

student minds

Trustees' Report and
Financial Statements for the
Year Ended 30th June 2016





Student Minds

(A company limited by guarantee)

TRUSTEES' REPORT AND FINANCIAL STATEMENTS
FOR THE YEAR ENDED 30 JUNE 2016

Charity Number: 1142783
Company Number: 7493445



Annual Report for the Year ended 30th June 2016

Reference and Administrative Information

Charity name: Student Minds
Charity Registration Number: 1142783
Company Registration Number: 7493445
Registered Office and Operational address:
16 – 17 Turl Street
Oxford
OX1 3DH

Trustee Committee

Chair - Dr Nicola Byrom
Treasurer - Mr Andrew Nelson
Miss Eleanor Hambly
Miss Elisabeth Guliver
Mr Seb Baird
Mrs Ann Henshaw

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

A message...

From our Chair and CEO

2015-16 has been one of the most interesting years for the charity since Student Minds was founded in 2009, both for the charity's own development, but most importantly for the cause that we're working on. With 75% of all mental health difficulties developing by mid-20s¹ and demand for services on campus and in the NHS on the rise², the challenges that university students can face in accessing timely support is in the spotlight.

Student Minds is playing a key role in creating positive change in this area. We have seen an unprecedented growth in our reach; a year ago we worked with 35 universities and today we work with almost 100. In 2015-16 thousands of people benefitted from Student Minds' work; from those individuals trained to deliver peer support, campaigns and workshops, to those receiving direct support for themselves or their loved ones through our in-person interventions, to the thousands who engaged with our blog, resources, influential sector research and social media campaigns like University Mental Health Day.

We'd like to thank everyone that has played a part in the major achievements outlined in this report, from the students and graduates who helped facilitate our peer-support groups and ran events, to each university and Students' Union staff member that attended our training in order to deliver workshops for their students. From each donor and fundraiser, to all of the institutions and organisations that have worked with us to achieve the same goal of improving student mental health, thank you. It has been a pleasure for our growing staff team and trustees to work with such a skilled and passionate network. This huge team effort means that the charity is proud to be delivering work which is not only supported by diverse income streams, but also focussed on impact measurement, learning from research and creating embedded, lasting change.

Looking to the next three years, we're excited to have identified key strategic priorities (you can find more about these at the end of this report). We are delighted to be a key delivery partner with Universities UK in a national strategic project to support institutions to implement a whole-university approach to student mental health. This exciting development, alongside other changes in the third sector has encouraged us to keep strengthening our research and policy work, the support for student campaigners to influence their institution's strategy, as well as the flexibility of our peer support models, with an increased focus on the part we can play in prevention. There is huge potential for us to improve the outcomes of future generations, but there is much to do, and as a lean charity that has operated with a small budget for a number of years, we need your support to take this work to scale.

To universities, Students' Unions or other organisations looking at how they can support the business leaders, doctors, teachers and indeed parents of the future, we hope that you will find this annual report a useful introduction to our work and we welcome the opportunity to speak with you about how we can keep collaborating to transform the state of student mental health.

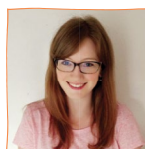
With thanks,



Nicola Byrom

Nicola Byrom
Founder and Chair

R Tressler
Rosie Tressler
CEO



¹ Kessler, R. C. et al. Lifetime prevalence and age-of-onset distributions of mental disorders in the World Health Organization's World Mental Health Survey Initiative. *World Psychiatry* 6, 168- 176 (2007)

² Williams, M. et al. Understanding provision for students with mental health problems and intensive support needs; a report to HEFCE. Institute for Employment Studies Researching Equity, Access and Partnership (2015)

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Who we are

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Who we are

We are Student Minds, the UK's
student mental health charity

A bit about us...

We empower students with the knowledge, confidence and skills to look after their mental health and support others. One conversation at a time, we will transform student mental health.

Our vision is for all students to have the knowledge, confidence and skills to look after their own mental health and to be able to support their friends and peers.

Our mission is to improve student mental health by supporting students to deliver peer-led interventions. By providing students and university staff with the resources to raise mental health literacy we can create a lasting and positive change.

Our goal is for all universities and health services to recognise positive mental health as a priority for student success. We want students to take action to foster an environment where everyone has the confidence to talk and listen to each other, the skills to support one another and the knowledge to look after their own mental health.



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 SRSH 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 complete an induction process with an existing Trustee. Trustees are 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 six staff members. Going into the 2016/17 year the staff team will increase to 9.

The CEO reports to the Chair of the Trustees who is ultimately responsible for the strategic running and governance of Student Minds.

You can find out more about our staff team, organisational structure and how the additional staff members will allow us to further develop our training and research on our [website](#).

The Staff Team is supported by a Youth Steering Group of volunteers who have contributed to development activities, such as campaigning and fundraising on behalf of Student Minds. Their personal experiences help to feed into our national strategy, helping to shape the direction of the charity.

What we do



This year

The main objectives and activities for the 2015/16 year have been; providing support for our Student Minds groups, conducting research to understand the challenges faced by students today and strengthening our campaigns and digital presence.

The strategies employed can be categorised as follows:

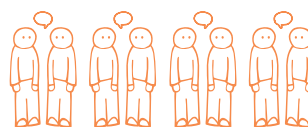
- Delivering training, support and supervision, tailor-made for students to run **peer support** programmes.
- Creating and running informed **campaigns** and sharing knowledge & resources to support students to take care of their own mental health and to improve mental health literacy.
- Establishing **train the trainer** programmes equipping university staff to deliver workshops for students to learn how to support friends or teammates.
- Developing **research and policy** recommendations to respond to and advise movements in the sector.

97

The total number of universities we supported across all of our work, including national campaigns, in 2015/16.

This year's highlights

250+



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

524



524 Trained by Student Minds
This includes students, supervisors and staff from 63 universities and students trained by Look After Your Mate and Mental Health in Sport trainers.

7,800+



7,800+ Actively Engaged
This covers all University Mental Health Day events/ conference sessions. Those participated in key campaign action, a National Newsletter or Mind Matters subscriber, a blogger, a MHFA HE session and research downloads.

7 Million+



7 Million+ Basic Engagement
This includes social media, press, online reach of University Mental Health Day, the Ripple campaign, friends of students trained and wider student-led campaign event attendance.

Map of all of our groups and trainers for 2015/16

Our Peer Support Groups:

Bristol Eating Difficulties
Cardiff Eating Difficulties
Leeds Beckett Eating Difficulties
Leeds Eating Difficulties
Leicester Eating Difficulties
Manchester Eating Difficulties
Oxford Eating Difficulties & Positive Minds
Southampton Eating Difficulties & Positive Minds
St Andrews Eating Difficulties
UCL Eating Difficulties

Bath Spa Positive Minds
Bath Positive Minds
Bournemouth Positive Minds
KCL Positive Minds
Nottingham Positive Minds
Oxford Brookes Positive Minds

