

# **Student Minds Annual Report 2018 - 2019**



**student  
minds**

# Contents

## **3 Who We Are**

## **8 Strategic Report**

### **8 Empowering students to have agency, and play a key role in transforming the state of university mental health**

- 9 Peer Support
- 11 Staff Training
- 13 Campaigning
- 14 Press Ambassadors
- 15 The Student Minds Blog
- 17 University Mental Health Day
- 18 Student Advisory Committee
- 19 Co-Production Report

### **20 Supporting the higher education sector to deliver a whole university approach to mental health and wellbeing**

- 21 Charter
- 23 Accommodation Training
- 24 SUSP

### **25 Tackling the biggest national gaps in knowledge and understanding**

- 26 Men's Mental Health Project
- 28 The Wellbeing Thesis

## **29 Communicating our Message**

### **32 Our Supporters**

- 32 Volunteers
- 33 Student Minds Awards
- 34 Fundraising and Donations
- 37 Get Involved

## **38 What's Next for Student Minds?**

## **39 Trustees Report and Accounts**

## **39 Governance and Risk Management**

## **41 Financial Review**

## **47 End Notes**

# Who we are

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

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

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

## Data highlights:



**50% of young people** enter higher education in the UK.

Roughly **1 in 3 students** experience clinical levels of psychological distress.

This can contribute to decreased performance and interpersonal problems. In turn, this can lead to academic failure and dropout, job difficulties, and negative social outcomes.

## Our Strategic Priorities

Empowering students to have agency and play a key role in transforming the state of university mental health.

Supporting the higher education sector to deliver a whole university approach to mental health and wellbeing.

Tackling the biggest national gaps in knowledge and understanding.

## Our Values

Collaborative

Courageous

Empowering

Innovative

# A message from our CEO and Chair of Trustees

Dear Friends and Supporters,

Each year when it comes to writing this introduction to our annual report, we comment that surely this year must be the biggest and most exciting for the charity yet. This year is no different. What does feel different, however, is the way we've challenged ourselves to be more courageous. This is one of the four values (alongside being empowering, innovative and collaborative) that we agreed with our networks this year. Whilst the other three felt like they were part of our culture already, looking at the current social, environmental and political landscape and taking inspiration from the thousands of courageous students we have the honour of working with, we knew that we needed to ramp up our courage!

That's why in 2018/19 we set in motion the big initiatives that we believe will truly create healthy university communities and sustainable cultural change over the next decade and beyond. The University Mental Health Charter and our Students' Union Support Programme in particular have been considered 'game changers' by students, staff and ministers alike. These core programmes are designed to be long term – a commitment to the next decade in a world where increasingly short term thinking could potentially be doing more harm than good.

*'Courage also involves getting stuck in with complex work – it's true that nothing worth doing is easy.'*

Our teams have been working hard on many topics that haven't been tackled before, from learning how to develop effective digital wellbeing interventions for postgraduate students to looking at inequalities experienced by male students. It also goes without saying that we had to dig

deep for courage when deciding to relocate our organisation from Oxford to Leeds. We are very grateful to our local partners Leeds University Union and the University of Leeds, who helped to make this a smooth and successful transition. Courage also involves acknowledging and learning from the parts that aren't working as well as we'd like. We're committed to doing better in a number of areas in the year ahead. This includes setting clear objectives for how we become an organisation that better represents and responds to the interests of BAME students, investing more in our policy development infrastructure so that we can better respond to changes in higher education and mental health services, and developing our internal project and relationship management systems for our ever-growing network – which now contains thousands of individuals!

Looking back also gives us the opportunity to celebrate our successes over the year, and we'd like to take this opportunity to say thank you to the people behind them.

Thank you to our hundreds of inspirational volunteers, fundraisers, and university community partners. Thank you to our dedicated and hardworking staff team, our thoughtful trustees, and our clinical and student advisors. Thank you to our generous funders and our committed partner organisations in the UK and internationally. Thank you to everyone who has shared their story with us, campaigned for change, and supported research and development projects to help the next generation. It's a cliché, but teamwork truly does make the dream work.

Against the developments outlined in this report, and an increasingly complicated political backdrop, it's time for us to now develop our next strategic plan. We already have a strong sense of our direction. However, in a fast moving world, there are always new tactics to try and new ideas to



consider. We always learn from our supporters and those interested in our work, so we want to hear from you. Tell us what you think. What do you feel we should keep doing, start doing, or stop doing? If you have an idea or insight you want to share, email us at [courage@studentminds.org.uk](mailto:courage@studentminds.org.uk) or tweet @StudentMindsOrg.

*'Achieving lasting change for university communities means dreaming big together.'*

We also want to hear from people and organisations that can help us reach our goals. It is remarkable for a small charity with a modest income to have the level of impact we're having across the UK but, honestly, it can also be really tough. It's tough because we currently have to say no to some things we know would change lives, it's tough because we want to be able to invest more in the development and wellbeing of our hard-working staff and volunteers, and it's tough because there is so much more we want to do. We know that our organisation has the right values to drive this change, and we know that achieving lasting change for university communities means dreaming big together and ensuring members of these communities are at the heart. We hope you'll dream big with us!

*R Tressler*

**Rosie Tressler OBE**

*Nicola Byrom*

**Dr Nicola Byrom**



# Highlights from the Year

## July 2018

### LGBTQ+ Students' Mental Health Report Launched

In July, we launched our LGBTQ+ Students Mental Health Report. Our research, carried out in 2017/18, explored the intersection of LGBTQ+ identity and experiences of mental health difficulties among students in higher education. The report addresses issues including involvement in the local and university LGBTQ+ community, perceptions of peer support, experiences of mental health difficulties, attitudes and intentions towards help-seeking, and perceptions of services and care.

## August 2018

### Men's Mental Health Project began

We were extremely excited to receive funding from Comic Relief in August to undertake a three-year project looking at male students' mental health. You can find out more about what we've been up to so far on [page 26](#).

## September 2018

### SMaRteN Announcement

SMaRteN, a brand new dedicated student mental health research network, launched in September – with Student Minds as their main charity partner. Since launching, they have run three workshops to facilitate knowledge exchange and have distributed £100,000 of funding for research into student mental health.

## December 2018

### Expansion and move to Leeds

In December, we moved up North to our new, spacious office in Leeds, and gained six new team members at the same time. Thank you to Leeds University Union and the University of Leeds for accommodating us!

## February 2019

### Co-Production toolkit launched

In February, we launched our Co-Production toolkit ([p. 19](#)). This was created to support higher education institutions to make a long term commitment to creating mental health strategies in collaboration with their students, valuing their experiences as being central to improving mental health at our universities and colleges.

## March 2019

### University Mental Health Day

The whole university community came together to use their voices on University Mental Health Day, taking place this year on March 7th ([p. 17](#)). We were delighted to see 248 groups across the country joining in and helping to shape the future of student mental health.

### Charter Roadshow

March was a busy month as we also travelled all across the UK to hold consultation events for the University Mental Health Charter ([p. 21](#)). This feedback has shaped the Charter's key principles, which will be published in December 2019.

## May 2019

### Students' Union Support Programme Announcement

In May, we announced that we will be working with several students' unions across the UK to create and launch a support programme that seeks to define and develop the role that students' unions can play in transforming the state of student mental health nationwide ([p. 24](#)).

## June 2019

### Office for Students' Grants Announcement

In June came another exciting announcement – the Office for Students will be granting £14.5 million funding for ten projects supporting student mental health over ten years. Student Minds is delighted to be involved in three of these projects: working to support international students, creating and strengthening local partnerships between universities and the NHS, and enhancing student mental health through an online curriculum and pedagogy toolkit.

### Rosie's OBE

The year ended on a very positive note when our CEO, Rosie Tressler, was awarded an OBE in Her Majesty The Queen's Birthday Honours List 2019, in recognition of her services to Mental Health in Higher Education. Congratulations, Rosie on this well-deserved accolade – we are all incredibly inspired by what you have achieved.

## The Year in Numbers

**2** Influential **reports** published

**79** Student **Peer Support** facilitators trained

**123** **University staff** members trained to run workshops

**150+** Peer Support **Group** attendees

**248** Events on **University Mental Health Day**

**846** Informal peer support **workshop attendees**

**21,219** Visitors to the **Student Minds Blog**

**2,274** Contributors to our **Charter Survey**

**£223,031** Raised by our supporters



# Empowering students to have agency, and play a key role in transforming the state of university mental health

For decades, ‘nothing about us without us’, has been a mantra used by those working to improve inclusivity in healthcare. It’s about creating cultures where those that may be impacted by changes to policy, services or structures have a strong voice in shaping and making decisions that are about them. Empowering students is a core value for Student Minds. From our beginnings, when a group of passionate students started talking about navigating university with a mental illness, we’ve believed and trusted that students can, and should, be at the forefront of making the changes they want to see in their own lives and wider society. We know that the best way to tackle stigma and create a more supportive, equal university experience is to co-design our approaches with students themselves – students from all backgrounds. There is a wide range of evidence from research and practice (some of which we explore in our [co-production toolkit](#)), which demonstrates that to create accessible, timely and relevant support and prevent some of the root issues, lived experience must be a key component from start to end.

With excellent training, support and supervision from Student Minds, our student volunteers develop the knowledge, confidence and skills to create the change they want to see in the world. They can learn how to listen effectively to flatmates or teammates who are experiencing difficulties,

and help motivate them towards support. They can learn how to safely and effectively run a peer support group for students experiencing low mood or difficulties with food. And finally, they can learn how to identify the key issues students are facing in their communities and deliver evidence-informed campaigns at meetings or in the media, using storytelling skills to advocate for their peers.

