and operational address:
16 – 17 Turl Street
Oxford
OX1 3DH

Trustee Board

Chair: Dr Nicola Byrom
Treasurer: Mr Andrew Nelson
Dr Eleanor Hambly
Mrs Elisabeth Gulliver
Mr Seb Baird
Mrs Ann Henshaw

Bankers National Westminster Bank PLC
121 High Street
Oxford
OX1 4DD

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A message from our CEO and founder

Dear Supporters,

It is always inspiring to see our annual report come together - a celebration of the achievements of our student volunteers, the university staff delivering our training programmes, community fundraisers, and our staff team and trustees. Thank you to every single one of you for playing your part in transforming the state of student mental health. We continue to be amazed by the commitment of every person that makes up Student Minds and are proud that this was recognised in 2016 with a prestigious national GSK IMPACT Award from The King's Fund. To be one of ten charities out of the 400 impressive organisations who applied was astounding and we'd like to thank all of you for helping us to achieve this important milestone.

Another key highlight of the year has been the release of 'Step Change', Universities UK's strategic framework to encourage more universities to take a 'whole-university approach' to student mental health and wellbeing. As part of the advisory group, our Student Voice Forum shared their vision for a university where students could thrive. The launch of this work involved us speaking to the network of university Vice Chancellors, a fantastic opportunity to share the experience of students and staff on the ground and to advocate for mental health strategies developed 'with' not just 'at' students, with those who make the ultimate decisions about university strategy.

These developments represent a timely point at which to pause and give considered thinking to where and how we go forwards. Since 2008, Student Minds has grown from a student-led project into a national movement with a training arm and policy influence. The 2016-17 financial year has involved a range of activities, some of these focussed on maintaining our flagship student-led programmes, other activities involved the development of brand new projects, all of which we hope you'll enjoy reading about in the following pages.

We now want to take Student Minds to the next level. We've achieved a lot as a small charity on a modest budget but we must grow in order to ensure that all students have accessible opportunities to build their wellbeing, develop the skills to make change, access

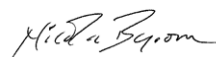
appropriate support if they need it, and to ensure that all universities, health providers and connected organisations prioritise student health.

As we're writing this, a little after the end of our financial year, Rosie has just completed a 2-month Churchill Fellowship looking into student mental health work in Canada and Australia, and Nicola (with our Policy Manager, Rachel) are co-conveners for the International Youth Mental Health Conference (Dublin, September 2017), both of which open up a range of new possibilities and collaborations. Over the coming months we'll be refining our strategy summarised overleaf, ensuring we're on the front foot of international learning.

We hope you'll join us to help make our ambitious objectives happen, be it as a volunteer, university partner, collaborator or funder. Collaboration is going to be central to truly making a difference to the lives of young people.

Join our movement and together we will transform the state of student mental health.

With thanks,


Nicola Byrom
Founder and Chair


Rosie Tressler
CEO



What next?

Looking towards the next 3 years, we'll be prioritising the following;

Building a stronger student - led mental health movement.

Our student groups and national University Mental Health day already play an important role in tackling stigma and building community. With greater investment and resources from us, our student groups will drive the change nationally and in their communities.

Delivering sustainable formal and informal peer support interventions, which go to where students are.

We want to dramatically build our scale, supported by an evaluation programme, digital support, and train the trainer approaches, so that more universities can create impactful peer support programmes and strengthen naturally occurring systems of support.

Co-producing with young people and academics to test innovative, preventative interventions which build wellbeing.

All young people should be equipped with the tools and skills to build wellbeing and have agency over their health. We believe young people have the best ideas for how to go about doing this, and that collaboration with academics will be key to achieving an embedded, inclusive approach. Through partnerships, we'll combine evidence with student leadership to develop solutions which work, are sustainable, and that students want to use.

Supporting the sector to truly deliver on a 'whole-university' approach to mental health and wellbeing.

We will continue to ensure the current policy focus on student mental health leads to real change on the ground. We'll continue to publish influential research, advise on the implementation of 'Step Change' with our student engagement model in 2017-2019, as well as exploring our longer term support mechanisms for universities, students' unions and accommodation providers in developing their mental health strategies.

Tackling the inequalities and barriers faced by underrepresented groups.

Starting with a programme for LGBTQ+ students in 2017-18, we will address gaps for underrepresented groups including BAME, international and PhD students.

Improving transitions for students across the life course.

Transitions between education institutions, health providers and the workplace currently create gaps for young people to fall down. We'll knock down the silos, improving outreach and timely information for schools, parents and graduate employers.



Highlights from the year

The main objectives and activities for the 2016-17 year can be categorised as:

Deliver training, support and supervision, empowering student facilitators to run **peer support programmes** for fellow students.

Create and run **research-driven national campaigns** and share knowledge and resources to encourage students to take care of their own mental health and to improve mental health literacy across the university community.

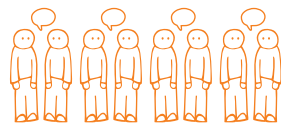
Coordinate a **network of student campaigners** to spread the message about student mental health throughout the year.

Run **train the trainer programmes** equipping staff to run workshops to build mental health literacy on their campuses.

Drive national change by **developing research and policy recommendations**, and sharing best practice as influenced by the student voice.



156



156 Support Group Attendees
Students that have attended a peer support group.

1,248



1,240 Trained by Student Minds
This includes students, supervisors and staff from XXX universities and students trained by Look After Your Mate and Mental Health in Sport trainers, as well as members of staff from UCAS and UPP.

7,349



7,349 Actively Engaged
This includes the number of events run for our campaigns UMHD and Best Night In; the number of attendees we've reached at conferences; subscribers to our national newsletter and Mind Matters newsletter; bloggers; and those who have participated in or taken a key interest in our research.

17 Million+



17 Million+ Basic Engagement
This includes the number of people reached by social media particularly through UMHD; friends of people trained and campaign event attendance.

Map of all of our groups and trainers for 2016/17

- 8 Eating Difficulty groups
- 13 Positive Minds groups
- 21 Campaign groups
- 60 Universities equipped to run Look After Your Mate
- 44 Universities equipped to run Mental Health in Sport

88

The total number of universities we supported across all of our student groups and staff-run workshops in 2016/17

Our Peer Support Groups:

- Anglia Ruskin** Eating Difficulties & Positive Minds
- Cardiff** Eating Difficulties
- Exeter** Eating Difficulties
- Leeds** Eating Difficulties
- Southampton** Eating Difficulties & Positive Minds
- UCL** Eating Difficulties
- Leicester** Eating Difficulties
- Oxford** Eating Difficulties & Positive Minds
- Bath** Positive Minds
- Bath Spa** Positive Minds
- Bournemouth** Positive Minds
- Derby** Positive Minds
- Goldsmiths** Positive Minds
- KCL** Positive Minds
- Lancaster** Positive Minds
- Leeds Beckett** Positive Minds
- Nottingham** Positive Minds
- NTU** Positive Minds
- Oxford Brookes** Positive Minds



Growing sustainable student-led peer support interventions



In this section...