8

Positive Minds Groups

10

Eating Difficulty Groups

18

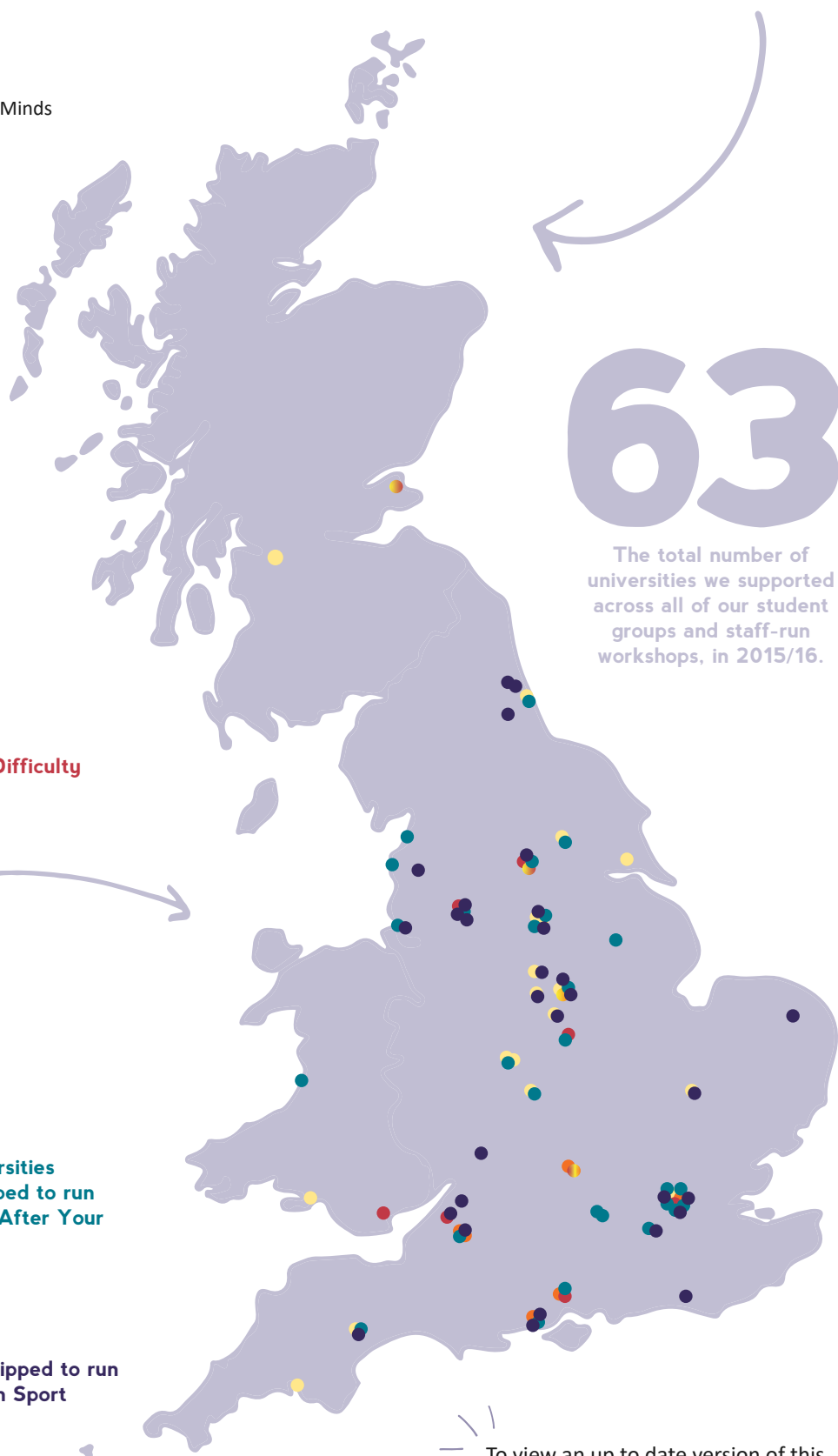
Campaign Groups

27

Universities equipped to run Look After Your Mate

30

Universities equipped to run Mental Health in Sport



63

The total number of universities we supported across all of our student groups and staff-run workshops, in 2015/16.

To view an up to date version of this map please see our [website](#).

Peer support

Our peer support groups are at the core of maintaining and informing the Student Network.

In this section you can find out about:

- Group facilitator training
- Supervision
- Eating Difficulty peer support groups
- Positive Minds peer support groups
- E-Learning



Peer Support Groups and Training

This year we have run a total of 18 peer-support groups. This includes 10 Eating Difficulty groups and 8 Positive Minds groups. This year we have piloted our new course, Motivate Me, with 3 of our Eating Difficulties groups.

For all groups we train group facilitators on topics ranging from the basics of peer support to monitoring impact, listening skills and boundaries. Our training weekends are a great way for facilitators to learn more about mental health, peer support and facilitating a peer support group.

“[The training was] really useful & engaging, I valued the experience a lot. It's nice to feel part of something so positive and motivating and to be surrounded by like-minded people.”
Peer Support group facilitator

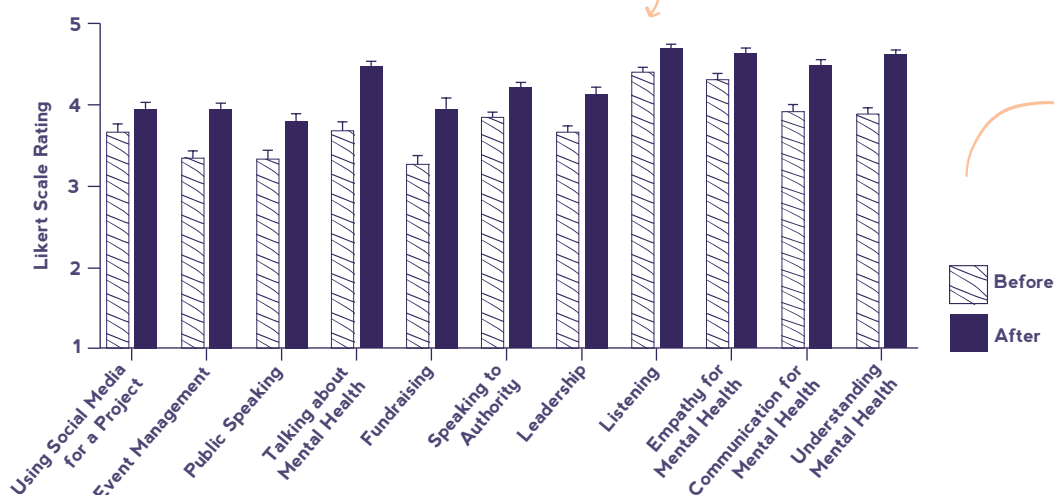
246

Trained facilitators since 2013,
with 66 facilitators being trained
in 2015/16.

94%

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

A graph to show change in attendees' **knowledge, confidence and skills** before and after attending peer support training.



Paired samples t-tests confirmed that there were significant increases between attendees' mean ratings of their knowledge, confidence and skills before and after peer support training. All differences were significant. The smallest effect was significant at $t(52) = 3.16$, $p = .003$, $d = .40$, 95% CI (.13, .65).

Supervision

Supervision is a space for reflection, skill and confidence development. We think that supervision works best when a supervisor understands the challenges that the facilitators face. We recruit former facilitators with a minimum of one year's experience. Supervision ensures that our facilitators are supported to run safe and effective groups.

We have a group of 15 supervisors. We provide supervisors with training to ensure that they have the understanding and tools to provide supervision, which they do on a weekly basis while a peer support group is running. We are excited that in the 2016/17 academic year we will have a clinical supervisor join us, to provide further support to our supervisors and Peer Support Manager. You can find out more about our clinical supervisor on our [website](#).

E-learning space

90

registered volunteers

This year we have developed three e-learning modules that are open to all of our peer support and campaign volunteers. They include an introduction to Student Minds and mental health, improving group publicity and running speaker events.

With over 90 individuals registered on the e-learning platform, this space provides an opportunity for us to reach more volunteers and to provide concise and informative training to a larger audience. All peer support group facilitators complete an introductory e-learning module before attending peer support training, in order to increase mental health understanding and to ensure that our peer support training is as effective as possible.