Over the next few pages, you will see what we have done to empower students this year – spoiler alert, students are ‘using their voices’ and it’s about to get louder!



# Peer Support

Our formal peer support programmes bring together students with similar experiences to support one another. We know students are more likely to seek help from their peers than from formal service providers – according to [research](#) by the Equality Challenge Unit\*1, 75% of students who experience mental health difficulties disclose these to their peers or friends. Our student-run groups therefore have an important role to play within the whole support landscape at universities. Our model focuses on providing thorough training to student facilitators, coupled with ongoing support and supervision.

The two-day training programme focuses on key facilitation skills and how to ensure the groups are safely run, with ground rules and boundaries.

All facilitators are provided with supervision from one of our volunteer supervisors after every session they run. Our team of supervisors are all recent graduates who facilitated a Student Minds peer support group whilst at university. The team are trained and supported by our Clinical Supervisor, who provides a reflective space for the student facilitators' ongoing skills development.

*'Hearing other people speak about their experience, I realise it's normal and I'm not alone.'* - Anonymous

## Data highlights:



**79 students** were trained this year to run courses and workshops to other students at their universities.

**Over 150 students** attended our peer support groups.\*2

## Positive Minds

Our *Positive Minds* course supports students who are experiencing low mood and is structured to help combat the key aspects of depression. The course was designed by Dr. Denise Meyer using material from [Student Against Depression](#). The framework helps attendees to avoid rumination, encouraging them to engage in specific tasks and create concrete plans for change with small, achievable steps instead. In addition, the groups help attendees to build social contact, helping to break isolation. This year, 15 of our student groups ran *Positive Minds*.

## Eating Difficulties

We offer two types of peer support groups for students experiencing eating difficulties: unstructured and structured. Both groups provide a welcoming space for any student who is experiencing difficulties around food or body image to explore their thoughts about treatment, recovery and university life in general. Our structured course, *Motivate Me* was designed in collaboration with Professor Janet Treasure OBE, director of the Eating Disorder Unit and Professor of Psychiatry at the Institute of Psychiatry, King's College London. The course focuses on supporting attendees to manage the underlying psychological mechanisms and challenges commonly experienced by individuals with eating difficulties. This year, two of our groups ran *Motivate Me* and one group ran an unstructured course.

We also offer students the opportunity to run *Supporting Supporters* workshops. These focus on providing students supporting a friend with mental health difficulties with an understanding of specific mental health difficulties/behaviours, the practical skills for supportive conversations, and advice on setting boundaries and looking after themselves, too.

\*1 The Equality Challenge Unit is now Advance HE

\*2 We do know that not all attendees complete a feedback form, so in reality this number may be higher.

This year two of our groups ran our *Supporting Supporters – Eating Difficulties* workshops. Over the next year, we plan to develop our support offer for student facilitators to ensure they are fully equipped with the knowledge, confidence and skills to give as many students as possible the opportunity to attend formal peer support.

Thanks to the support of [The AIM Foundation](#), we will also be developing new materials for students to run pilot workshops to build student attendees' resourcefulness tools, to build and maintain good wellbeing.

## Peer Support Train the Trainer

In 2017 we developed our peer support programmes into a Train the Trainer model to enable staff in universities and students' unions across the UK to set up and run initiatives at their own institutions. The course content is based on the knowledge and skills we've acquired from delivering peer support groups over the last decade. This approach is beneficial as it enables staff to offer more localised training and support to student facilitators.

This year, we continued to support staff at five institutions trained in 2017/18, and trained members of staff from Birmingham City University, the University of Hull and the University of Surrey who we will now support to run initiatives over the coming year.

We have learnt that after the training it can take time for individuals to implement all the necessary policies and procedures to run peer support at their institutions. We will be exploring how we can improve our model to help speed up the process going forwards.

## Case Study:



'I have found my experience as a facilitator to be rewarding – it has been a pleasure to be a part of an environment in which students support each other and offer hope to each other with the difficulties they are facing. I also enjoyed the publicity side of the voluntary work with Student Minds and opening up conversations about student mental health.'

I have enjoyed volunteering with skilled and like-minded people and building on each other's strengths to provide a good experience for attendees. It has also been rewarding to see the benefits students gain from joining the group and noticing things they take on board to improve their wellbeing through group discussions.'

*Kirsty Firman, talks about her experience of being a facilitator at the University of Cardiff.*

# Staff Training Programmes

Navigating university life and the ups and downs it brings can be tricky. We know that students are most likely to turn to friends when they are experiencing difficulties. Our *Look After Your Mate* and *Mental Health in Sport Train the Trainer* programmes are designed with this in mind. We work with universities to strengthen these naturally occurring systems of support, by providing university staff with the training skills and resources to deliver effective, evidence-based informal peer support workshops to students.

## Look After Your Mate

Our *Look After Your Mate* workshop empowers students to support friends who are experiencing mental health difficulties, whilst also ensuring they look after their own wellbeing by maintaining boundaries and signposting. We want students to feel confident in supporting their friends and feel comfortable confiding in each other.

### Case Study:



'I chose to do the *Look After Your Mate* training as it directly corresponds with my role on a daily basis. I predominantly work with mature higher education students who come to university usually after a prolonged period of time away from education, so the transition into higher education often affects their mental health. The training has assisted in spreading the ultimate message of supporting your peers and how to identify and converse about mental health and wellbeing, alongside looking after yourself, which is often overlooked.'

*Sarah-Jane Hewson, a Look After Your Mate trainer at University Campus North Lincolnshire talks about how the training has assisted her in her role as a Higher Education Student Support Officer.*

'It was really engaging and the discussions incredibly thought-provoking,' one trainer told us after the course. Another summed it up in three words; 'practical, engaging and empowering.'

Students who attended *Look After Your Mate* workshops found that their mental health literacy increased. They also learnt a range of reflective listening skills to help them support a friend or peer through their difficulties. One attendee reported:

*'I will be more proactive and confident in starting a conversation, but at the same time remembering to set and respect my own boundaries.'*

## Data highlights:



**86 staff members** were trained this year, taking our network of staff trainers up to 254 in total, at 91 Higher Education Institutions.

Trainers had a **50% increase** in their confidence in their ability to train students in mental health awareness and supporting a friend by the end of the course.

**95% of trainers** found the course useful.

Our trainers ran **122 workshops** to **702 students** across the UK:

- **88%** rated their skills, confidence and knowledge after the workshop as good or excellent.
- **87%** of students felt that the workshop was useful or very useful.

## Mental Health in Sport

Our *Mental Health in Sport* course was developed in collaboration with BUCS (British Universities and Colleges Sport).

Physical activity is proven to have a positive effect on wellbeing, with higher levels of activity associated with improved quality of life and wellbeing, as well as reduced anxiety, depression and body dissatisfaction. With this connection in mind, our course was designed to equip university sport staff with the knowledge, confidence and skills to make sport at their university inclusive of individuals experiencing mental health difficulties. The two-day programme includes the Higher Education Mental Health First Aid course, alongside sessions on best practice for setting up accessible and inclusive sports programmes, and an overview of running the *Mental Health in Sport* workshop for students. The *Mental Health in Sport* workshop gives students the skills to recognise and support teammates experiencing mental health difficulties, and help in creating an action plan for promoting an inclusive club culture.

### Data highlights:



**37 staff members** were trained this year, taking our network of staff trainers up to 88 in total, across 36 Higher Education Institutions.

**100% of trainers** felt they had the necessary skills to run workshops on campus after the training.

Our trainers ran **30 workshops** to **144 students** across the UK this year.\*

- **86%** of student attendees felt the workshop was useful.
- **46%** reported an increase in having the necessary skills to support a team mate who is experiencing difficulties.

At the end of the *Mental Health in Sport* training, participants were keen to take what they had learnt back to their campuses, with one telling us that they were 'looking forward to practising and delivering the workshop.'

Student attendees told us that the workshops inspired them to put action plans into place to create positive change within their teams. For one attendee, this was to 'make socials more for everyone and make sure club members know where they can access help whether from the uni or club,' whilst another planned to 'establish a welfare action plan and support page for my club.' One student told us that they now felt able to reach out to teammates who they were concerned about but had previously not been 'confident on how to properly approach them.'

### Case Study:



'I chose to do the training to understand the scope of mental health for student sport more broadly and to learn how to engage sports clubs to reflect the principles in their clubs and teams. We have received really positive feedback from student groups and was great to see them visibly engaged with the content – we have already seen a positive shift in club culture and an increased engagement with campaigns and charity work focused on raising awareness of mental health.'

*Jamal El-Kalawy at Leeds University Union talks about the impact the workshops have had for sports teams at the university.*

Looking forwards, we plan to continue to grow our trainer network, increasing connectivity between trainers at different institutions. Alongside this, we are continually developing and updating the content of our training programmes and using feedback from trainers to shape this.

\*This figure is based on the average number of feedback forms received between Time 1 and Time 2

# Student-Led Campaigning

‘By opening up and sharing my experiences, I have encouraged others to do the same,’ says Aneeska Sohal, chair of Student Minds York in 2018/19.

‘I have understood the power of sharing human experiences, and that by discussing these together, you can come up with ideas to help improve the support around you, in ways you never thought were possible!’