Find out about our peer support models, how we deliver them, and our plans to support more universities develop a strategic approach to peer support.

Peer Support Groups

We know that students are often the first source of support for their peers and many students are keen to be there to help and to support peers. At Student Minds we provide student volunteers with the skills to deliver suitable and effective peer support. We do so in a framework that ensures that students understand the boundaries of their projects and are not acting as a frontline crisis service. We believe that this support that we provide to students to support each other enables early intervention of mental health difficulties.

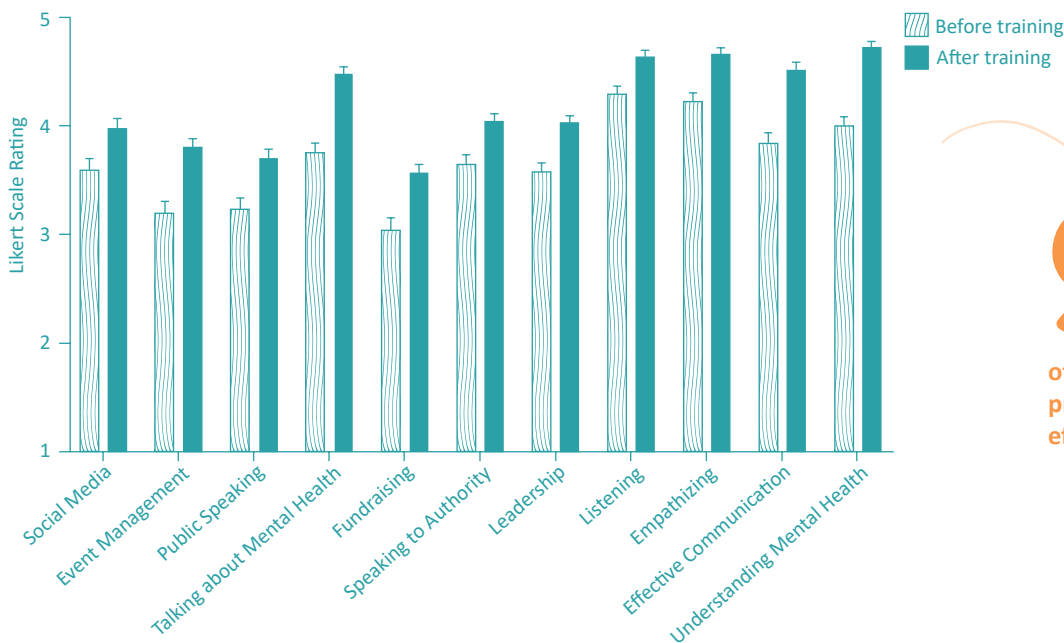
Training, supervision and e-learning

The support we provide ranges from our annual training weekends and ongoing, weekly supervision sessions to support with running recruitment, building strong local relationships and running events on campus. We train group facilitators to gently enforce ground rules, manage difficult situations calmly, and ensure appropriate boundaries are in place.

97

trained facilitators in 16/17 and 343 trained facilitators since 2013.

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



99%

of attendees felt that training prepared them to run a safe and effective group well or very well

Pre- and post-training evaluations were completed for 76 students completing peer support training. Paired samples t-tests confirmed that there were significant increases between trainee's ratings of knowledge, confidence and skills before and after attending peer support training. All increases were statistically significant at $p < .001$. Error bars show standard error of the mean.

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.

The team of supervisors, who all have experience of facilitating student peer support, are provided with supervision training and an additional layer of support through our Clinical Supervisor.

Our online **e-learning platform** is used by our volunteers throughout the year. The modules ensure that our volunteers stay up to date with information about student mental health and running our peer support programmes.

Our peer support groups

Eating Difficulty Support Groups

We provide both unstructured and structured groups for students experiencing eating difficulties. Both groups provide a friendly and welcoming environment for anyone who feels they might need support; the groups offer a safe space for students to discuss their difficulties with their peers. The unstructured group is often used by students to discuss how best to cope with the aspects of everyday life that an eating disorder can make difficult.

Last year we piloted 'Motivate Me' a new 6 week course that focuses on helping students to develop strategies to manage the challenges commonly observed in individuals experiencing eating difficulties. This year the course ran at the Oxford Eating Disorder Peer Support Group.

62

Total number of student attendees present across 30 eating difficulty sessions

Supporting Supporters

Alongside our other courses we run two Supporting Supporters workshops; one that focuses on self harm and the other on eating disorders. The workshop focuses on ensuring that supporters are able to take care of themselves whilst supporting a friend through their recovery. This year there have been 2 self harm and 3 eating disorders workshops.

Positive Minds

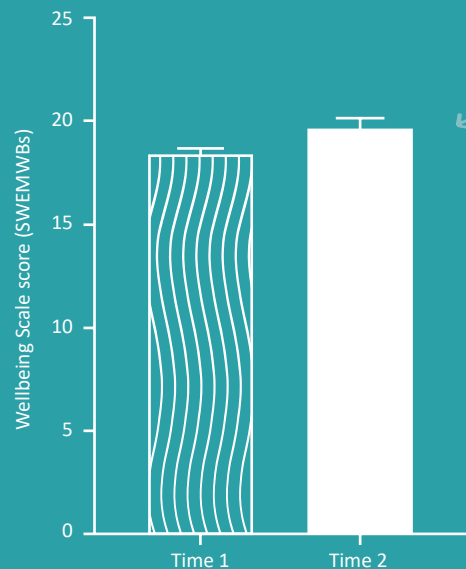
Positive Minds, our six-week structured peer led programme focuses on helping students to build strategies to maintain a positive mood through university. The course, developed back in 2014 with the Students Against Depression project, is aimed at students with mild depression and covers topics such as building a support network, establishing healthy routines and exploring different relaxation techniques.

This is our most popular structured peer support programme, with 13 universities running the course.

Attending these groups has "made me feel better about myself and the IMPs have given me purpose to my days and made me do more."

Peer support group attendee

Graph to show change in attendees' rating of their wellbeing before and part way through a Positive Minds course:



53 students complete initial and follow data for the Positive Minds programme. A paired samples t-test confirmed that there was a significant increase between attendees' ratings of mental wellbeing before and after attending a Positive Minds course, $t(52) = 2.88, p = .006, d = .41, 95\% CI (.12, .70)$. Mental wellbeing was measured using the Short version of the Warwick Edinburgh Mental Wellbeing scale and scores were adjusted accordingly. Error bars show standard error of the mean.

Peer Support Train the Trainer

“Facilitators were excellent and interacted with us perfectly”
- Peer Support Trainer

This year we have piloted our new Peer Support Train the Trainer programme.

We developed this new course recognising that many universities want to improve their knowledge of peer support and be equipped to think strategically about how to scale up this work and deliver it in-house. Drawing on our experience over the last seven years of setting up and managing peer support projects, this course gives university staff the knowledge, confidence and skills to run successful peer support projects at their institution. The training covers the entire process of running a peer support project, from recruitment to training, support and supervision. Alongside the training, we’re offering institutions ongoing support with impact measurement to help them get the most out of the project.