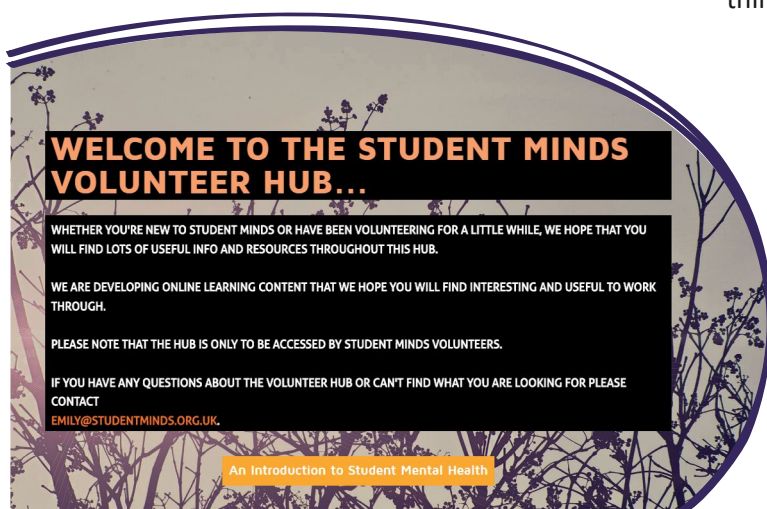
“ [This module has] made me think that publicity can and should be planned much more. Not just sticking posters everywhere but actually thinking - where when and what do you specifically want to achieve? ”

Running speaker events

“ I feel like I have a much greater understanding of [talking about mental health and looking after peers] and will be able to apply this to real life situations. ”

We have plans this coming year to develop the e-learning platform with further peer support and campaign related modules.

A sneak peak of the e-learning space...



Eating Difficulty Peer Support Groups

We have been running Peer Support Groups for students experiencing eating difficulties since 2010. These groups provide a welcoming and safe space for students to talk about eating difficulties and how they manage their mental health at University. The groups are run by trained student group facilitators and provide flexible drop-in support as and when it is needed. During the 2015/16 academic year, we ran groups at 10 universities.

Our Eating Difficulty groups provide vital support to small numbers of students. We continue to passionately support these groups as they provide urgent and much appreciated support to those who attend. Many students have used these groups as a safe space to disclose for the first time that they are experiencing difficulties. The groups have helped students start to explore their thoughts about treatment and recovery. We know that these groups have a big impact for the students that attend, from the feedback that we get from them.

A previous male attendee from a Student Minds Eating Difficulty group had the following reflection on how attending a Student Minds' group across an academic year had impacted on his life:



99

The total number of student attendees present across 80 sessions.

“ Student Minds has helped me to seek medical help when I was physically struggling, encouraged me to tone down some negative behaviours, and has offered me something to structure my week around when all else seemed empty.”



Motivate Me has been designed in collaboration with Professor Janet Treasure, a consultant Psychiatrist for Eating Difficulties.

Supporting Supporters

Over the past couple of years some of our Eating Difficulty Peer Support Groups have been running our Supporting Supporters course. The two-part course is designed for friends that are supporting peers experiencing Eating Difficulties. This year, four of our groups have run the course; University of Leeds, University of Cardiff, UCL and University of Oxford.

“The experience of seeing my friends at university struggle with mental health problems has made me want to help others, as well as be better equipped to support my own friends. Going on the Student Minds Supporting Supporters course was really helpful and introduced me to the charity.”

Supporting Supporters attendee

Following the positive feedback from the course, in December 2015 we took part in the Big Give Christmas Challenge to raise £28,000 through public donations to fund the development of a three-part Supporting Supporters for Self-Harm workshop. This workshop has been created in consultation with students and our Steering Group and aims to help students to support friends that are experiencing self-harm. It focuses on practical skills for supportive conversations, personal experiences from students and ideas to ensure that supporters are also looking after themselves.

Supporting Supporters for Self-Harm has been designed so that all group facilitators are trained during the peer support training to be able to deliver the workshop. This coming year we will be piloting the workshop as well as developing it into an e-learning module. Keep up to date with the progress of this workshop through our [website](#).

Motivate Me

This year we created and piloted our new course ‘Motivate Me’ with three of our Eating Difficulty Peer Support Groups; University of Oxford, University of Southampton and University of St Andrews.

This course has been designed in collaboration with Professor Janet Treasure, consultant psychiatrist at King's College London and its NHS foundation trust, to help students develop strategies to manage the challenges commonly observed in individuals experiencing eating difficulties. The course explores building flexibility to manage the desire for an organised and “perfect” life. The course encourages reflection on challenges of self-criticism and discusses support networks and managing social relationships at University.

Motivate Me introduces a six-week course structure into Eating Difficulty Peer Support Groups. The structure of these sessions has been a great success. We have seen an increase of nearly double in attendance across the groups running Motivate Me in 2015/16, in comparison to their attendance as unstructured Eating Difficulty groups in 2014/15.

“The new Motivate Me course has been a great success over the past two terms... The feedback from groups – which had a really impressive attendance rate, especially in second term – has been really positive and I think it will continue to go from strength to strength.”

Oxford Student Minds

A student attending the Motivate Me course reflected that ‘it has been really great to have this group every week as a check-in, thank you so much for running it.’

Following this positive feedback from facilitators and attendees, we are pleased that Motivate Me will continue in the 2016/17 year. We are looking for further institutions that would like to take part in a more thorough evaluation of this programme.

Peer support has changed my life... The training was eye-opening and the more I learned about how peer support can help those experiencing low mood and depression, the more excited I became about setting up the Positive Minds group at the University of Southampton... I benefitted from the sessions as I was able to follow the structure each week and set my own goals... It is an amazing feeling, sitting in a room where people are sharing things they have never shared with anyone, not friends or family, before... When others say they have felt that way too or experienced the same thing, there's a sense of relief and acceptance... It is the most empowering thing I have ever experienced.

Southampton Positive Minds facilitator

Positive Minds course

Following a successful pilot year for our Positive Minds course in 2014/15 6 further universities picked up the programme during 2015/16, making 8 groups in total. One of our groups, Southampton Positive Minds, has been involved in Mind's national evaluation of peer support projects 'Side by Side.'

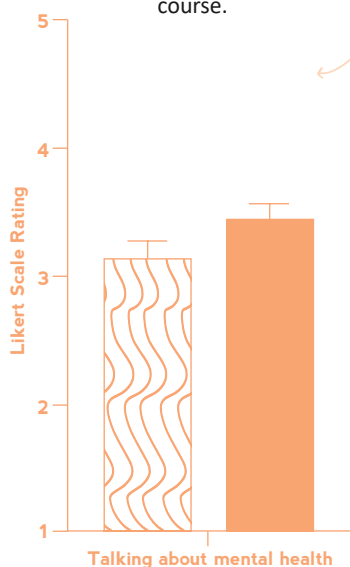
The Positive Minds course focuses on helping students to build strategies to maintain a positive mood through university. There are many small ways in which to build a 'positive mind' campaign of resistance to low mood. Each week the course encourages students to create step-by-step personal goals, so that by the end of the course they have clear foundations for continuing to a build a 'positive minds' life.

The course structure has been developed on the basis of evidence that self-help advice is most effective when it can be translated into clearly stated personal implementation intentions. In other words, turning a general piece of advice into a very specific goal that you intend to carry out at a specific time or in a specific context. The purpose of the course is to support individual's efforts to make positive practical changes in their daily life between the course sessions.

We are excited that for the 2016/17 academic year our Positive Minds course will be expanding to 3 further Student Minds groups at Anglia Ruskin University, University of Derby and University of London: Goldsmiths.

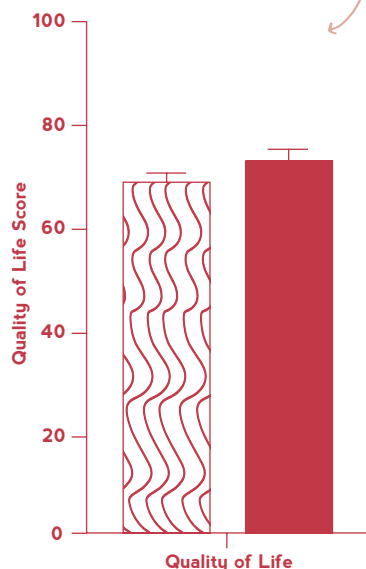
This course has been well received, with 168 students attending Positive Minds sessions over the course of the year. The course participants showed a significant increase in self-reported ability to openly talk about their mental health with friends and family.