Our York group is just one of the student-led campaign groups we support across the country to deliver a range of events and initiatives to improve student wellbeing and mental health literacy. This year, our 23 groups across the country have achieved some great things, from lobbying for an opt-out from the public display of exam results to working in partnership with other student groups on campus to challenge mental health stigma.

After the successful launch of our LEAD model of campaigning training last year, we continued to train new members of these groups to Listen, Empower, Action and Debrief.

The training enables our campaign groups to make a concerted effort to identify and understand the challenges that students face on their campuses and then take action to create change. We offer skills development, coaching and ongoing support to our volunteers to ensure they are empowered to make an impact. We also equip our campaign volunteers with the knowledge and skills to put these new principles into use, and to strive for both local and national positive change.

Looking forwards, we plan to significantly expand our student-led campaigning work into a nationwide Leaders Movement. We will be crowdfunding throughout 2019/20 to support this work. Depending on the amount raised, the support we are able to provide in future could range from training individual leaders and providing them with an online platform to organise, to fully fledged pilots supported by regional community organisers

across the UK. You can support the movement or find out more [here](#).

## Data highlights:



In 2018/19, we trained 42 students from 21 universities across three sessions.

## Case Study:



‘Between July 2017 and June 2018, the Student Minds Bath team primarily focused on lobbying the university for changes to its personal tutoring system. The main achievement that arose from this campaign (called ‘Time for Tutees’) was the formation of a working group comprised of students’ union, Student Minds Bath and University staff, which is now working to refine and implement changes based on a paper we wrote on the topic (based on student/staff consultation i.e. focus groups). The members of last year’s team got involved for various reasons, most commonly: personal/friends/family experiences with mental difficulties and to gain experience in a mental health volunteering role. The team’s favourite part of being involved with Student Minds is also split amongst its members: the rewarding experience of creating tangible change, strengthening the student voice with regards to mental health and meeting like-minded people who all share a great passion for students’ mental health.’

*Patrick Taylor, chair of Student Minds Bath, tells us about his group’s achievements over the past year.*



# Press Ambassadors

The narrative of student mental health is incomplete without the voice of students. This is why we coach, support and train Press Ambassadors to use their voices to influence positive change in student mental health. Press Ambassadors are students and recent graduates with lived experience of mental health difficulties whilst at university. We support these brave and passionate volunteers to share their stories with press and media organisations, and at events. Our training empowers students to share their personal experiences in safe and positive ways, and provides them with the tools to have these experiences heard.

*[I am] proving that I am stronger than my eating disorder tries to convince me that I am.' - Jessica Mell*

Students are experts by experience – they know how it feels to experience mental health difficulties at university. We work hard to amplify their voices, and encourage the public to listen to what they have to say, in order to challenge existing stereotypes and stigma.

Together we can change public perceptions of student mental health. In 2018/19, we trained a network of 18 Press Ambassadors with a variety of personal experiences.

## Data highlights:



**100%** of Press Ambassadors strongly agreed that the training was useful and well organised.

## Some highlights from the year are as follows:

Rebekah Dussek spoke to [Channel 5 News](#) on University Mental Health Day about her mental health journey.

Annie Bocock wrote an article for [Times Higher Education](#) on coming out as pansexual at university, and the impact suffering from anxiety had on her experiences.

Laura, Abigail and Daisy shared their experiences of accessing mental health services at university with [The Huffington Post](#).

## Case Study:



‘The experience of being a Press Ambassador for Student Minds means having a really good opportunity to do something you know is going to have a positive impact on students’ wellbeing, because they are so well followed. On a personal level I have gained more self-confidence about speaking about my own mental health experiences as well which is great because I think the problems arise when I keep them a secret. I definitely see my involvement with Student Minds as a long term thing as I see the valuable work they are doing for students and I want to be a part of that.’

*Joe Postings shares what being a Press Ambassador means to him.*

# The Student Minds Blog

The Student Minds Blog is the UK's biggest blog dedicated to student mental health and university life.

The blog provides students with an open, caring and inclusive place to speak up about their experiences of living with mental health difficulties. 'It was very therapeutic to share my difficulties [and] it has given me the opportunity to make a positive change and work towards tackling the stigma that surrounds mental health,' one blogger told us. Another contributor shared that blogging was a big part of their mental health journey, and helped them to overcome self-stigma.

*'I was able to not only help others but help myself.' - Anonymous*

By sharing their stories and tips, students can also help others with early identification of difficulties and provide vital information on how to seek help. Their stories can also show that experiences are often not unique, and that recovery is possible. One reader told us that 'the blog made me realise that I am not alone in the challenges I face,' whilst for another it was a starting point for their recovery from depression and anxiety.

The blog is led by a student editorial team who support students and recent graduates to share their stories.

Next year, we look forward to sharing more students' experiences on the Student Minds Blog, and are working to ensure a diverse range of voices are amplified that represent the realities of student life. We are also excited to be having a refresh of the Student Minds Blog thanks to the generous support of the [Cameron Grant Memorial Trust](#).

## Data highlights:



We published **83 new blogs** on a variety of topics this year. These ranged from students sharing their experience of a specific diagnosis, to tips for managing exams, to advice on navigating life after graduation, to guidance on how to support friends.

Over the year, **21,219 people** visited the blog.

Our three most popular blogs, with over **1,500 unique views** each, were:

1. [My Experiences of University as an Autistic Student](#)
2. [Disabled Student's Allowance for Mental Health](#)
3. [A Journey to Diagnosis](#)

## Case Study:



'I got involved with the Student Minds Blog to support students to share their stories and help others. We planned, publicised and promoted a #DearFresherMe blogging series, a #UseYourVoice blogging series for University Mental Health Day, and a Body Image blogging series for Mental Health Awareness Week. My favourite things about being involved was learning more about student mental health and co-organising an in-person blog recruitment event at our university.'

*Michael Priestley talks about the blogging series' organised by the editorial team this year.*

This year, our bloggers have shared lots of helpful tips for those struggling at university. Below are a few highlights:

### **1. It's OK to struggle.**

'We all get told how university is meant to be the best years of your life, and how we have to enjoy every minute of it. Students face the pressure of independent living, having to balance workload, house bills, job applications, going to university every day as well as a lot of other things. Suddenly, university doesn't seem like the perfect fantasy that we were told it would be. With a lot of things to balance at the same time, everything can hit like a truck.' – [Niraj](#)

'Throughout my undergraduate degree I had the opinion that it was not okay to be struggling mentally, especially with the workload, or with anxiety around achieving certain grades as I did not see these as problems that would be taken seriously and I had chosen to be there. The student stereotype is so focused on a particular version of student life which usually involves going out and having the best three years of your life. This is not the case for everybody, but can often look this way. When I started talking I started to hear stories similar to my own, of going home at weekends and intense loneliness when I was so certain nobody else was feeling like I was.' – [Rosie](#)

### **2. You have nothing to be ashamed of.**

'Initially, speaking up felt uncomfortable. What would people think of me? Would I be seen as strange, and would I be ostracised? I hid my struggles from everyone, including some of my closest friends. I felt ashamed and didn't want anyone to know about my problems. I didn't want to be perceived as weak. However, as time passed, I started to question these ingrained beliefs. Why would disclosing my struggles be weak? Wasn't it an indication of strength? Gradually, I became less averse to sharing my past. After all, it is from my experiences that I have grown.' – [Hanne](#)

### **3. Don't put off reaching out for help.**

'To get to where I am now has been such a long and difficult journey. By allowing myself to reach such a low point of my life before I finally got help, I made my recovery so much harder than it needed to be. Rather than accepting the help of a therapist early on, or reaching out and talking to my parents about how I felt, it took letting myself completely break down before I finally believed that I was depressed enough for help.' – [Romana](#)

'Speak up if you are feeling overwhelmed or anxious. I found that people were really supportive and accommodating if they knew you were struggling but, with so many other students, they might not realise something is wrong unless you tell them.' – [Michael](#)

### **4. Opening up can help you to connect with others experiencing similar things.**

'The more open I became about my depression and anxiety, the more I learnt that my journey is not uncommon. University can be an extremely difficult and traumatic time for many of us and there is no reason why we should have to struggle alone.' – [Nkasi](#)

# University Mental Health Day

Every year, University Mental Health Day brings together the university community to make mental health a university-wide priority, and to create year-round change to the future of student mental health. The day is run jointly by Student Minds and the [University Mental Health Advisers Network](#).

This year was all about the power of using your voice. In recent years we've seen the media discuss students in competing narratives, either as 'generation snowflake' or 'vulnerable young people in crisis' – neither of which appreciates the complexity of the problem, nor helps students experiencing difficulties themselves. This University Mental Health Day, we worked hard to improve the narrative around student mental health. As experts by experience, the university community came together to inspire conversations, take action and create change.

Together, we explored new and creative ways to shape the future of student mental health with students and staff getting involved in a variety of ways, from hosting stalls on campus, to running listening events, to lobbying senior leaders at their universities.

The feedback we received from those who took part was extremely positive. One staff member shared that they 'enjoyed starting positive conversations about mental health with students', whilst another told us that 'students' feedback stated that it was empowering to be asked for their thoughts and feelings on what could be done to improve student mental health and wellbeing.' This was echoed in the experience of students who were involved in running events, with one sharing 'it's incredible to see the power of the student voice, and by speaking up, you can encourage those around you to speak up too.'