In 2016-17 we ran two training sessions to pilot this approach with a small number of institutions in the project’s first year. We will be evaluating the project as it develops with the hope to expand this initiative in due course.

The thing I like best about this Student Minds groups is “the space and chance to talk freely about any issues and being able to know that it is a confidential, safe space.”

Peer support group attendee



Improving the health literacy of the Higher Education community



In this section...

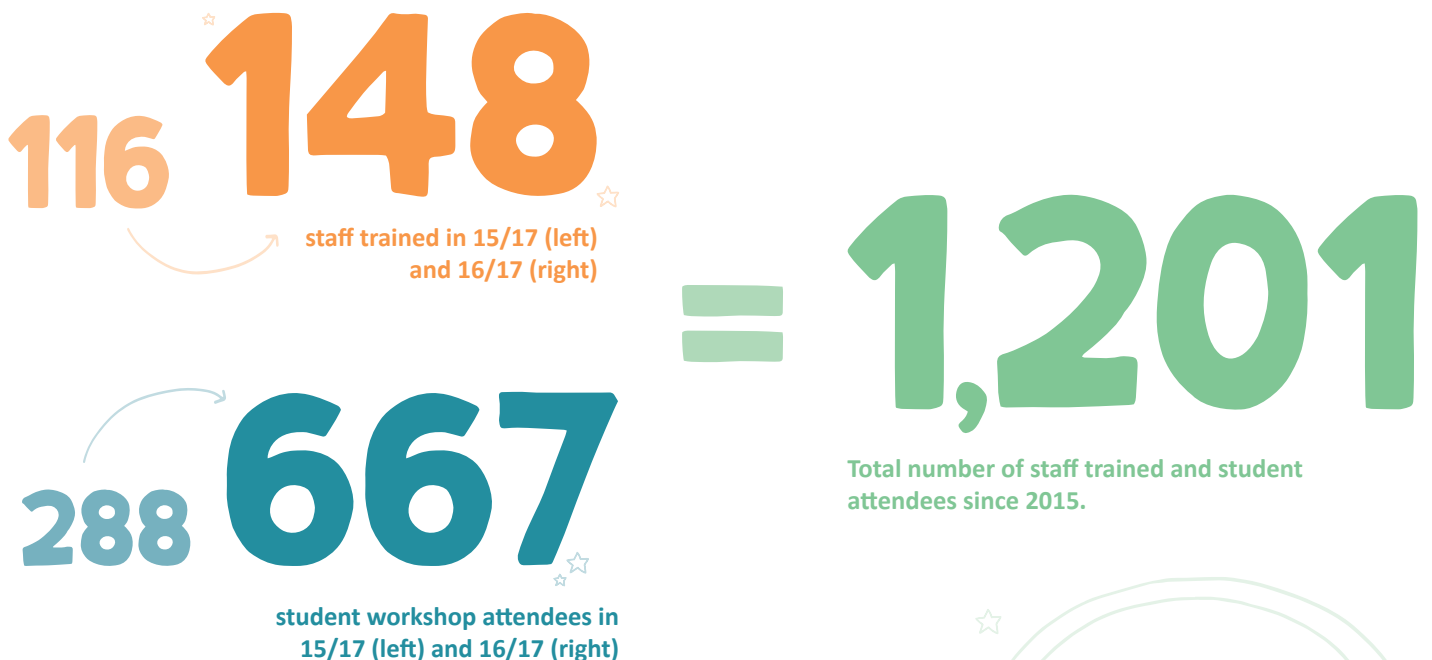
Find out about our training programmes, national campaigns such as University Mental Health Day and all of our external communications.

Train the Trainer Programmes

Our Train the Trainer Programmes enable university staff to deliver effective and informative workshops to students, providing them with the skills needed to support their peers, teammates and friends.

Our programmes have gone from strength to strength; this year we have trained a further 148 staff on our Look After Your Mate (LAYM) and Mental Health in Sport (MHIS) programmes.

We also ran our first Continuing Professional Development (CPD) event where both MHIS and LAYM trainers had the opportunity to network and learn more about how best to support students experiencing eating difficulties with all aspects of their university life, including how to safely involve students in physical activity.



University Sport and Mental Health Guidance Document

In March, we collaborated with British Universities and Colleges Sport) to launch a new guidance document to help university sports staff and clubs to support students' mental health through physical activity.

The guide aims to increase staff knowledge about student mental health, develop their understanding of how to design accessible sport programmes for students experiencing mental health difficulties, and understand best practice from universities working to improve mental health through sport. Read the guide on our [website](#).



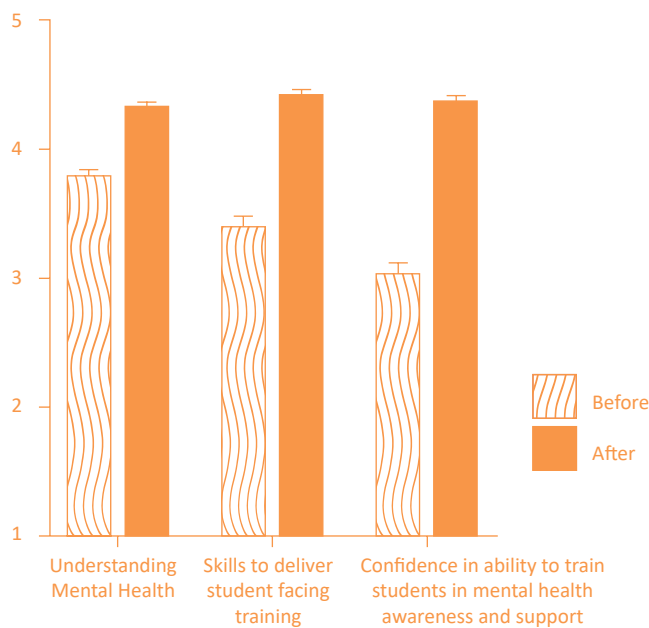
Look After Your Mate

Train the Trainer Programme

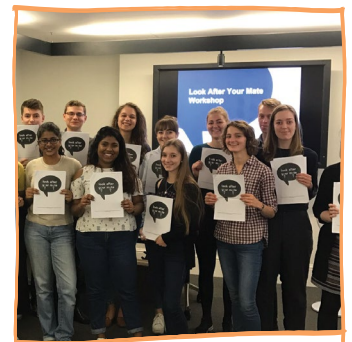
For students, navigating their way through university life can be tricky at times and we know how important it is for an individual to reach out to their friends when they are struggling. We want students to feel confident in supporting their friends and feel comfortable confiding in each other.

This one day Train the Trainer programme enables university staff to deliver our Look After Your Mate workshop which empowers students to support friends experiencing mental health difficulties. Now in its second year we trained 93 individuals across 10 training sessions.