A graph to show change in attendees' rating of how **openly they discuss** their mental health before and after a Positive Minds course.



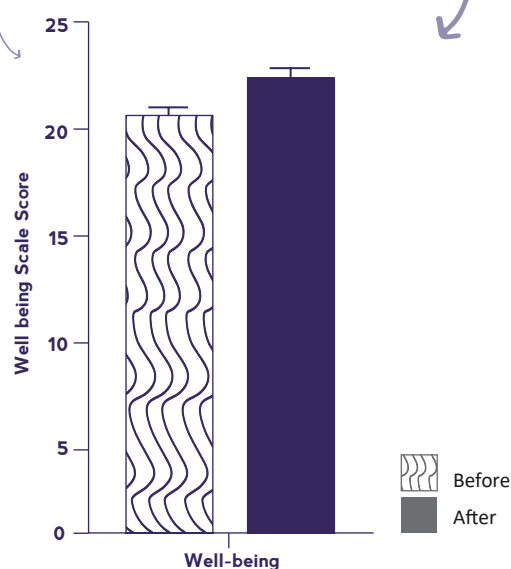
A paired samples t-test confirmed that there was a significant increase between attendees' mean ratings of how openly they discuss their mental health before and after attending a Positive Minds course: $t(64) = 2.98$, $p < .001$, $d = .52$, 95% CI (.17, .87).

A graph to show change in attendees' rating of their **quality of life** before and after a Positive Minds course



A paired samples t-test confirmed that there was a significant increase between attendees' mean ratings of their quality of life on the Quality of Life Survey before and after attending a Positive Minds course: $t(65) = 2.42$, $p = .020$, $d = .42$, 95% CI (.08, .77).

A graph to show change in attendees' rating of their **wellbeing** before and after a Positive Minds course.



A paired samples t-test confirmed that there was a significant increase between attendees' mean ratings of their wellbeing before and after attending a Positive Minds course: $t(55) = 3.77$, $p < .001$, $d = .71$, 95% CI (.33, 1.09).

Campaigns

We believe that our volunteers are in the best position to encourage changes in student opinion and know the best ways to engage students at their universities.

Whether it is a student-run campaign or a broader national Student Minds campaign, we support our volunteers to improve mental health literacy at grassroots level.

In this section you can find out about:

- Campaigns groups
- Our brand new Volunteer Festival
- National campaigns
- National communications
- Student Minds Blog
- Newsletter



**student
minds**

Congratulations!

**Come to the library to collect
prize!**

Let's talk about the #elephant

3/3/2016

Campaign groups

In addition to the student groups which provide formal peer support, we also support a further 18 student groups that focus on delivering campaign activities to improve student mental health. This means that we support a network of students influencing the state of mental health across **34 universities**.

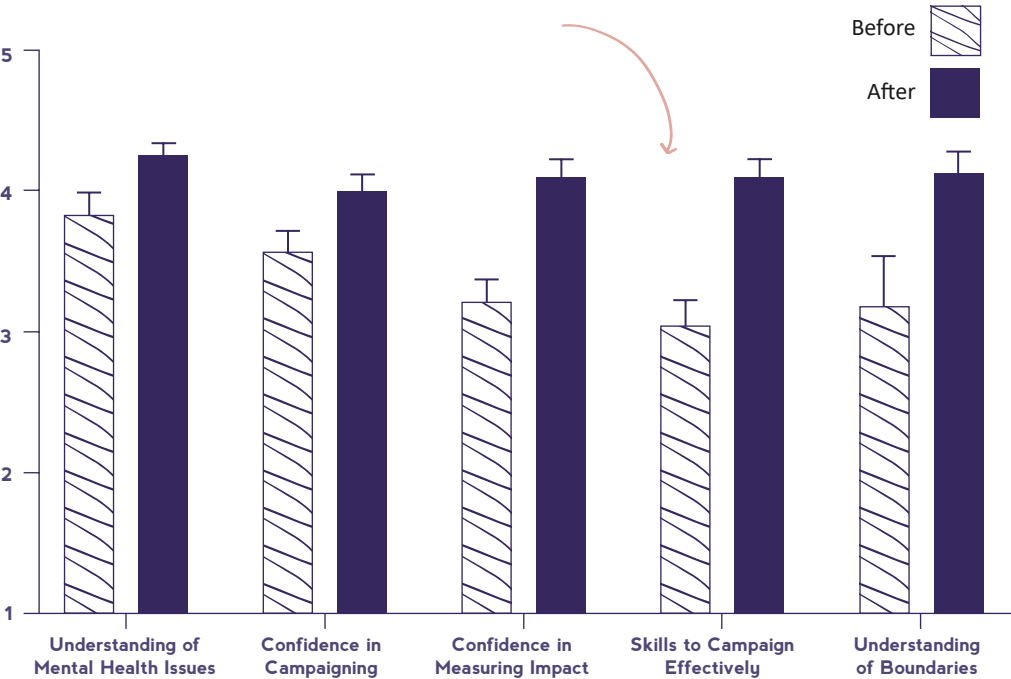
Our student run events improve understanding of student mental health, encourage students and staff to learn more about mental health and increase students’ knowledge, confidence and skills to support friends or seek professional support for a mental health difficulty.

Campaign training

During 2015/16 we held our first ‘Volunteer Festival’, a 3-day training event in which we provided student volunteers with information on how to effectively run a campaign, the resources and tools to run Student Minds' campaigns and speaker events by guest speakers from organisations including Mind and Time to Change. We saw a great attendance; 32 individuals from 16 universities, which included not only our campaign volunteers but also Welfare Officers, members of the Student Minds blogging team and students that were interested in learning more about Student Minds and ways to get involved.

“I had a thoroughly enjoyable time - the days were well organised with such a fascinating range of topics that were well balanced and worked on several areas of development. **Volunteer Festival attendee**”

A graph to show change in attendees’ **knowledge, confidence and skills** before and after attending the Volunteer Festival.



Independent samples t-tests confirmed that there were significant increases between attendees’ mean ratings of their knowledge, confidence and skills before and after the Volunteer Festival. All increases were significant. The smallest effect was significant at $t(52) = 2.25, p = .029, d = .62, 95\% \text{ CI } (-.82, -.05)$. Please note that there were 24 respondents at Time 1 and 31 respondents at T2. This difference is due to attendees arriving late.

97%
of attendees found the Volunteer festival useful or very useful.



National campaigns

Through our national campaigns we engage Student Minds groups, Students' Unions', universities and other organisations. We are proud that our campaigns are led by students' voices: the direction of our national campaigns is currently, and will continue to be, guided and informed by our campaign groups.

Best Night Ever

According to social media, students are having an amazing time... all of the time. We wanted to create a campaign to challenge the idea that the only way for a student to have a good time during freshers' week is to go 'all out'.

Best Night Ever was a social media campaign inviting students to share their idea of their best night in, that doesn't involve the typical 'student night out' and to post pictures to Facebook, Twitter and Instagram. From 6-13th October over 1200 people interacted with the campaign via the Student Minds website, and we received over 40 people's #BestNightEver photos across our social media pages.

Best Night Ever will be rebranded as #BestNightIn in 2016 to encourage more students to think about alternatives to alcohol based nights out. We look forward to engaging more students and seeing more creative ideas for their best night in.

1,200
People interacted
with Best Night Ever



Our campaigners run their own campaigns as well as ours throughout the year

“ My highlight of being a Student Minds volunteer is... starting informed, positive and open discussions about mental health at university whilst helping myself to deal with my own issues with support. Getting to know a great group of people too! ”
St Andrews campaign volunteer



We launched our depression campaign ‘Ripple’ on the 1st of February 2016. This campaign aimed to increase the understanding of depression and what it can feel like amongst students. It also aimed to help students speak to friends about their own experiences of depression and to encourage students to share the small things they do to help themselves when experiencing depression or low mood.