Next year's University Mental Health Day will be on Thursday 5th March 2020. We look forward to seeing the university community come together to create change once again!

## Data highlights:



An amazing **248 events** were run across the UK with **122 universities** taking part. Thank you!

We were thrilled to see over **7,000 people** joining the movement on the day on social media, and were particularly moved by the students who bravely shared their personal stories. Many more people were reached by media coverage of the campaign, with 24 articles in national papers and a further 96 local papers and student media groups taking part.

## Social Media Highlights:

- **6,486 Tweets** and **29 million** people reached with the hashtag #UniMentalHealthDay – which trended all day!
- **1,431** Instagram posts.
- **409** Facebook posts.

## Case Study:



'As someone who has been through several mental health challenges, having a day where you can create safe spaces so **we can all** talk about mental health is incredibly important. We put on a wellbeing festival to chat with fellow students about what mental health meant to them and where they could find out more about the support available. The most important thing I got out of it was that there are so many different ways that we can all use our voice.'

*Meg Zeenat Wamithi, student at King's College London talks about running a wellbeing festival on University Mental Health Day.*

# The Student Advisory Committee

## Interview with SAC Member, Steph Hayle

*Community & Wellbeing Sabbatical Officer at the University of York's Students' Union.*

### Why did you choose to join the SAC?

Having been through almost all the NHS and University mental health services I have been incredibly driven to help make improvements to support other students experiencing similar issues. Having worked a little alongside Student Minds before via the National Union of Students, I knew they had a great reputation and I wanted to join them to be as involved as possible in helping shape student mental health on a wider scale than my current role allowed. The SAC was the perfect opportunity to do this!

### What have you done over the past year as part of your role on the SAC?

We have examined the University Mental Health Charter, debated the use of technology in providing support for students with mental

health needs, worked on accessibility and inclusion, and discussed transitions in and out of university and the best avenues for intersectional support. I've particularly focused on the intersectionality of our approaches and found working with SAC very rewarding on that front.



### What do you find most enjoyable about being part of the SAC?

Being able to gather best practice from other institutions and gain deeper understandings of the variety of approaches to tackling the mental health crisis in higher education. Everyone is so kind, engaging, and supportive and it feels like a very open and accepting environment to talk about those difficult subjects and find suitable solutions. Dom and Rosie have been fantastic!

### What do you feel has been the benefit for you?

It has given me a far deeper understanding about the current mental health policy landscape, as well as allowed.

Across all of our work at Student Minds, we seek to co-produce and co-create with students, and ensure that everything we do is student-informed.

That's why we developed our new Student Advisory Committee this year – a panel of 14 current students, recent graduates and sabbatical officers who input into our work at a strategic level.

In their role, the Student Advisory Committee have advised us on our approach to working with apps, informed our stance on universities' practice around information sharing, and shaped our strategy on supporting students through the transition periods. They have also identified areas of work to focus

on with students' unions, and fed back on our NHS Strategic Action Plan.

*'I wanted to be as involved as possible in helping shape student mental health on a wider scale.'*



# Co-Production Guide

In February 2019, we released a [toolkit](#) for the Higher Education sector to support them in co-producing mental health strategies and initiatives with the very people they're made to help – students.

We were delighted when received funding from a bid to HEFCE's Catalyst Fund in 2017 to implement a strategic approach to mental wellbeing in higher education.\*

At Student Minds, we have always believed that students must be seen, recognised and treated as partners when it comes to developing plans and strategies relating to their care and support. With this in mind, we used the funding to work with the [University of the West of England](#), the [University of York](#) and [Cardiff University](#) on a project to engage students on the development and implementation of their mental health strategies, in partnership with [Universities UK](#). We then brought together our learning from these case studies to create the co-production guide.

The toolkit outlines a range of models of co-production and student engagement, and shares findings from a literature review to highlight the benefits of co-producing for both students and universities. The report also contains a range of tools and approaches to co-produce with students, and advice on how to embed this into an institution's strategy, in order to improve the state of student mental health.

## Data highlights:



In the first six months, the report was downloaded by **373 unique users**.

Although it is hard to quantify the direct impact of the report, particularly as the greatest benefits will be long term, internal and external research shows that co-production benefits students by increasing their knowledge of their own experiences and encouraging greater appreciation of the experiences of peers. It also increases their knowledge and understanding of both the higher education and mental health sectors, which gives them a range of transferable skills, and improves mental health literacy.

We also know that co-production benefits universities, as it improves their students' sense of connectedness with the university community and it makes the strategies and initiatives more relevant and successful for the communities they're seeking to help. It also enriches students' university experience, which makes them more positive about engaging with the university in the future.

## From the guide:



'We know that in mental health different things work for different people, and that recovery and well supported mental health is often context dependent. To support good mental health in students we therefore have to understand that context and their direct experiences. In order to identify the full range of work necessary to improve mental health and wellbeing at our higher education institutions, we must listen to students.'

*Co-Production Guide, p. 9*

\*HEFCE (The Higher Education Funding Council for England) has now been replaced by the Office for Students and UK Research and Innovation.

# Supporting the higher education sector to deliver a whole university approach to mental health and wellbeing

When we talk about supporting the higher education sector to deliver a whole university approach we ought to explain what we mean by those terms. The 'sector' we work with actually includes a number of key interconnected sectors that interact with students. We work with universities, students' unions and providers of accommodation for students.

We help these organisations to improve their understanding of mental health and wellbeing, and approaches to supporting and promoting it. We do this because we know that in order to create thriving university communities, all of these organisations have important and varied roles to play. The whole university approach seeks to understand and improve every aspect of life for members of university communities: how students and staff study and work, their life outside the seminar room or office, where they live, and how and where they seek help if they need it. It's about the experiences of everyone: students, cleaners, academics, sports staff, and vice chancellors. It also means looking right across the student journey, connecting with schools, colleges, and organisations employing graduates.

In complex systems under external pressures, people can often feel they are doing the best they can with the information they have and may feel limited in how far they can stay on top of developments in the wider sector.

*We believe it's important to be sensitive to this, and that the best way to help organisations to create healthy communities is to go on an improvement journey together.*

We work with organisations to build up the best evidence, to help them ask themselves the right questions and introduce ideas and co-develop new ways of doing things.

This year, we focused heavily on setting up the University Mental Health Charter, our accommodation training offer and our Students' Union Support Programme – concentrating on how to ensure these programmes have the biggest impact right across the UK. They have all been designed with our empowering, innovative, collaborative and courageous ethos at the heart. Read on to find out more!

# University Mental Health Charter

One of our main priorities this year has been the development of a charter for university mental health. The charter will be a UK-wide scheme to recognise and reward institutions that demonstrate good practice, make student and staff mental health a university-wide priority and deliver improved mental health and wellbeing outcomes.

The programme was announced in June 2018 with support from the Universities Minister at the time, Sam Gyimah. It is being developed in partnership with [Universities UK](#), the [National Union of Students](#) and [AMOSSHE](#) (The Student Services Organisation). It has been supported by key stakeholders in the Office for Students and Department for Education. We are extremely grateful to the [UPP Foundation](#), who provided start-up funding for the Charter with a £100,000 grant, and the [Office for Students](#), who have provided £50,000 to support large-scale consultation with staff and students.

In March 2019, we began our research and sector consultation process. We visited six campuses in four countries, starting at Staffordshire University before travelling to the University of Strathclyde, Leeds University Union, University of the Arts London, Ulster University and Cardiff University Students' Union.

*'I felt like I was really being part of the change.'* - Anonymous

## Data highlights:



The consultation events brought together **360 staff and students** from **181** diverse universities, students' unions and organisations.

A further **2,274** of you shared your ideas in our online survey. Thank you!

Through our road trip workshops, focus groups and online survey, staff and students shared their expert insights on a range of themes including promoting good mental health, learning and teaching, support services, and staff wellbeing. On the road trip, students and students' union staff also participated in co-creation workshops where they designed the mentally healthy universities of the future.

*Staff and students from across the sector therefore played a central role in shaping this national programme, and thus the future of student mental health.*

Attendees said that they valued the opportunity to have an open discussion about mental health with others, and learnt about approaches taken in other universities, which they were able to take back to their own institutions.

## Data highlights:



**85% of attendees** agreed that they were able to have a meaningful role in contributing to the Charter.

**100% agreed** that their contributions were listened to and valued.

We will be publishing the University Mental Health Charter in December 2019. In 2020, our focus will be on the development of the Charter Award Scheme. We will test our evaluation methods and pilot the scheme at the University of Derby and three more universities, before launching nationwide towards the end of 2020.





# Accommodation Sector Training

For several years now we have been engaging with the student accommodation and housing sector, looking at the role student accommodation has to play in student mental health and wellbeing. In 2016/17, we undertook a focused research on this topic, which was carried out in collaboration with Nottingham Trent University and UPP, and kindly funded by the UPP Foundation. We shared our learnings and recommendations from this research in our [Student Living report](#). It was apparent from this work that those we consulted desired specific support to raise the mental health literacy of their workforce.

Therefore, in 2018/19 we developed and piloted training sessions on student mental health and the unique experiences within accommodation settings to support with this knowledge gap.

## Our training aims to:

- Introduce attendees to the work of Student Minds and the role of the accommodation sector in student mental health;
- Increase knowledge around mental health, the difficulties faced by students and signs a student is struggling;
- Increase knowledge of the support landscape.
- Increase skills for supportive conversations with students;
- Begin to develop ideas and action plans for individuals and teams.