We found the following statistically significant changes to the trainers' **knowledge, confidence and skills** over the 10 training days:



"I found all of the training clear and the facilitators explained everything brilliantly."
- LAYM Trainer

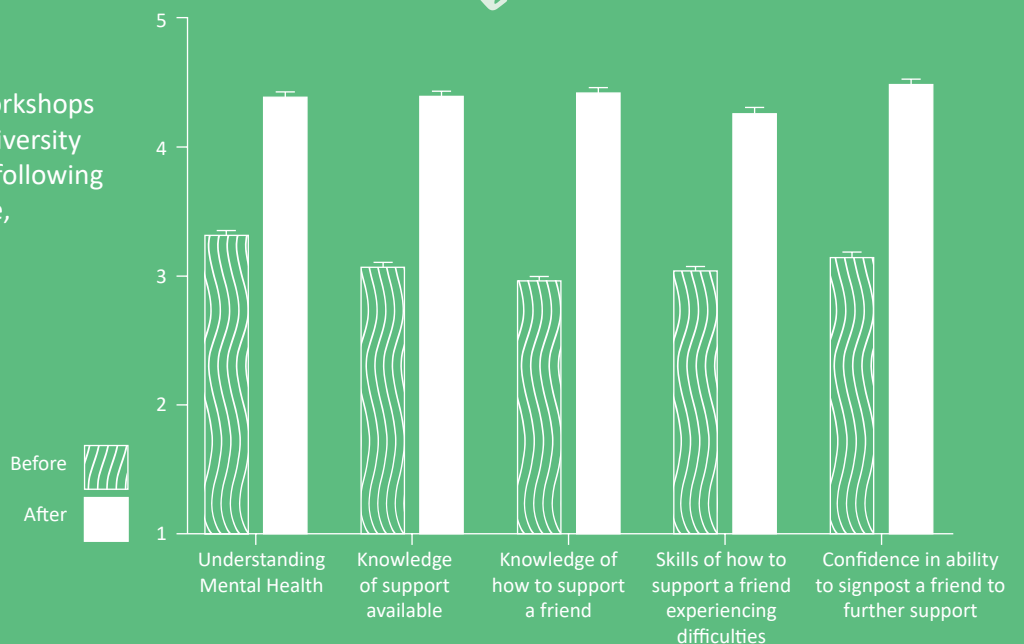


Paired samples t-tests confirmed that there were significant increases in attendees' knowledge, confidence and skills after attending a Look After Your Mate Train the Trainer event. All increases were significant. The smallest effect was significant at $t(90) = 7.47, p < .001, d = 0.85, 95\% CI = [0.51906, 0.55794]$

Student Workshops

An evaluation of the student workshops that were run by our trained university staff in 2016/17 has shown the following change in attendees' knowledge, confidence and skills:

97%
of attendees found the training 'useful' or 'very useful'



Independent samples t-tests confirmed that there were significant increases in attendees' knowledge, confidence and skills after attending Look After Your Mate workshops. All increases were significant. The smallest effect was significant at: $t(411) = 11.42, p < .001, d = 1.40, 95\% CI = [1.209334, 1.236266]$

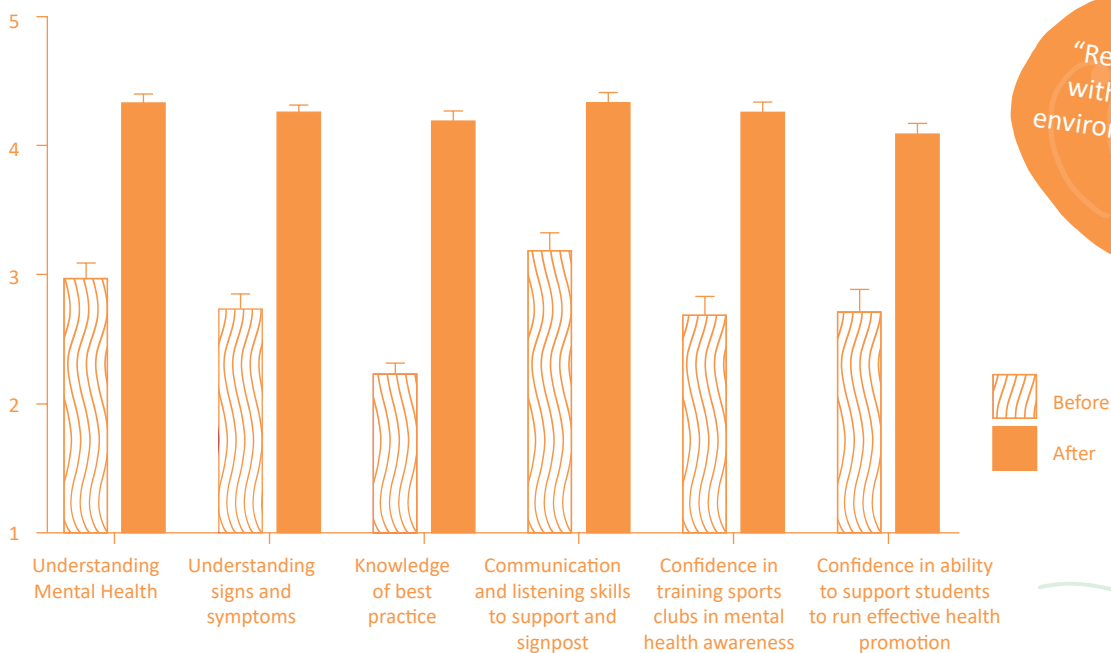
Mental Health in Sport

Train the Trainer Programme

Sports staff are ideally placed to be role models to sports teams in their attitudes towards mental health. Over two days of interactive training, staff receive Mental Health First Aid training; learn how to set up sports programmes accessible to students experiencing mental health difficulties and learn how to run the Mental Health in Sport workshop for students at their university.

Students who attend the workshop in turn learn how to recognise and support teammates experiencing mental health difficulties, as well as create an action plan for an inclusive club culture.