The three-month campaign encouraged students to share helpful #RippleTips with other students through social media and campaign stalls. These tips described things that students do to support their own mental health. Ripple built on our past work of “Look After Your Mate,” the “Positive Minds” peer support course and our partnership with Students Against Depression. The campaign was funded by the Charlie Waller Memorial Trust.

The number of **institutions** that took part in the Ripple campaign.

17

Total number of **Ripple Tips** shared during the course of the campaign.

216

Our **posters** about student depression were viewed over 70,000 times on social media.

70,000



National Communications

Our communications are our voice to the outside world.

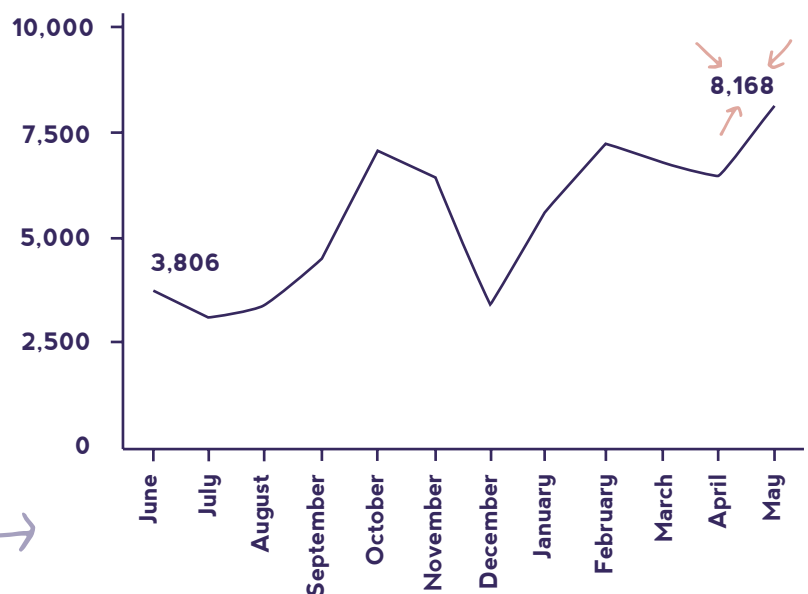
We use our website, newsletters, social media, articles and blog to maintain our national presence and build awareness about our organisation. We provide students with valuable information about mental health and wellbeing as well as inform the national debate about student support.



Our website

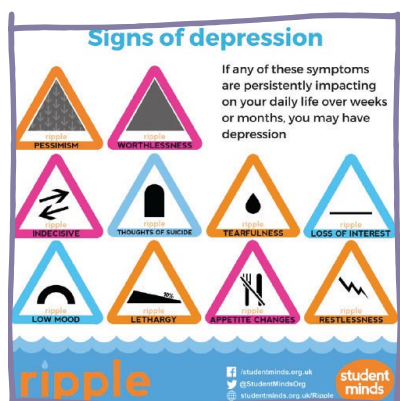
The Student Minds website hosts a range of resources for students worried about their own or a friend's mental health and for members of the university sector who are looking to learn more. We had visits from over 60,000 individuals to our website from June 2015-16, which is an increase of **57%** from last year!

Unique
website visits



Social Media

As university students become increasingly connected through social media, staying on top of current social media trends and having a strong digital presence helps us reach a wide audience of students. To keep up with young people who readily move between different platforms we'll be working on diversifying our social media reach over the coming year, including strategically using our Instagram account to increase engagement of student mental health.



Top post
of the year

Likes on our Facebook page have increased by 22% over the course of the year.

Each day, on average, content from our Facebook page is viewed by

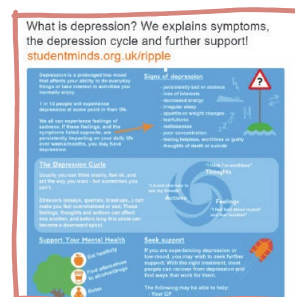
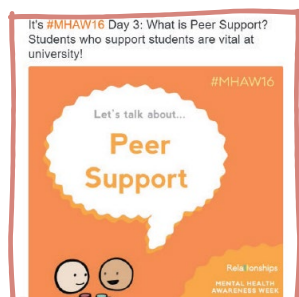
**1,369
people**

Twitter

As of June 2016 our total number of followers is 7630, which, since June 2015, is an increase of

53%

Some of our top
tweets of the year

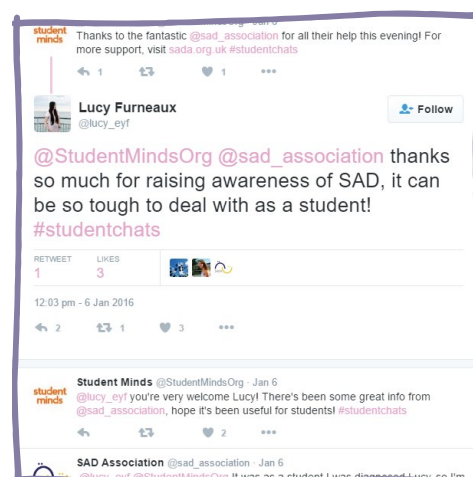


Student Chats

Each month throughout the academic year we brought recent and current students together for a Twitter chat on topics relating to student mental health and university life, using the hashtag #StudentChats.

We have had discussions this year on topics including Stress and Productivity, Time to Talk Day and the experience of LGBTQ+ students. We have also worked with a number of charities for Student Chats including National Student Pride, Anxiety UK and SAD.

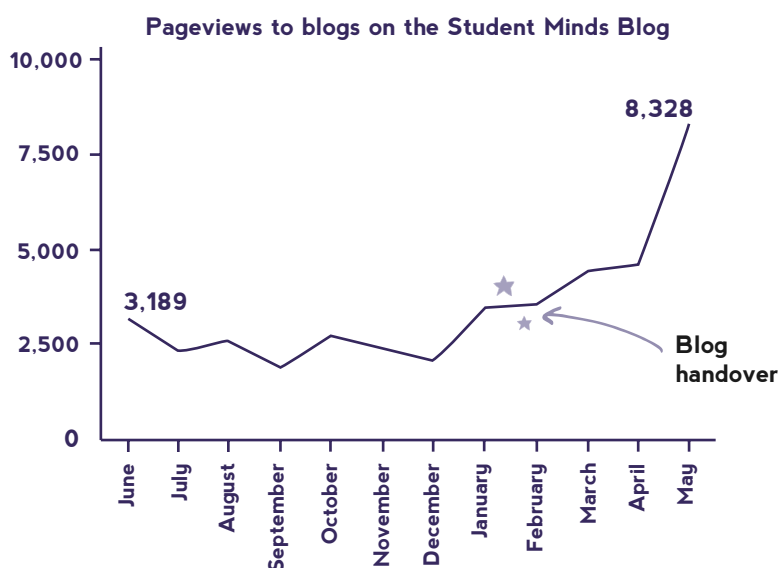
You can see the full stories [online](#).





Student Minds Blog

We believe in the power of student storytelling. Students tell us that writing and reading about personal experiences reassures them they're not alone, as well as providing positive inspiration for managing mental health difficulties at university. The Student Minds Blog remains the largest UK blog dedicated to student mental health. In February 2016 we recruited a team of student volunteers to lead the blog. With the support of the Student Minds team, our **blogging editorial team** have overseen a fantastic increase in the popularity of the blog!



“The most rewarding part of being a subeditor is being able to help people produce a piece of work they're proud of as it's so personal to them and important for them to share their story.”
Becky McCerery, Sub-editor of the Student Minds blog

The Power of Storytelling

A number of bloggers contributed to a new inspiring blogging series called 'The Power of Storytelling' that focuses on their experience of talking about mental health and sharing their story. This was the first blogging series run by the Blogging Editorial Team, which was a fantastic way to encourage both students and professionals to write a blog.