After piloting the training with a handful of providers this year, we will continue to roll out this offer to the wider accommodation sector, collaborating with them and their staff teams to improve their mental health literacy and understanding of student mental health specifically.

## Data highlights:



**100%** of participants strongly agreed that the training was well delivered.

**100%** of participants agreed or strongly agreed that the training was useful.

## Case Study:



'At Derwent FM, we provide a range of facilities management services to our customers, predominantly in the student accommodation sector. Being in this sector our colleagues engage with and support students on a daily basis. It is therefore important for our colleagues to understand the challenges that our students face and are in a position to signpost any potential changes in student behaviour. This training has proven extremely valuable as it not only provides additional skills, it equips our colleagues with the confidence to support our students.'

*Anthony Vasey, Head of Safety, Health Environment and Quality at Derwent Facilities Management talks about the benefits of Student Minds' training for their staff.*



# Students' Union Support Programme

Student Minds has a strong track record of working with students' unions. We have delivered sessions at National Union of Students (NUS) events, whilst students' union staff have attended many of our training events and worked with us to support our student groups. We are proud to work with students' unions – organisations that play a vital role on campus as service providers, employers, managers of volunteers, and innovators in peer support, as well as being representatives and advocates for the student voice.

This year, we wanted to explore how we could work more strategically with students' unions to support them to adopt a whole–organisation approach to mental health and wellbeing.

We have therefore been working in collaboration with students' unions to listen to how they felt we could add value to their work. After conducting this listening exercise, we decided the best way we could support students' unions would be through the creation of a Students' Union Support Programme.

## **The three–year pilot will be developed from summer 2019, and will deliver:**

- A Students' Union Mental Health Network to share best practice, learning through relationship building and offer development opportunities for students' union officers and staff;
- In–house support for students' unions, their students and staff that is direct and relevant, ranging from local movement building to tailored Train the Trainer packages for staff;
- A self–audit framework, which will be an empowering tool to define best practice in the space. It will also offer students' unions direction as to what a 'whole–organisation approach' to mental health and wellbeing looks like for them.

We are working with 12 Students' Unions as our funders and partners to develop the three–year pilot.

## Case Study:



*We are very grateful to York University Students' Union (YUSU) for being the first students' union to sign up. Ben Vulliamy, CEO and Steph Hayle, Community and Wellbeing Officer at YUSU discuss why they chose to get involved.*

'We are of the view that students' unions are uniquely positioned to influence the mental health and wellbeing of students, but to realise this potential we need facilitation, support and expertise. It is for that reason that we have been talking with Student Minds over the last 6 months, exploring how they could support and advise us on developing student mental health related strategy and policies, embedding student mental health across union strategy and day to day culture. This is why we are happy to be funders and partners in this innovative programme.'

# Tackling the biggest national gaps in knowledge and understanding

When we developed our last strategic plan, the landscape was quite different. There wasn't a central research/academic network for student mental health seeking to understand what's going on and to fund new studies specifically on this topic. In fact, there wasn't much research or practice to understand what different groups of students may experience at all. We therefore made this a priority, and we couldn't be prouder of the progress made in just two years.

[SMaRteN](#), headed up by the chair of our trustee board, Dr Nicola Byrom, in partnership with King's College London, has brought over 400 academics together to seek to understand the greatest challenges in student mental health.

*'We've all been in spaces where looking at the experience of different demographics is considered a 'side issue' or 'out of scope.'*

We have also made intersectionality an explicit priority - seeking to understand how different identities impact a student's experience of university life and support, and take action in this area. Too often, we've all been in spaces where looking at the experience of different demographics is considered a 'side issue' or 'out of scope.' However, feedback from students and university colleagues, as well as the developing evidence base tells us that's simply not true – identity matters to people, and discrimination has a devastating impact on wellbeing and health. It's there, and we can't ignore it.

In 2017/18 we undertook some trailblazing work with LGBTQ+ students. The outcome of which can be seen in our [LGBTQ+ Students' Report](#), which we were very excited to launch at the start of this financial year.

*'Identity matters to people, and discrimination has a devastating impact on wellbeing and health.'*

Over the rest of the year, we have focused on helping to establish SMaRteN, and laying the groundwork for our Men's Mental Health Project. This project has been piloted with students at three universities across the UK, kindly funded by [Comic Relief](#). We also began working on [The Wellbeing Thesis](#), an online resource to support post-graduate research students, in collaboration with the University of Derby and King's College London.

# Men's Mental Health Project

*'I think men need to know they are appreciated, and their feelings are allowed to be spoken.'*

*- Project volunteer*

Globally, men are 1.8 times more likely than women to take their own lives. This is in part because they have lower levels of mental health literacy, are less likely to seek help, and so are less likely to receive any form of treatment than their female counterparts. Therefore, when Comic Relief put out a call for projects on young men's mental health, we jumped at the chance to be funded to do innovative work that allowed us to co-produce with young men to address these health inequalities. We're glad to be part of a large cohort of organisations working collectively on young men's mental health, trialling a range of initiatives and interventions. Our unique positioning as an organisation working with the higher education sector adds valuable insight into the cohort's work and we're looking forward to piloting the interventions and sharing our learning over the next few years.

Since receiving funding to do this work in summer 2018, we've been busy securing partnerships with institutions, and recruiting male student volunteers and a panel of experts to support the project.

We are excited to be working with the University of Huddersfield, Leeds University Union and the University of Manchester on this project and to have recruited an amazing cohort of male students to co-produce, co-create and pilot interventions at these institutions.

We are also pleased to have recruited a panel of experts with a diverse range of professional backgrounds who have contributed to the project. Over the year, we met with the students to do team-building activities and to give them a more comprehensive overview of the project. We also equipped them with the skills to undertake

consultation with their peers, to find out what kind of intervention would be beneficial at their institutions. We then ran co-production workshops with all the volunteers, delivering mental health literacy training and giving them a taste of our peer support facilitator training programme – as well as providing training on storytelling, campaigning, and understanding the research around young men's mental health. After this training was complete, we then empowered the volunteers to decide what initiative would work best for them.

Over the next two years, we will be developing and piloting the three interventions. We will be working with the volunteers to monitor the impact of the interventions for attendees. We're also hoping that through being leaders on this work and co-producing and delivering these interventions, the volunteers will have improved wellbeing outcomes themselves, and will carry their passion for young men's mental health with them into their future careers. We'll also be doing a piece of research into male students' mental health and will share all of our findings and learnings across the higher education sector.

## What our volunteers have planned

*'I want to encourage people to be able to speak more openly and more freely.'*  
– Project volunteer

### Huddersfield

At Huddersfield, the students will be piloting an informal and unstructured peer support group run for, with and by male students. They will be creating spaces where men can come and talk about their experiences with mental health free from judgement and stigma.

### Leeds

At Leeds, the students will be tailoring our *Look After Your Mate* training workshops to be more male–student focused, and delivering the training to male students. The workshop covers an introduction to student mental health and the student experience, understanding when a friend may be struggling, signposting and boundaries, and looking after yourself whilst supporting a friend.

### Manchester

At Manchester, the students will be focusing on improving male students' health literacy and tackling stigma. They are going to be running a social media campaign as well as setting up and running a podcast to talk about male students' mental health with contributions from students and experts.

### Case Study:



Click [here](#) to watch our volunteers talking about why they got involved in the project.

# The Wellbeing Thesis

[The Wellbeing Thesis](#) is an all-inclusive informational website for postgraduate research students to support and maintain good mental wellbeing, which will be launching in January 2020. It takes a prevention and early intervention approach and aims to support postgraduate research student mental wellbeing. The website provides a proactive resource to postgraduate research students and considers the whole postgraduate research experience, supporting positive cultural change towards good mental health.

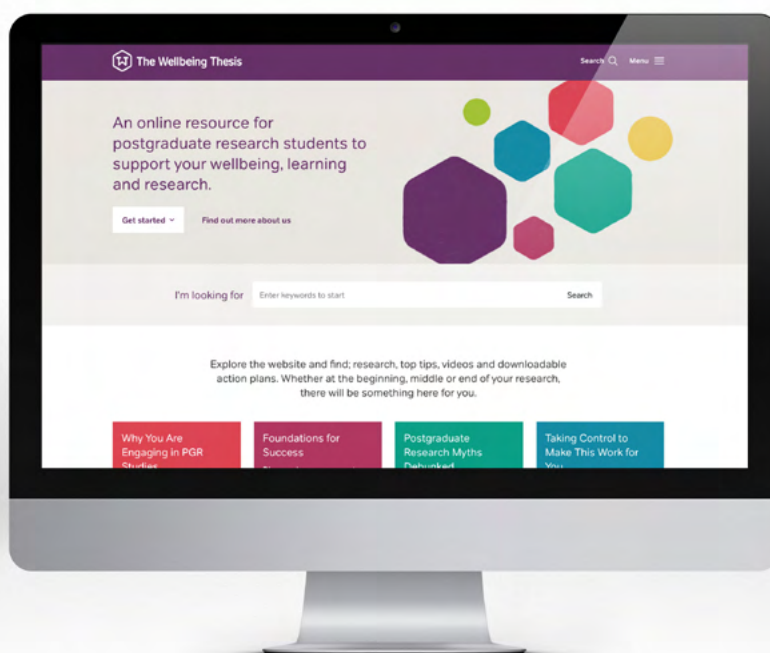
The content was developed by the University of Derby, King's College London and Student Minds. The topics of the website were shaped by several co-creational panels with postgraduate research students and an extensive literature review. The panels provided the main themes that have influenced the structure and information within this website.