In the programme's second year we ran 6 training sessions, trained 55 individuals and found the following statistically significant changes to their **knowledge, confidence and skills**:



"Really enjoyed the discussion within the group. Very relaxed environment which complemented some of the topics."
- MHIS Trainer

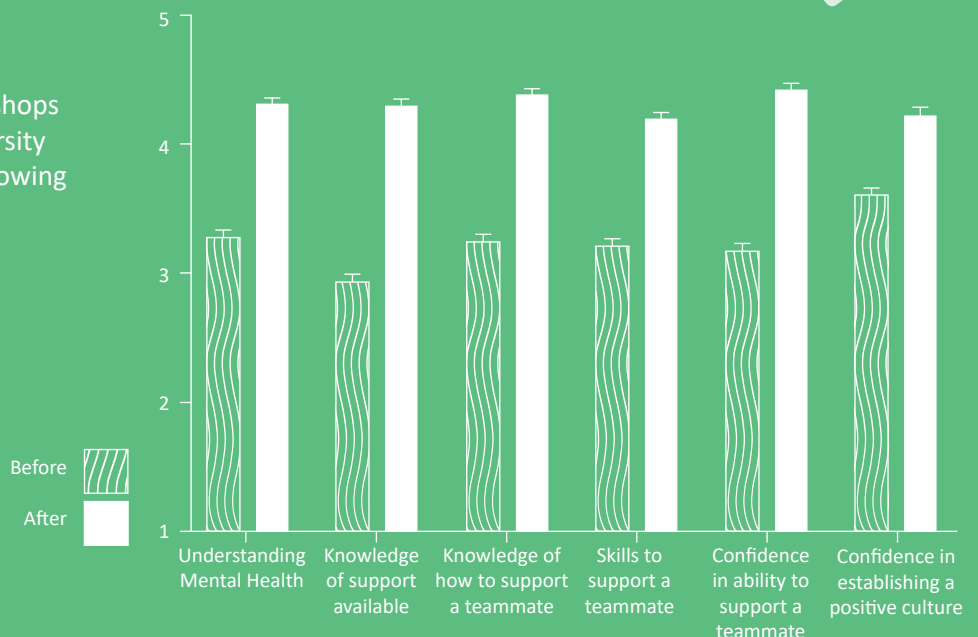
Paired samples t-tests confirmed that there were significant increases in attendees' knowledge, confidence and skills after attending a Mental Health in Sport Train the Trainer event. All increases were significant. The smallest effect was significant at $t(41) = 6.67, p < .001, d = 0.595, 95\% CI$.

Student Workshops

An evaluation of the student workshops that were run by our trained university staff in 2016/17 has shown the following change in attendees' knowledge, confidence and skills:

93%

of attendees felt that the workshop was 'well' or 'very well' delivered



Pre- and post- training evaluations were completed for 169 trainees. Independent samples t-tests confirmed that there were significant increases between trainees' ratings knowledge, confidence and skills before and after attending training. All increases were statistically significant at $p < .001$. Error bars show standard error of the mean.

National Campaigns

University Mental Health Day 2017

University Mental Health Day is our biggest campaign of the year. The day encourages a university wide approach which recognises that mental health is all of our responsibility, students and staff. University Mental Health Day was started by the University Mental Health Advisers Network (UMHAN) in 2012 and is now jointly coordinated with Student Minds. This year, on the 2nd March 2017, we ran our most successful campaign yet.

The theme of Active Mental Health aimed to open up conversations about the relationship between mental and physical wellbeing. The campaign also acknowledged and addressed the barriers to participating in physical activity that people may face at university, especially for those experiencing mental health difficulties.

University Mental Health Day will be back on Thursday 1st March 2018 with the theme of 'community'!

81 universities ran events on the day



7,800 people took part in campaign events

5,603 individuals used the hashtag #UniMentalHealthDay on Twitter



17,077,906 twitter users reached with the hashtag #UniMentalHealthDay



Best Night In

Our freshers' campaign 'Best Night In' encouraged students to share messages and photos of activities that didn't centre around clubbing and drinking. The campaign aimed to help students understand that freshers' and university life does not have to heavily focus on "typical" student activities centred around alcohol and to support more balanced messages and expectations of what university culture needs to be about

The campaign also encouraged universities and student unions to host non-alcohol based events to engage new and returning students. Over 800 people visited our Best Night In website to find out about the campaign, and we supported our campaigners by providing 2,000 postcards during Freshers' Week.



“It was a great opportunity to get the different sport clubs discussing mental health, particularly male groups that don’t typically get involved in our campaigns on campus.”

- York St John University



Student Campaigning

The national conversation around mental health is definitely changing and at Student Minds we've been contributing to and inspiring more conversations around student mental health. With both national and local campaigns, Student Minds volunteers are helping to raise mental health literacy, normalise help-seeking and the importance of us all taking care of our wellbeing and decrease stigmatising attitudes.

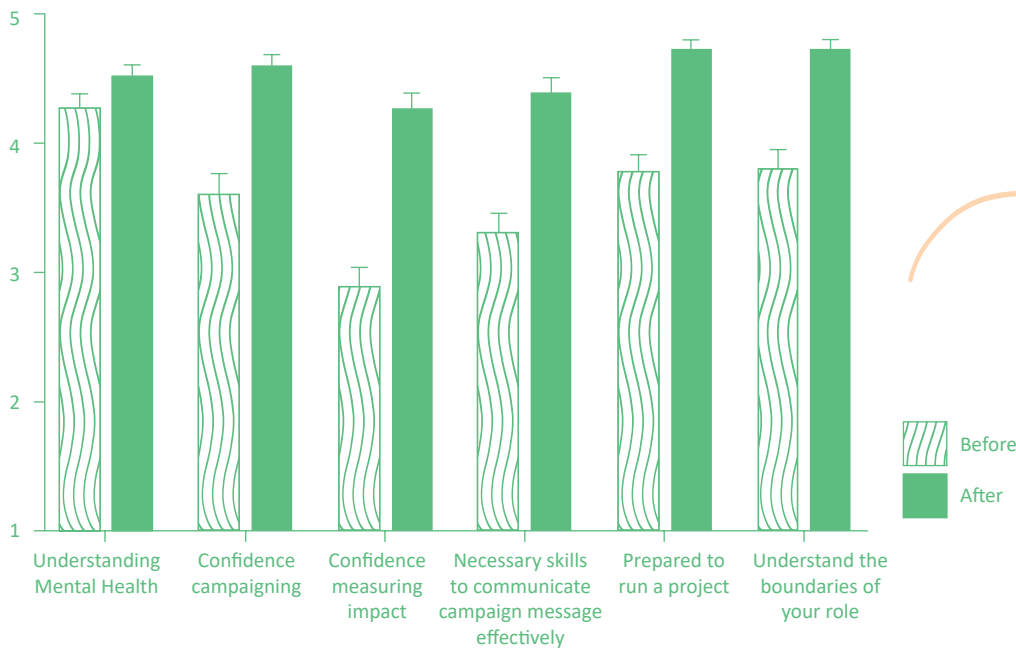
Campaign groups and training

We believe that students are key to changing opinions about mental health in universities and know the best ways to engage students on their campuses. This year we have worked closely with 21 groups of student campaigners, providing training, guidance, and materials to support them to run their own campaigns as well as encourage them to get involved with national mental health awareness days.

21
groups of student
campaigners

This year we ran two training events to equip student campaigners with the knowledge, confidence and skills to raise awareness and campaign for better student mental health. At our training we focus on giving volunteers practical methods and tools to manage their student groups, successfully run events and importantly, we give guidance on how to talk about mental health in an inclusive and encouraging way.