1542

The 9 blogs in the series received 1542 views.

“Telling my story definitely helped me because it was such a satisfying release; I finally was putting down all of these feelings that I've been pushing to the back of my mind... It gave me the confidence to continue writing and addressing the topic of mental health in general. And by doing so, I got to understand myself more and was able to actually make sense of how I felt.”

Excerpt from a Power of Storytelling blog.

National Newsletter

Our national newsletter keeps readers up to date with news and opportunities from the charity, from volunteer opportunities to fundraising challenges. It is a great way for individuals to stay connected to what is happening in the charity.

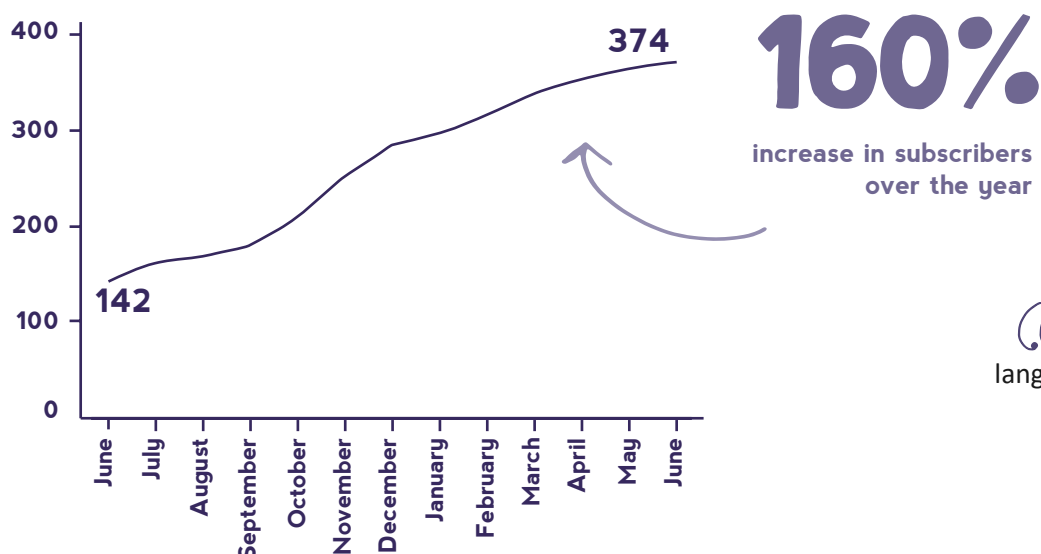
As of June 2016, 2287 individuals are signed up to our National Newsletter which is an increase of 55% since our first national newsletter was sent out in October 2013.

55%

increase in subscribers
since October 2013

Mind Matters Newsletter

Mind Matters is our monthly newsletter containing tips on coping with the stresses of student life. We gather these tips from students as well as experts, to ensure that we offer the most helpful and relevant support. 10 issues of Mind Matters are released throughout the year, with topics ranging from exam stress, sleep and physical activity. Our regular tips and blogs are a hit with students - since the start of the academic year, Mind Matters has seen an increase of 160% in number of subscriber!



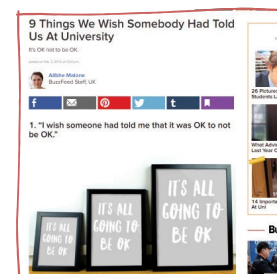
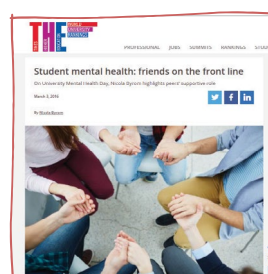
“Very easy to read - real language - accessible images. I think it's excellent”

In the Press

At Student Minds, we value our engagement with local and national press. We hope to shape the narrative of student mental health in public perception.

As such we have contributed to a number of radio interviews as well as articles in newspapers and online media outlets, such as BuzzFeed. Here are a few highlights...

For more examples please see our [press hub](#).



Resourcing the HE Landscape

We train university staff to be able to run workshops for students. These workshops provide them with the skills needed to support their peers, within friendship groups as well as sports teams.

The Train-the-Trainer programmes allows hundreds of students across the UK to better understand mental health and the difficulties themselves and their peers may experience at university.



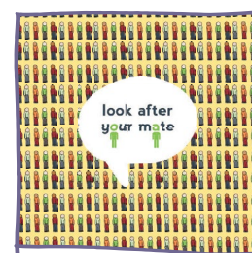
Train the trainer

We currently run two Train the Trainer programmes: Look After Your Mate and Mental Health in Sport.

Look After Your Mate

This training is based on the Look After Your Mate **campaign**. The Look After Your Mate campaign, which launched in April 2014, focuses on providing more students across the UK with the knowledge, confidence and skills they need to support their friends at university.

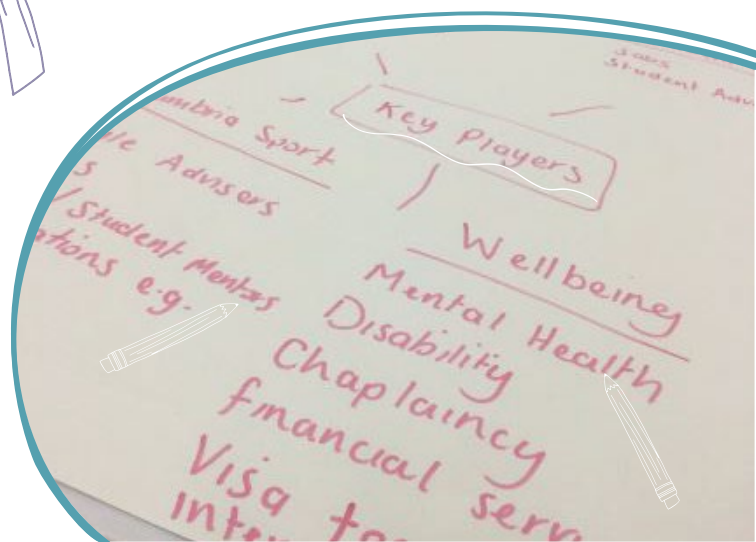
This was developed into a campaign workshop which was piloted with 200 students in 2015. This workshop contains guidance on what to look out for if a friend is experiencing mental health difficulties, techniques for listening skills and motivational interviewing and tips on how to look after personal well being.



Mental Health in Sport

We believe that sports staff are ideally placed to be role models to sports teams in their attitudes towards mental health. Student Minds' Mental Health in Sport programme was developed in collaboration with BUCS - British Universities and Colleges Sport - and equips staff involved in Higher Education sport with the knowledge, confidence and skills to make sport at their university inclusive of individuals experiencing mental health difficulties.

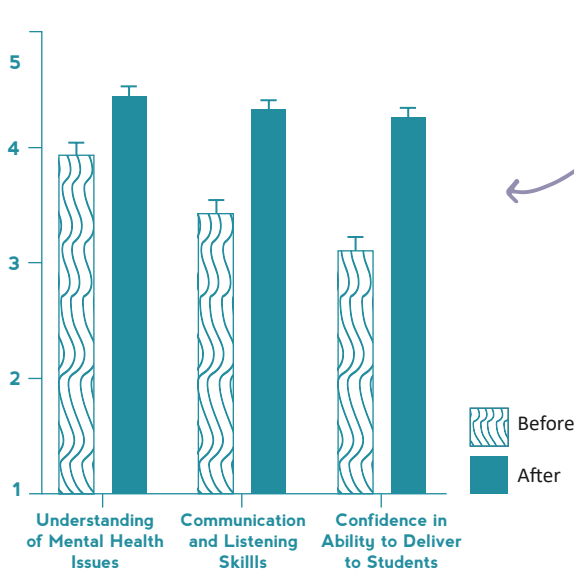
We will be releasing a Guidance Toolkit in the coming year to support the training programme and to inspire university staff to implement best practice around mental health and sport.