*'It's always nice to know you're not the only one having those anxieties about the PhD process, and what to do afterwards'*  
– Charlotte Brown, PhD Student

We are extremely grateful to the Office for Students and Research England who generously funded this project.

**Visit the website:**

[www.thewellbeingthesis.org.uk](http://www.thewellbeingthesis.org.uk)





# Communicating our Message

## Conferences and Roundtables

At Student Minds, one of our core values is collaboration. We believe strongly that the insights from our work should be shared so that others can benefit from our learnings too – and equally we believe in listening to the expertise of others within the sector. To enable this, we have participated in numerous conferences and roundtables over the past year across the health and higher education sectors, including:

- **Advance Higher Education** – Equality, Diversity and Inclusion Conference
- **Association of International Student Advisors** – Conference
- **All Party Parliamentary Group on Young People's Health** – 'Supporting young people to manage long term health conditions at University,'
- **AMOSSHE** – Winter Conference
- **Campus Life** – Student Mental Health Event
- **Great British Mag** – LGBT Students Panel
- **Heads Together** – Young People's Mental Health Roundtable
- **NUS** – Connect CEO Networking Event.
- **Office for Students** – Student Engagement Strategy Roundtable
- **Samaritans** – Loneliness & Young People Roundtable
- **QAA** – Annual Conference
- **Universities UK** – Parents, 'Opt-In' and Confidentially Roundtable
- **Universities UK** – Go International Conference
- **Wonkhe** – Secret Life of Students

# Press and Media

It is paramount to ensure that helpful and constructive messages about student mental health are shared, particularly when coverage can often either suggest students are vulnerable people in crisis, or 'snowflakes' – neither of which represents the reality of their situation. As well as empowering students to speak about their experiences, over the course of the year our staff team have also contributed to a number of interviews and articles for a wide range of press and media outlets. A few highlights are as follows:

## **'Mental health at university: know where to find support'**

*The Guardian (August 2018)*

CEO Rosie Tressler was interviewed by about mental health literacy, and the support available at university.

## **'Student Minds charity is pushing universities to improve their mental health services'**

*The Sunday Times (September 2018)*

Policy Manager Rachel Piper spoke to *The Sunday Times* about the work we are doing to encourage universities to embed mental health into their strategies.

## **'Healthier and Safer Students Know Before they Go'**

*Wonkhe (September 2018)*

Policy Manager Rachel Piper spoke to *Wonkhe* about our resources designed to provide advice to school leavers in the run up to university.

## **'Partnering to Transform Student Mental Health'**

*Wonkhe (March 2019)*

CEO Rosie Tressler wrote a blog in collaboration with Hannah Brien from Leeds University Union (LUU), discussing Student Minds and LUU's partnership work to influence the local NHS position, to co-produce on wellbeing interventions, and to enhance a whole university approach to student mental health.

## **'Blog: Protecting Students Mental Health'**

*The Winston Churchill Memorial Trust (June 2019)*

CEO Rosie Tressler wrote a blog discussing what she learnt on her fellowship trip to meet organisations in Canada and Australia.

# Online Communications

We engage with our network through our online communications. These communications enable us to grow our movement, reach the general public, and promote mental health literacy - with the ultimate aim of changing behaviours and perceptions to improve student mental health. Through all of our communications, we promote the power of storytelling and ensure that the student voice is at the core of what we say.

## Student Minds Newsletter

Our national newsletter provides our network with exciting information on our projects and updates on the latest news in student mental health, as well as links to advice from our student bloggers, and opportunities to get involved in our work in various ways.

## Website

Our [Exam Stress](#) page was the most popular page on our website with over 11,000 people visiting the page to view our tips and advice, which covers keeping things in perspective, getting into good exam habits and avoiding bad ones, and, most importantly, making sure to get support from friends and family. Overall, our support pages had over 25,000 unique views, with our [Looking After Your Mental Wellbeing](#) and [Transition into University](#) resources also being very popular.

## Social Media

We use our social media platforms to engage with our supporters, share our resources and opportunities, and answer enquiries from students and members of the university community. This year, our posts about University Mental Health Day, our CEO Rosie's OBE, and our Men's Mental Health Project had the most engagement from our

community across Twitter, Instagram and Facebook. On LinkedIn, posts about new projects funded by the Office for Students and our LGBTQ+ Students' Mental Health Report proved most popular.

### Data highlights:



#### National newsletter

This year, we had an incredible **434% increase** in subscribers, with **2,393 people** now signed up.

#### Website

This year, **43,018 people** visited our website.

#### Social media

We had an increase in followers on all of our platforms, ending the year with:

- **5,593** Facebook followers.
- **16,908** Twitter followers.
- **2,320** Instagram followers.
- **2,320** LinkedIn followers.

On Instagram, our followers increased by an amazing **109%!**

# Our Supporters

## Volunteers

This year, we have been supported by **over 250** volunteers across the country.

Without our volunteer networks, our peer support and campaign groups wouldn't exist, our blog would be blank, we would have no student voice influencing our work, the data collected at our Charter Roadshow events wouldn't have been analysed and our Men's Mental Health Projects would never have become anything more than an idea. In short, without our volunteers, Student Minds would not exist.

In a time where it's easy feel swamped with negative news, it is more important than ever

to take note of the people who are dedicating their time, skills and compassion to charitable organisations, motivated by no reason other than a desire to make a positive change in the world. Overleaf you will see a list of the winners of this year's Student Minds Awards – those who have made an outstanding contribution to our work. However, we would like to take this opportunity to extend a deep and heartfelt thank you to everyone who has volunteered for Student Minds this year in any capacity. Each hour of time you have given has helped us to move one step further along the road of transforming the state of student mental health.

**To us, each and every one of you is a superhero.**



# Student Minds Awards

The volunteers listed here have all made an incredible contribution to our work over the past year. Thank you to each and every one of you for your commitment to playing an active part in transforming the state of student mental health.

## Angela Hulbert

### Individual Campaign of the Year

After experiencing poor care between home and University Services, Angela spearheaded a continuity of care campaign that looked to lobby the Government to enable dual registration at GP surgeries for students.

## Bath Student Minds Campaigns Group

### Leaders Group of the Year

Bath successfully ran campaigns on “Look After Your Mate”, worked with their local MP and ran a successful “Time for Tutees” campaign where they collaborated with Bath Students’ Union and the University to win improvements to the academic tutor system.

## Patrick Taylor

### Campaigner of the Year

Patrick has been a real force for change in student mental health this year, leading the Bath Campaigns Group and being a key member of our Student Advisory Committee.

## Buckingham Positive Minds

### Best New Peer Support Group

This new peer support group has had an incredible first year, the volunteers have worked well together and have had some really great creative ideas for promoting the peer support groups.

## Costa Rica Cyclers

### Group Fundraiser of the Year

The Valley Girls raised an amazing £18,086.25 from their adventure cycling across Costa Rica.

## Rob Harrison

### Individual Fundraiser of the Year

Rob shunned the typical end of term train journey home and took on the unique challenge of kayaking 300 miles home raising an incredible £1,642.50.

## Emily Maybanks and Niraj

### Bloggers of the Year

Emily and Niraj have shown praiseworthy dedication to sharing their experiences on the Student Minds Blog this year, discussing new topics. Emily shared her experience coming out as LGBTQ+ at university whilst Niraj wrote about studying with autism and impact of invisible disabilities on university life.

## Aneeska Sohal

### Volunteer Recognition Award

Aneeska has led the Student Minds York campaign group this year and has run listening sessions to identify prevalent issues in the York student mental health experience.

## Rebekah Dussek

### Volunteer Recognition Award

Rebekah has inspired many in her role as Press Ambassador by sharing her story with mental health difficulties at university openly and confidently on BBC’s Victoria Derbyshire show and Channel 5 News.

## Michael Priestley

### Volunteer Recognition Award

Michael has done great work to support student mental health both in his role as the Student Minds Blog sub-editor and using his incredible research skills to support the development of the University Mental Health Charter.

## Lauren Scott

### Volunteer Recognition Award

Lauren has shown motivation and dedication in her role coordinating the peer support groups at the University of Bath this year.



# Fundraising

The total amount raised by our fantastic fundraisers this year was an incredible **£113,462!**

## Community Fundraising

We have been awed by the inventive, inspiring and courageous activities that our community fundraisers have undertaken to raise money for Student Minds this year.

#TeamStudentMinds collectively ran, walked, kayaked and cycled a whopping 3,249 miles – put together, you'd have got an eighth of the way around the entire planet. You also got active by playing polo, ping pong, volleyball and football, by practicing laughing yoga and pole fitness, and by sailing, dancing, boxing and trampolining. You also utilised your general knowledge, creative abilities and culinary skills by holding pub quizzes, putting on talent shows and baking cakes – and challenged yourselves through sponsored silences. Phew!

We would like to extend a special thank you to those of you who raised money for Student Minds in memory of a loved one this year. To dedicate your time to supporting strangers in the face of personal tragedy is an act of extraordinary kindness. We are truly grateful.

## RAGS

We have received **over £8,000** from RAG societies this year. Thank you to Plymouth RAG, Edge Hill RAG, Bradford RAG, Essex RAG and Karnival RAG at the University of Nottingham for choosing to support Student Minds!