A graph to show change in attendees' **knowledge, confidence and skills** before and after attending our campaign trainings:



100%
of attendees found the
training sessions 'engaging'
or 'very engaging'

Independent samples t-tests confirmed that there were significant increases in attendees' knowledge, confidence and skills after attending one of the two campaign training events. All increases were significant, aside from attendees' knowledge about student mental health which did not increase significantly. The smallest significant effect was significant at $t(45) = 4.90, d = 1.42, p < .001, 95\% CI =$

Our volunteers have run over **95 campaign events** this year, with events such as a De-Stressfest (Loughborough Heads Up), Inner Child Day (Cardiff Student Minds) and a Movember men's mental health spoken word night (Nottingham Student Minds).

Student Minds volunteers have really developed their own skills throughout the year. We asked campaigners at the start and the end of the year about their knowledge, confidence and skills around mental health campaigning, and across the year from those we surveyed we saw a **13% increase in confidence to campaign**.



Talking Changes Lives

University of Nottingham Students' Union
su.nottingham.ac.uk

“Setting up a Student Minds Group was one of the best things I have done at university. Our society has massively raised the profile of mental health on campus. We proposed a Mental Health Policy which was passed unanimously by the SU, mandating the SU to support students with mental health problems and introducing an elected Mental Health Campaigns Officer for next year... The support and training from national Student Minds made a huge difference and really made me feel part of a wider community and gave me the knowledge I needed to do the job effectively.”

- CCCU Student Minds

Welcome
et Invc

"I'm just tired"
Nottingham Nightline



Nottingham Nightline



student minds
Support your mental health
student minds
student minds
student minds

THINGS ON YOUR MIND?

to be an
talk about it.
Keep in touch.
Don't just talk about
mental health.
Remind them you care.
Be patient.
How to be there for someone
o-change.org.uk

Communicating our Message

Press

At Student Minds we champion the student voice; we think this is paramount in ensuring helpful and constructive messages about student mental health are shared through the media and received by students, parents and the university community.

Over the course of the year we have helped to raise the profile of student mental health by contributing to a number of interviews and articles from a wide range of press outlets.

Here are a few highlights from the past year...

- BBC 5 Live - a piece on student retention and mental health.
- BBC 4 - Woman's Hour - A piece on students' experiencing eating disorders.
- Sunday Telegraph - Article on stress in postgraduates.

Visit our '[press hub](#)' to see more.



Young press ambassadors

As a way to further the impact of the student voice on mental health in the media, this year we have introduced Student Minds' Press Ambassadors.

These individuals are all students or recent graduates with personal experience of mental health difficulties at university, who are trained and supported by Student Minds to share their stories and experiences.

Blog of the Year 2017 - Bronwen Allen's "Freshers' Week for a teetotaller"

Back in November, Caitlin wrote about how she dealt with university life when she was being singled out because of being tee-total. I remember reading this and being truly moved by her experience - and reading it again now I still feel this. Her writing style is witty, relatable and a joy to read. Cecilia shares her personal experience but also gives advice which is honest and which I would share. Nominated by Beth, Editor of the Student Minds Blog.

Student Minds Blog

The Student Minds Blog is the largest student mental health blog in the UK. Led by an editorial team of student volunteers who support students to publish their stories, the blog has seen 94 new blogs published this year.

Lots of people are reading blogs too - this year we've had over 12,000 visitors to the Student Minds Blog, and blogs are always a popular feature on our social media.

Online communications

Our online communications ensure we build awareness of our organisation and can communicate valuable information about student mental health and wellbeing to even more students and members of the university community.

Social Media highlights

- Instagram. Our followers have increased by 190% this year!
- Facebook. Our followers have increased by 16% from 3732 to 4342 individuals.
- Twitter. Our followers have increased by 40% this year, from 7,630 - 10,649.



An example of a high performing post on Twitter

Newsletters

Mind Matters

Mind Matters is our monthly newsletter to help students cope with the pressures of student life. This year Mind Matters has focused on the key challenging points during the student calendar, such as finding housing, preparing for exams and being away from university over the holidays. Sign up [here](#).

National Newsletter

We use our national newsletter to keep subscribers up to date with news and opportunities at Student Minds. Sign up [here](#).



Website

This year we have had over 20,000 more people come to the Student Minds website, that's over one third of the users from the previous year. Our Exam Stress page is still by far our most popular page, with students and staff alike interested in our tips for managing revision and exams well.

Supporting the sector to make student mental health a strategic priority



In this section...

You can read about our partnership with Universities UK, our work on university accommodation as well as our research into the transition out of university.

Student Minds is invested in dedicating time to developing our research, policy recommendations, and our influence on key players and movements in the sector. We believe that this is important as a student's mental health does not exist in isolation but is part of a broader picture of how we talk about mental health as a society, and how we prioritise mental health in universities and communities.

Conferences

Between July 2016 to June 2017 we spoke at over 20 conferences across the Higher Education and Health sectors, helping to keep student mental health high on the agenda. We estimate that across these events we spoke to over 1,200 individual stakeholders: a range of university or NHS staff, policy makers and graduate employers.



1,200+

individual stakeholders who we spoke to at 20+ conferences.

Student Living

During the 2016-17 academic year Student Minds, UPP and Nottingham Trent University (NTU) worked on 'Student Living', a cross-organisational project to support student mental health, funded thanks to the [UPP Foundation](#).



Recognising that it can often be accommodation staff: a cleaner, the night porter or security staff that pick up on students in distress or experiencing mental health difficulties, this project involved the development of a **training scheme** for front-line staff, informed by a focused research project, along with **community building activities**.

The bespoke 3-hour training aimed to support these key staff to spot signs, have greater confidence in speaking to students about mental health and understand the appropriate policies and procedures to support.

Between September and November 2016, Student Minds delivered this training to 124 members of staff at Nottingham Trent University (NTU). Data collected pre and post training suggests improvements in attendees' knowledge, confidence and skills around supporting the mental health of students in NTU halls of residence.

To support community building, our Look After Your Mate workshop was also delivered to 85 Fresher's Reps and Residents Assistants at Nottingham Trent University, giving them increased confidence in their role to support other students.

The learning from this programme, the interviews with accommodation staff and sector experts and supporting literature was published alongside policy recommendations in our report - [Student Living: collaborating to support mental health in university accommodation](#).

We hope that our public report enables greater cross-sector collaboration and shared learning between university and accommodation sectors to support improved pathways to care for students.



124

members of staff at Nottingham Trent University received our bespoke 3-hour training

A strategic framework for university mental health and wellbeing



We have been working with **Universities UK (UUK)** as a **key delivery partner** in 'Mental Health in Higher Education (MHHE)' a programme focused on engaging university Vice Chancellors in the development and promotion of whole university approaches to mental health and wellbeing. This approach, and the supporting 'StepChange' framework developed by UUK, recognises that universities should strategically prioritise the mental health and wellbeing of students and university staff, across all their activities and at the centre of their culture and ethos.

As well as taking part in the advisory committee, Student Minds has played an important role in ensuring the student voice has influenced the framework. At Student Minds we recognise that students with mental health difficulties are "experts by experience" and must be central to any solution that aims to transform the state of student mental health. Building on the work of our campaign network, we've been developing the most effective and representative ways to deliver student engagement initiatives which empower the student voice.