Look After Your Mate Train the Trainer Programme

This year, thanks to a Santander SEDA grant, we have developed the Look After Your Mate workshop into a one-day Train the Trainer course. The training which we provide to university staff members across the country enables them to run the Look After Your Mate workshop on their university campus.

We delivered 8 training days, for 70 university staff from 27 universities in 2015/16 and found the following statistically significant changes to their **knowledge, confidence and skills**:



Paired samples t-tests confirmed that there were significant increases between attendees' mean ratings of their knowledge, confidence and skills before and after attending Look After Your Mate training. All increases were significant for all means. The smallest increase was significant at $t(63) = 5.82, p < .001, d = .72, 95\% \text{ CI } (-.99, -.44)$.

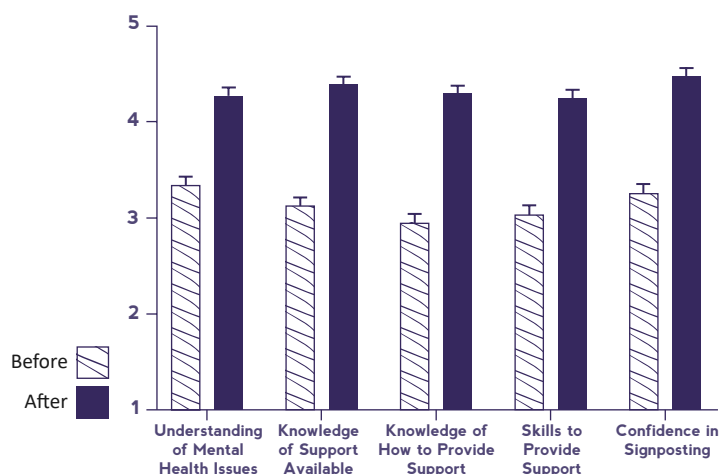
“I feel confident to deliver the training which I think has the potential to make a huge difference.”
Look After Your Mate Trainer

96%

of attendees found the workshop engaging or very engaging.

Student Workshops

An evaluation of the student workshops that were ran in Spring/ Summer of 2016, including 75 participants has shown has shown the following change in attendees' **knowledge, confidence and skills**:



Independent samples t-tests confirmed that there were significant increases between attendees' mean ratings of their knowledge, confidence and skills before and after attending a Look After Your Mate workshop. All increases were significant for all means. The smallest increase was significant at $t(138) = 7.08, p < .001, d = 1.11 (95\% \text{ CI } (-1.24, -.63))$. Please note that there were 102 respondents at T1 and 52 respondents at T2. This was due to attendees not completing impact measurement.

“I was expecting to be given a lot of information, like in lectures but instead we focused on some key skills which would be more useful, as well as understanding that we shouldn't put our mental wellbeing in the balance to help out a friend. I think that this workshop exceeded my expectations overall because I feel more confident in being able to actively help someone, not just in having gained information.”
Student after a Look After Your Mate Workshop

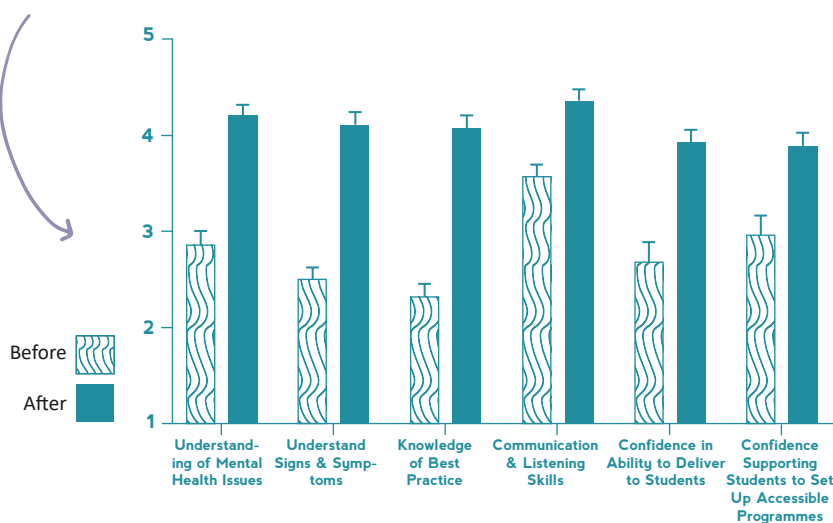
Mental Health in Sport Train-the-Trainer Programme

Over two days of interactive 'Mental Health in Sport' training, staff receive Mental Health First Aid training; learn how to set up sports programmes accessible to students experiencing mental health difficulties and learn how to run the Mental Health in Sport workshop for students at their university.

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

We delivered 6 training workshops, for 46 university staff from 30 universities in 2015/16 and found the following statistically significant changes to their **knowledge, confidence and skills**:

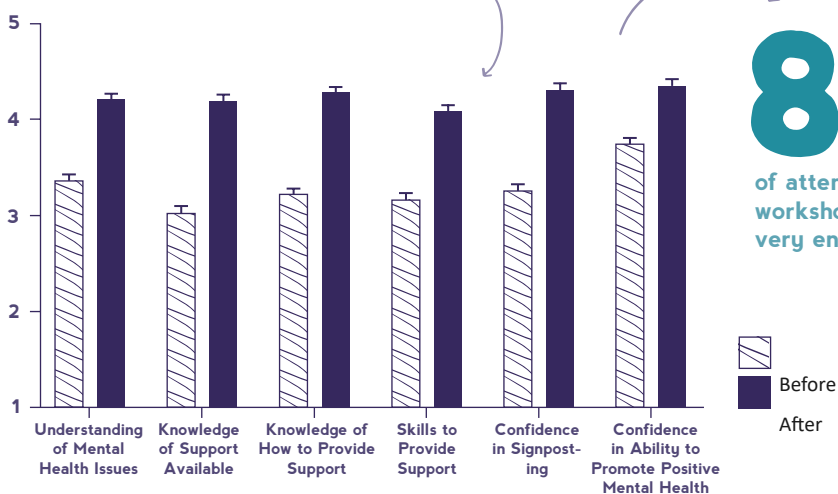
“This was a very enlightening course and I can see how I will directly apply the knowledge both in my professional capacity and on a personal level.”
Mental Health in Sport Trainer



Student Workshops

Trainers have gone on to train 213 students in the academic year.

A graph to show change in attendees' **knowledge, confidence and skills** before and after attending a Mental Health in Sport workshop.



Independent samples t-tests, confirmed that there were significant increases between attendees' mean ratings of their knowledge, confidence and skills before and after attending a Mental Health in Sport workshop. All increases were significant for all means. The smallest increase was significant at: $t(281) = 6.04, p < .001, d = .75$ (95% CI (-.81, -.41)). Please note that there were 233 respondents at T1 and 147 respondents at T2. This was due to attendees not completing impact measurement.

“I enjoyed how it focused on participation. Although it was a workshop about a serious matter, the atmosphere within the workshop was very friendly and upbeat, which encouraged lots of volunteering and suggestions, and focusing on working together.”
Student feedback

Research & National Influence

Student Minds is invested in dedicating time to developing our research, policy recommendations, and our influence on key players and movements in the sector.

We believe that this is important as a student's mental health does not exist in isolation but is a part of a broader picture of how we talk about mental health as a society, and how we prioritise mental health in universities and communities.



University Mental Health Day 2016

University Mental Health Day (UMHD) is a great opportunity to bring together all of the key players in student mental health to encourage members of the university community to think about their mental health and how they can look after themselves and others.

University Mental Health Day is coordinated by Student Minds and the University Mental Health Advisers Network, [see page 33](#). It started in 2012 and we are proud that UMHD 2016 was our biggest and best yet.