Thank you also to Reading RAG, Royal Agricultural University RAG and De Montfort RAG for raising money over 2018/19, and for taking part in activities ranging from Jailbreaks to Tractor-pulls! The money you have raised will help us to do more in the upcoming year to transform the state of student mental health

## Did you know?



Gift Aid can make a huge difference to charities like Student Minds. This year, we received an **additional £7,507.38** through Gift Aid on online donations. Thank you to everyone who ticked the box and helped us to achieve even more!

## Birthday Fundraisers:

This year, we encouraged our supporters to raise money to support our work through Facebook's new 'Birthday Fundraiser' function. Thank you to everyone who took part!

If you've got a birthday coming up and you're struggling to think of anything you want from family and friends, why not ***ask for donations to Student Minds instead?***

## Corporate Fundraising

Thank you also to the following organisations who have raised money for Student Minds over the past year through an assortment of bike rides, bake sales, fitness challenges and Santa Runs. We hope the events were as enjoyable as the pictures suggest!

- [Derwent Facilities Management](#)
- [CRM Students](#)
- [Split the Bills](#)
- [True Student](#)
- [West Cornwall Pasty Company](#)
- [OneFile](#)
- [UCAS](#)
- [Rise and Shine Living](#)

## Case study:



'In May 2019, I ran the Leeds Half Marathon and decided to raise money for Student Minds. The ethos behind the charity is something I am extremely passionate about and is very close to my heart. Having lost a close friend, Joshua Farraway, two years ago as a result of suicide, I thought this would be the perfect charity to raise money for. The team were so welcoming and kind-hearted; I got regular emails from Kate praising me on my progress, giving me motivation to train harder and raise even more money. The half marathon day was a difficult but highly rewarding experience.

Having the Leeds community cheer me on with their posters and 'sweet stations' definitely got me through the tough and hilly course. Running past the finish line is a feeling I will never forget: I was overwhelmed with both emotion and pride. I am genuinely so pleased to have raised so much money for such a worthy cause and I am excited to see Student Minds continue to grow and help students tackle and overcome mental health [difficulties]. Live forever, Josh.'

*Emily Caswell discusses her experience of running Leeds Half Marathon in aid of Student Minds in memory of a close friend, Josh.*



# Donations

This year, we received a phenomenal **£109,569** in donations from individuals and organisations!

## Individual Donations

Whilst it is sadly not possible to list all of our individual donors here, thank you to each and every one of you who has made the decision to make a one-off or regular donation to our work this year. We are truly grateful for your support, and do not take the trust you have put in us lightly. We hope to have your continued support in the years to come.

## Corporate Donations

In 2018/19 we received **over £50,000** in corporate donations! We are particularly grateful to [Derwent Facilities Management](#), [Valeo USL Limited](#), [Student.com](#), [Student Cribs](#) and [ASK 4](#) who have each made a donation of £5,000 or over.

Thank you also to the following organisations for your support:

- [The Property Recruitment Company](#)
- [Red Brick Research](#)
- [Amano Student Support](#)
- [GSK](#)
- [The Student Room](#)
- [Save the Student](#)
- [FAT Properties](#)
- [TLJ Access Control](#)
- [MyPlus Consulting](#)

## University Donations

We are very grateful to the universities and students' unions who have made a donation to Student Minds on behalf of each student who participated in surveys and voted in elections. In total, you have donated **over £40,000** to our work this year.

We would like to extend a special thank you to Liverpool John Moores University and Sheffield Hallam University for each donating **over £10,000** towards our work. Thank you also to the University of Manchester, University College Birmingham and Newcastle University Students' Union for your generous support.

## Conferences and Awards Dinners

Thank you to the following for making Student Minds the nominated charity your conferences and awards dinners, and to each and every attendee who made a donation to our work. Collectively, you raised **more than £20,000!**

- [Times Higher Education](#) Awards 2018
- [Property Week](#) Student Accommodation Awards 2018
- [British University Finance Directors' Group](#) Conference Dinner 2019
- [Association of University Directors of Estates](#) Annual Conference 2019

## Grants

We are grateful to the following trusts and organisations for providing us with a total of **£205,852** of funding in 2018/19:

- [Matrix Causes Fund](#) (LGBT Students' Mental Health)
- [Comic Relief](#) (Men's Mental Health Programme)
- [UPP Foundation](#) (University Mental Health Charter)
- [Office for Students](#) (University Mental Health Charter)
- [The Matthew Elvidge Trust](#) (General support)
- [GSK / The King's Fund](#) (Eating Disorder Audit)
- [Cameron Grant Memorial Trust](#) (The Student Minds Blog)

Thank you also to the following trusts who have made a donation towards our work this year:

- Ambrose and Ann Appelbe Trust
- Blyth Watson Charitable Trust

# Get Involved

## Volunteering

Are you inspired to play a part in transforming the state of student mental health? Visit our website [here](#) to see our current volunteering opportunities for university staff and students.

## Fundraising

Has it always been on your bucket list to run a marathon? Dye your hair bright pink? Organise a flash mob to the soundtrack of the Grease MegaMix?

Why not take the leap in aid of Student Minds this year, and help us to expand our existing projects and tackle new issues? We'll support you every step of the way, and help you to make your challenge a success. Visit our [website](#) or get in touch with [fundraising@studentminds.org.uk](mailto:fundraising@studentminds.org.uk) to find out how you can join #TeamStudentMinds and become one of our fundraising superstars.

## Corporate Support

We would be delighted to welcome your organisation as a funder and supporter of Student Minds. We create bespoke corporate partnerships, with varying levels of expenditure and engagement, to suit every student mental health priority and budget.

Contact us at [corporate@studentminds.org.uk](mailto:corporate@studentminds.org.uk) to discover how we can become partners.

## Did you know?

Volunteering has been proven to have a [significant positive effect](#) on personal wellbeing.

## Stay in touch:



For find out what we're up to and be the first to know about new ways to get involved, make sure to sign up for our national newsletter or visit our website.

You can also follow us on social media:

Twitter – [@StudentMindsOrg](#)

Instagram – [@studentmindsorg](#)

Facebook – [Student Minds](#)

LinkedIn – [Student Minds](#)



# What's Next for Student Minds?

We hope you have enjoyed reading about what we've been up to this year, and have been inspired by the stories of our fantastic volunteers and supporters.

We are proud to say that Student Minds is having a significant impact on an individual, organisational and national level.

We see improved health outcomes for students volunteering and attending interventions we deliver with our university and students' union partners. We see organisations making substantial shifts in their priorities and approaches in response to our research and policy recommendations - such as the university that reviewed their personal tutors training due to our academic tutor's report. On a national level we've brought together many organisations behind a shared effort with the University Mental Health Charter, and can't wait to share the outcome of this consultation work with you when we publish the key principles in December 2019.

*Looking forwards to the year ahead, we will be building up our student-led movement more than ever before so that students, universities and health systems can come together to tackle the root causes of mental illness and improve wellbeing.*

We'll also be ramping up our peer support work, expanding the train the trainer programmes we offer for staff wanting to bring our ethos into their own institution. We'll also be co-producing new peer to peer approaches with male students, piloting a new peer to peer course designed to build

capability for life's challenges, and refreshing our student-powered blog.

Meanwhile, the Charter will go into its pilot and assessment scheme phase, and we'll be ramping up our work to positively influence the provision of NHS services for the student population and looking at how to embed authentic co-production models. Whilst there are lots of gaps in knowledge and understanding that we're keen to get stuck into, we've prioritised a few key areas for our policy and research work in 2019/20. We'll be looking into the provision of services within the NHS and will look particularly at the availability of eating disorders services to students, the role of the curriculum and pedagogy in mental health and wellbeing, and the experiences of international students. As ever, all our research will be available publicly - please keep an eye on our website and social media to find out more!

*'It is important that we communicate and cooperate to bring positive change,'*

believes Michael Priestley, editor of the Student Minds Blog. We hope you'll follow Michael's example and continue to support us, challenge us and inspire us as we develop our existing work and expand into new areas in the year ahead.

**Together, we have the power to transform the state of student mental health.**



# Trustees' Report and Accounts

## 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 ten full-time staff members and one part-time, as well as a number of consultants and training associates. 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 committee of students and recent graduates and a steering group of clinical advisors who review the charity strategy and contribute to the development of programmes.

### Risk Management

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

Risks are reviewed annually by the senior management team, in consultation with the wider staff team, with the goal of identifying any and all possible risks, however remote. An annual review of successes and failures, completed by the staff team in consultation with the graduate steering group, facilitates a growth mindset 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

## Principal Funding Sources

In the past year we have received funding from the UPP Foundation, the Office for Students, Comic Relief, the AIM foundation, GSK, University of York Students' Union, the University of the West of England, the University of Derby, Liverpool John Moores University, The Matthew Elvidge Trust, Derwent Facilities Management, Sheffield Hallam University, Student.com and Valeo USL Limited. Those over 10k.

## 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 £200,000 in reserve.

## Ethical Fundraising Policy

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

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

## Trustees' Responsibilities

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

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

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

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

## Independent Examiner


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

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

Approved by the Board of Trustees on March 2020 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 2019 which are set out on pages 43-44.