In the development of 'StepChange', we collaborated with the National Union of Students (NUS) to engage students and students' unions in a small student-led policy group (the Student Voice Forum (SVF)), where students shared their various experiences of mental health at university, barriers to support, and what they need to thrive. 137 students also took part in a questionnaire about students' perceptions of mental health at university. The discussions from these sessions and the questionnaire were taken to the MHHE working group, and have been fed into the StepChange' framework.

Feedback from both sessions showed the sessions improved the confidence of SVF members, who felt like they could make their voice heard about student mental health and felt empowered to have an influence in transforming the state of student mental health.

137

students took part in a questionnaire about students' perceptions of mental health at university.

We have since published our findings from the Student Voice Forum and student perspectives questionnaire in our report: [Student Voices in the development of a whole university approach to mental health and wellbeing](#).


We want to thank all the students who took part in the forum and questionnaire.

What next for the framework?

The Step Change framework represents an important step to tackle the many challenges in supporting good mental health and wellbeing across the HE community, but we know there is much work to be done and we will be working hard to support institutions and connected organisations across the sector over the coming years.

We will continue to be engaged with the implementation of the StepChange framework. As the third sector partner in the HEFCE funded implementation pilot with UUK, UWE, Cardiff and York universities, we will be learning how to support more institutions to take a whole - university approach, crucially one which is co-developed with students.

In preparation for this programme we would like to thank colleagues and students at Birmingham University and the Student Guild who worked with us between March and June 2017 to pilot the 'Student Listening Project'. We interviewed 37 students about their thoughts on mental health at university through a student -led engagement model and will be refining our approach to ensure more universities co-produce with students in developing their mental health strategies.



“Our UUK #StepChange framework encourages university leaders to take a new approach to student mental health, adopting mental health as a strategic priority and implementing a whole university approach, with students and staff involved at all stages of the journey. Student voice and student activism must be at the heart of re-configuring universities as health promoting organisations. In the same way, the partnership with Student Minds and NUS has challenged, shaped and inspired our work on Mental Health in Higher Education.”

- John de Pury, Assistant Director of Policy at Universities UK

Other partnership

Thank you to the organisations who have helped to disseminate our work, and have supported us over the year.



Alliance for Student-Led Wellbeing

We continue our role as secretariat at the Alliance for Student-Led Wellbeing, playing an active role in encouraging collaboration across the sector.

MHFA HE

Following our partnership with MHFA England to co-produce the new MHFA Higher Education (HE) course in 2015-16, we are delighted that the course which focuses on building health literacy and understanding is now available to the wider Higher Education sector and have supported the training of MHFA trainers to scale up the programme further.



UCAS Training

This year, we delivered training to the phone and email response team at UCAS. As we know the transition from sixth form to university can be a challenging time for students and many may have questions and concerns surrounding this change. We trained 41 members of staff to better understand the challenges students are facing at this period, to identify if a student would benefit from further wellbeing or mental health support, and how and where to signpost individuals.



From this training, there was a 75.63% increase in the staff's knowledge of support available to students and a 38.95% increase in their understanding of student mental health and the difficulties students face around transition periods.

Graduate survey

The move out of university and into the workplace is a huge transition that has to date been missing in the research. Working with King's College London, we delivered a survey to uncover the factors that influence the mental wellbeing of young people up to three years after graduation. The experiences of 338 participants inform our Graduate Wellbeing report which will launch in Autumn 2017 and can be viewed on our [website](#).

This survey was completed with the assistance of Vicky Reino at KCL, as part of a Master's (MSc research project), under the supervision of Dr Nicola Byrom, a lecturer in the Psychology Department at King's College London and Somerville College, Oxford University.

Student Minds will be represented on a working group that will take this issue forward to identify solutions.

338
survey participants



In this section..

We celebrate the efforts of our impressive fundraisers!



Fundraising & donations

Thank you to our amazing supporters, we could not exist without the generosity of our fundraisers, donors and the organisations and RAGs that choose us as their charity of the year. Your support enables us to deliver all that we do and really does make a big difference to our small but ambitious charity.

The total raised this year through fundraising and donations is:

£83,695!

A few highlights...

The possibilities to fundraise for Student Minds are endless and we love all the creative fundraisers that people come up with. This year we've had a sponsored stair climb, zumba class, head shave as well as bake sales and quizzes, to name but a few.

Fundraising Champions

£605

We're happy to support a new group of volunteers to fundraise for Student Minds whilst raising awareness at the same time. In just one month they raised £605 from a variety of fundraisers including Andrew's 12 Runs in 12 Months, Katherine's bake sale and Angela's #NoMoreStigma mental health event.

RAGs

£15,331

Thank you to Oxford RAG for raising an amazing £15,331! We would also like to say a special thank you to LSESU and Bristol RAG, whose fundraising will contribute to our work next year.

Student Minds Groups

£906

Our Student Minds groups have worked hard to fundraise this year and have raised £907! Thank you to Aberystwyth, Christ Church, Plymouth, Sheffield Hallam and York St John.

Physical challenges

£6,373

It was exciting to see so many people taking on physical challenges this year, including runners in the Robin Hood Half Marathon, Brighton Marathon, Leeds Half Marathon, Colour Runs, Southampton & Hull 10k and the Broadgate Tower Stair Climb. They raised a total of £6373!

£22,632

The total raised through fundraising alone.

"Being a fundraising champion is more than just raising money for a very deserving charity; it is about being part of a team of likeminded people that support you every step of the way"
- Jess Mell, Fundraising Champion





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 of January 2011. The Charity operated under the name SRSB until 5th of 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 Board of Trustees

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 who has been supported by a team of 8 staff members. 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 volunteers who have contributed to development activities, such as campaigning and fundraising on behalf of Student Minds. Their personal experiences feed into our national strategy, helping to shape the direction of the charity.

Student Minds also second a member of staff to work with the University Mental Health Advisers Network (UMHAN).

Risk Management

The responsibility for the management and control of the charity 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, steering and advisory groups, 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 steering group, facilitates a growth mindset encouraging 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 Charities Commission's guidance for assessing risk, with risks assessed using 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

Financial Review

Principal Funding Sources

In the past year we have received funding from the UPP Foundation, the GSK IMPACT Awards, the Allen Lane Foundation, Mind, Sheffield Hallam University, the Oxford University Raising and Giving Society, the Southampton University Raising and Giving Society, the Charlie Waller Memorial Trust, the James Wentworth Stanley Memorial Trust and the Matthew Elvidge Memorial 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 6 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.

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 (issued March 2005) 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 12th September 2017 and signed on its behalf:

Andrew Nelson, Student Minds Trustee



Nicola Byrom, Student Minds Trustee

Independent Examiner's Report to the Trustees of Student Minds

I report on the accounts of the Charity for the year ended 30th June 2017 which are set out on pages {PAGE}.