## Respective Responsibilities of Trustees and Examiner

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

It is my responsibility to:

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

## Basis of Independent Examiner's Statement

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

## Independent Examiner's Statement

In the course of my examination, no matter has come to my attention which gives me reasonable cause to believe that in any material respect the requirements have not been met:

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

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

Name: Miss Catherine Alton

Relevant Professional qualification (if any):

ACA and UK Qualified Auditor

Address: C/O Student Minds

17 Springfield Mount

Leeds

LS2 9NG

Signed: *Catherine Alton*

Date: 10th March 2020

## STUDENT MINDS

### Statement of Financial Activities

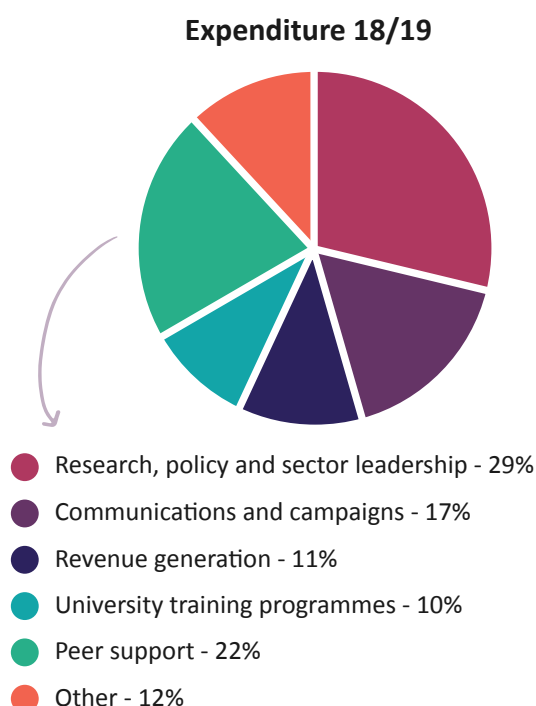
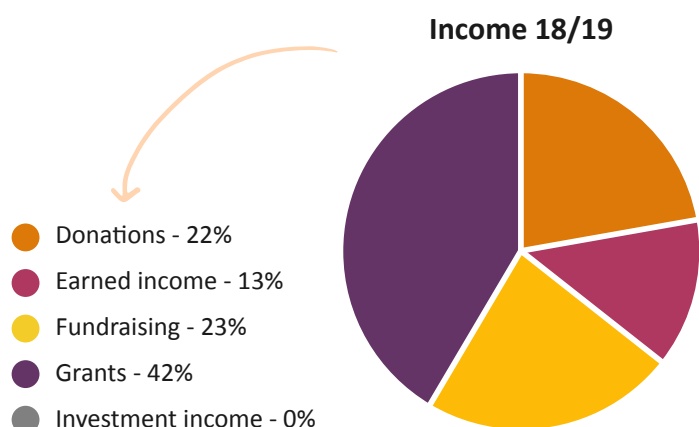
(including income and expenditure account)

for the year 1 July 2018 to 30 June 2019

	This Year Unrestricted	This Year Restricted	This Year Total	Last Year Total
	£	£	£	£
<b>Income and endowments</b>				
Donations	109,569	-	109,569	90,848
Fundraising	113,462	-	113,462	38,338
Grants	18,500	187,352	205,852	72,826
Earned Income	66,393	-	66,393	100,762
Investment income	92	-	92	22
<b>Total incoming resources</b>	<b>308,016</b>	<b>187,352</b>	<b>495,368</b>	<b>302,756</b>
<b>Expenditure</b>				
Research, Policy and Sector Leadership	36,889	80,601	117,490	66,260
Communications and Campaigns	53,278	14,118	67,396	72,506
University Training Programmes	39,444	-	39,444	35,079
Peer Support Programmes	46,172	41,646	87,818	48,420
Revenue Generation	43,594	-	43,594	26,935
Other	47,864	-	47,864	38,285
<b>Total resources expended</b>	<b>267,241</b>	<b>136,365</b>	<b>403,606</b>	<b>287,485</b>
<b>Net incoming resources</b>	<b>40,775</b>	<b>50,987</b>	<b>91,762</b>	<b>15,271</b>
Transfers between funds				-
Fund balances brought forward	161,701	-	161,701	146,430
<b>Fund balances carried forward</b>	<b>202,476</b>	<b>50,987</b>	<b>253,463</b>	<b>161,701</b>

The Statement of Financial Activities includes all gains and losses in the year and therefore a statement of total gains and losses has not been prepared.

All the above amounts relate to continuing activities.





## STUDENT MINDS

### Balance Sheet

As 30 June 2019

	This Year Unrestricted £	This Year Restricted £	This Year Total £	Last Year Total £
<b>Current Assets</b>				
Debtors	3,170	-	3,170	2,760
Cash at bank in hand	259,377	84,939	344,316	170,391
<b>Total current assets</b>	<b>262,547</b>	<b>84,939</b>	<b>347,486</b>	<b>173,151</b>
<b>Creditors:</b>				
<b>Amounts falling due within one year</b>	<b>60,071</b>	<b>33,952</b>	<b>94,023</b>	<b>11,450</b>
<b>Net current assets</b>	<b>202,476</b>	<b>50,987</b>	<b>253,463</b>	<b>161,701</b>
<b>Total assets less current liabilities</b>	<b>202,476</b>	<b>50,987</b>	<b>253,463</b>	<b>161,701</b>
<b>Net Assets</b>	<b>202,476</b>	<b>50,987</b>	<b>253,463</b>	<b>161,701</b>
<b>Total Funds</b>	<b>202,476</b>	<b>50,987</b>	<b>253,463</b>	<b>161,701</b>

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


The Trustees acknowledge their responsibilities for:

1. ensuring that the company keeps adequate records which comply with section 386 of the Act, and
2. preparing financial statements which give a true and fair view of the state of affairs of the company as at the end of the financial year and of its profit or loss for the financial year in accordance with the requirements of section 393, and which otherwise comply with the requirements of the Act relating to financial statements, so far as applicable to the company.

These financial statements were approved by the members of the committee on March 2020 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 2019

### 1. Accounting Policies

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

#### a) Basis of preparation of financial statements

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

Student Minds constitutes a public benefit entity as defined by FRS 102.

#### b) Cash flow statement

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

#### c) Fund accounting

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

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

#### d) Incoming resources

All incoming resources are included when the charity is entitled to, and virtually certain

to receive, the income and the amount can be quantified with reasonable accuracy. The following policies are applied to particular categories of income:

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

#### e) Resources expended

Expenditure is recognised on an accrual basis as a liability is incurred. Expenditure includes any VAT which cannot be fully recovered, and is reported as part of the expenditure to which it relates; Costs of generating funds comprise the costs associated with attracting voluntary income; Charitable expenditure comprises those costs incurred by the charity in the delivery of its activities and services for its beneficiaries. It includes both costs that can be allocated directly to such activities and those costs of an indirect nature necessary to support them.

### 2. Restricted Funds

Student Minds received £187,352 in restricted grant funding this year for a number of projects: £70,250 from the UPP Foundation and £25,000 from the Office for Students for the development of the University Mental Health Charter; £49,770 from Comic Relief to support the 'Well Lads' project; £18,214 from the Office for Students and the University of the West of England to support the development and evaluation of a 'whole university approach to mental health' and our 'co-production' report; £10,118 from the Office for Students and the University of Derby for the development of resources for postgraduate research students; £5,000 from GSK to support the set up phase of an audit into the support for students experiencing

eating disorders; £5,000 from Matrix Chambers for a project to support LGBTQ+ students; and £4,000 from the Cameron Grant Memorial Trust to support the Student Minds Blog.

### Employees

The average number of employees during the year was 11 (2018: 10). No employee receives emoluments of more than £60,000 (2018: 0).

Staff Costs	2019 £	2018 £
Salaries and wages	273,101	210,065
Social security costs	24,337	18,039
Pension costs (defined contribution pension plans)	4,527	1,911
	<b>301,965</b>	<b>230,015</b>

### 3. 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.

### 4. Analysis of debtors

	2019 £	2018 £
Trade debtors	3,170	2,760
Prepayments and accrued income	-	-
Other debtors	-	-
	<b>3,170</b>	<b>2,760</b>

### 5. Analysis of creditors

	2019 £	2018 £
Trade creditors	8,441	4,901
Taxation and social security	85,582	6,049
Deferred income	-	500
Other creditors	<b>94,023</b>	<b>11,450</b>

### 6. Trustee remuneration and related party transactions

No members of the management committee received any remuneration during the year. Travel and expense costs were not reimbursed to any trustees (2018: £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 (2018: 0).

### 7. 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.

### 8. 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 £4,527 (2018: £1,911).

## Reference and administrative information:

**Name:** Student Minds

**Charity registration number:** 1142783

**Company registration number:** 07493445

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

## Trustee Board

**Chair:** Dr Nicola Byrom

**Treasurer:** Mr Andrew Nelson

Mr Seb Baird

Mrs Ann Henshaw

Ms Lauren Young

Mrs Elisabeth Gulliver

Mr Brian Rock (joined 18/09/19)

Ms Jacqueline Booth (joined 18/09/19)

Mrs Natasha Devon (joined 18/09/19)

Professor Susan Rigby (joined 18/09/19)

Ms Victoria Goddard (joined 18/09/19)

## Leadership Team

**Chief Executive Officer:** Rosie Tressler

**Head of Operations:** Eleri Dare-Edwards

**Head of Engagement:** Oliver Kasper-Hope

**Head of Development:** Scott Williams (left 08/11/19)

## Bankers:

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

**Join us as we transform  
the state of student  
mental health!**

Visit our website [www.studentminds.org.uk](http://www.studentminds.org.uk).



**student  
minds**