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 16 - 17 Turl Street Oxford OX1 3DH

Signed:

Date:

STUDENT MINDS

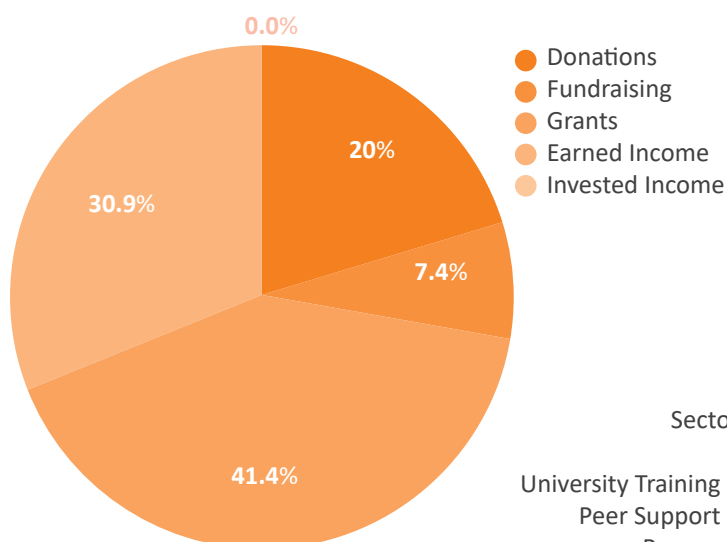
Statement of Financial Activities

(including income and expenditure account)
for the year 1 July 2016 to 30 June 2017

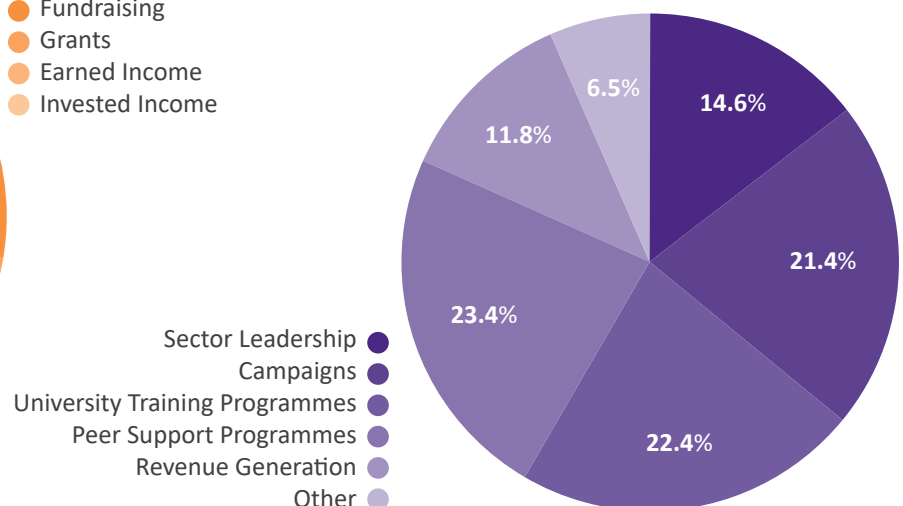
	This Year Unrestricted £	This Year Restricted £	This Year Total £	Last Year Total £
Income and endowments				
Donations	62,273	-	62,273	35,054
Fundraising	22,937	-	22,937	34,923
Grants	122,546	5,300	127,846	41,269
Earned Income	95,442	-	95,442	65,546
Investment income	15	-	15	21
Total incoming resources	303,214	5,300	308,513	176,813
Expenditure				
Sector Leadership	38,358	-	38,358	28,885
Campaigns	56,266	-	56,266	42,568
University Training Programmes	59,047	-	59,047	30,405
Peer Support Programmes	56,355	5,300	61,655	38,007
Revenue Generation	31,041	-	31,041	12,162
Other	17,142	-	17,142	-
Total resources expended	258,210	5,300	263,509	152,027
Net incoming resources	45,004	-	45,004	24,786
Transfers between funds	-	-	-	-
Fund balances brought forward	101,426	-	101,426	76,640
Fund balances carried forward	146,430	-	146,430	101,426

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.

Sources of Income



Distribution of Expenditure Year Ending June 2017:



STUDENT MINDS
Balance Sheet
As 30 June 2017

	This Year Unrestricted £	This Year Restricted £	This Year Total £	Last Year Total £
Current Assets				
Debtors	5,500	-	5,500	0
Cash at bank in hand	144,839	-	144,839	101,426
Total current assets	150,339	-	150,339	101,426
Creditors:				
Amounts falling due within one year	3,909	-	3,909	-
Net current assets	146,430	-	146,430	101,426
Total assets less current liabilities	146,430	-	146,430	101,426
Net Assets	146,430	-	146,430	101,426
Total Funds	146,430	-	146,430	101,426


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 committee on {Date} and are signed on their behalf by:

Andrew Nelson, Student Minds Trustee



Nicola Byrom, Student Minds Trustee

STUDENT MINDS

Notes to the Financial Statements for the year ended 30 June 2017

3) 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.

This is the first year in which the financial statements have been prepared under FRS 102. Prior year comparative amounts have not been restated since there were no material adjustments brought about by the implementation of the new Standard.

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.

4) Restricted Funds

Student Minds received £5,300 in restricted grant funding this year from Mind. The grant funding was able to support the development and evaluation of a Positive Minds programme at Southampton University and has been used to help offset some of the costs of the staff and office expenses, as well as specific costs for training and supporting volunteers at Southampton University.

5) Employees

The average number of employees during the year was 10 (2016: 4). No employee receives emoluments of more than £60,000 (2016: 0).

Staff Costs	2016 £	2017 £
Salaries and wages	184,598	63,944
Social security costs	10,332	2,032
Pension costs (defined contribution pension plans)	925	0
	195,855	65,976

In the previous year (2016) Student Minds paid £50,000 to Worthwhile for the provision of three staff members as part of a graduate training scheme.

6) 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.

7) Trustee remuneration and related party transactions

No members of the management committee received any remuneration during the year. Travel and expense costs were reimbursed to two trustees, totalling £101 (2016: £0). 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 (2016: 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

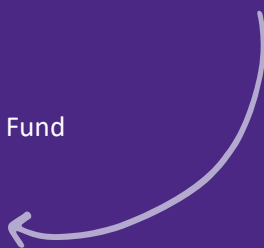
The charity operates a defined contributions pension scheme. The assets of the scheme are held separately from those of the charity in an independently administered fund. The pension cost charge represents contributions payable by the charity to the fund and amounted to £925 (2016- £Nil).



Thank you

All the amazing work you have just read about would not be possible without the generosity and support of the following trusts, foundations, corporate partners and universities:

UPP
UPP Foundation
The Matthew Elvidge Trust
James Wentworth-Stanley Memorial Fund
Charlie Waller Memorial Trust
CRM
GSK The King's Fund
Sheffield Hallam University
Mind - Side by Side
Allen Lane Foundation
University of London



We would also like to say a thank you to the Universities and Students' Unions that fund and support our peer support groups. For more information please see page [XXX](#).

**student
minds**

www.studentminds.org.uk