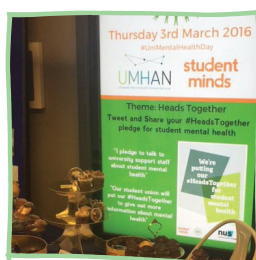
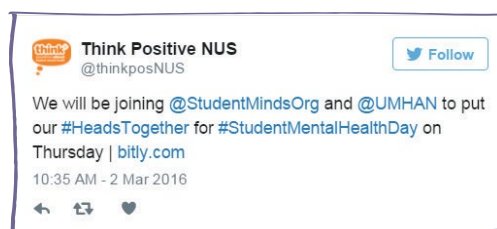
This year's campaign focused on the theme '#HeadsTogether.' We asked those interested in the state of student mental health to pledge via Social Media to get their #HeadsTogether to transform the state of student mental. During the 24 hours of University Mental Health Day we had a total of 4,474 tweets, from 2,458 individual contributors which resulted in a reach of 6,629,405 people via #UniMentalHealthDay. The campaign also trended on twitter.

6,629,405

3,000+
650

Over 70 Universities participated in UMHD. 36 filled out feedback forms.

Of these 36, we know that over **3,000 students & 650 members** of staff took part in a range of activities.



The Duke and Duchess of Cambridge and Prince Harry have adopted the **#HeadsTogether** message for a national campaign to tackle mental health stigma. The Royal Foundation shared that, in developing the campaign, the team were inspired by the University Mental Health Day 'Heads Together' campaign, saying that they loved the collaborative message.

The theme for 2017 is Active Mental Health. To keep up to date with University Mental Health day 2017, on Thursday 2nd March, see our [website](#).



“Across all the amazing, diverse activities, University Mental Health Day is about activism and solidarity. The day makes us think about two things, one the importance of mental health for all of us and two how we are responding to this issue. It's time to focus that response on how we make change.”
John de Pury, Assistant Director of Policy at UUK.



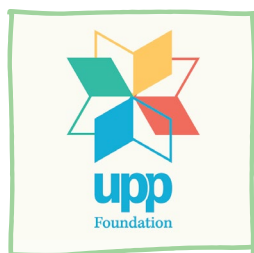
Universities UK

Whole university approach to wellbeing and mental health

We're delighted to be working with Universities UK as a key delivery partner in a project to develop and promote a whole university approach to mental well-being. This approach recognises that the case to invest in well-being and mental health cuts across all aspects of university mission and impacts on all of the student body, unwell and well.

The project will build on our work around student transitions, and draw on a range of pilot interventions that build the case for investing in the wellbeing of the university community.

Watch this space!



The UPP Foundation

The UPP Foundation is a charitable trust that was launched by the University Partnerships Programme (UPP) in April 2016 to help tackle the biggest issues facing the higher education sector across the UK.

The UPP Foundation is awarding its first grant to Student Minds to support our work and fund an exciting Student Living project, working in collaboration with Nottingham Trent University.

The project included the development of a front-line accommodation staff training scheme, informed by a focused research project. The resulting guidance pack will be published in 2017 to increase sector understanding of the experiences of accommodation staff and students. In addition, peer support for students will be piloted on-site, and training given to Fresher Rep teams and student Residence Assistants.

We would like to say a special thank you to Nottingham Trent University and Nottingham Trent Students' Union, as key partners in this project.

“As a business working in long term partnerships with 14 universities, we provide homes for 30,000 students each year, most of whom have moved away from home for the first time. Concern for mental health has been rising both within the HE sector and more widely, and coming into contact with many of these students every day we believe we all have a role to play in addressing these incredibly important issues and improving the support available to all students. We are pleased to be working collaboratively with Student Minds, considering innovative ways that we can better support our own teams to help students as well as improve the student experience for everyone living in our residences.”

Sean O'Shea, CEO of UPP, student accommodation provider.

Looking After A Mate Research

The Looking After a Mate study set out to understand the support for mental health difficulties that students provide to each other. The study looked into the challenges students face in providing support, their needs as supporters, the support they receive and the impact this responsibility has on their lives. The study involved 79 university students who were supporting friends experiencing mental health difficulties.

Our research found that:

- 44%** of supporters felt that they were the primary source of social support for the supportee
- 73%** of supporters helped arrange formal treatment for the supportee
- 55%** of supporters wanted information from or the opportunity to speak to the professionals supporting the supportee
- 47%** of supporters were experiencing mental health difficulties.



Visit our [website](#) for more details.

Sector Research

Student Minds continues to build relationships with researchers in the sector of Mental Health within Higher Education and has fed into a number of consultations and reports on student mental health such as [HEFCE's](#) report and [HEPI](#).

Conferences

Between July 2015 to June 2016 we spoke at over 15 conferences across the Higher Education and Health sectors, helping to ensure that student mental health stays high on the agenda. We spoke to over 600 individual stakeholders from Heads of Student Services (AMOSSHE) to NHS representatives (MindEd and Public Health England) as well as Students' Union staff and senior university managers (HEPI, HEFCE).

15+
conferences
attended

Fundraising

Fundraising enables us to deliver all that we do; from on campus peer support to national campaigns and training programmes to improve conversations about student mental health.

Thank you to all our donors, student groups fundraisers, people who have taken part in our fundraising initiatives and the amazing RAGS that chose us to be one of their charities of the year. This support goes a long way!

£69,977

Total raised through fundraising and donations!



The Amazing Raise

£2,290.79

Total raised from the
Amazing Raise

The Amazing Raise is a brand new challenge from Student Minds. We are supporting and celebrating the efforts of our volunteers across the UK to encourage a national snowball of sponsored events.

There is no limit to what this personal challenge can involve. From marathons, skydives, sponsored silences and wearing nothing but pyjamas for a week, this is a great opportunity for volunteers to challenge themselves whilst helping to make a real difference to student mental health.



RAGs

£8,826.50

Thank you to Cambridge and Southampton RAGs for fundraising for Student Minds. In total:

Cambridge RAG raised £2696.89

Southampton RAG raised £6129.61

We would like to say a special thanks to Oxford RAG who also chose us as one of their charities of the year in 2015-16. The funds that they have helped to raise will contribute to our work the coming year.



Thank you

Thank you to all of our students groups, volunteers and university staff who have fundraised for us this year!



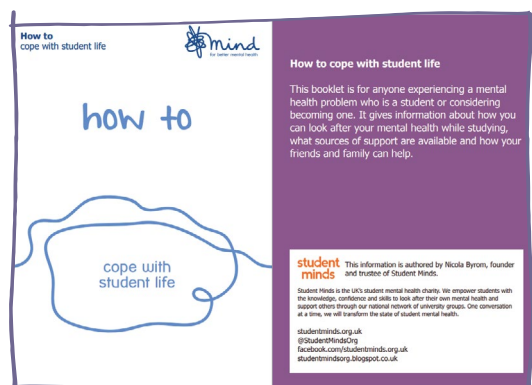
Who we work with

Core Partnerships

Mind

Last year we worked with Mind to help the charity develop their app, Emoodji, through focus groups with students. This year we have helped Mind to engage students in the launch of the app, which uses selfies and emojis to show the user how their mood has fluctuated. Find out more about Emoodji [here](#).

This year we have also authored a guide for Mind, titled 'How to Cope with Student Life.' This booklet informs students and potential students, who are experiencing a mental health difficulty, on ways to look after their mental health and access support.



“Partnerships with other organisations are extremely important to us at Mind. We believe we are stronger in partnership and this has been demonstrated in a very real way over the last year, working with Student Minds. Through our partnership with Student Minds, Mind has been able to more effectively engage with students, universities and student related groups and we have benefitted enormously from the specialist knowledge of student mental health that Student Minds has. We look forward to working together in coming years as we look to further expand our work with young people.”

Paul Farmer, CEO of Mind, the mental health charity

The University Mental Health Advisers Network - UMHAN

UMHAN is a network of mental health specialists working in the Higher/Further Education sector. Their members are dedicated to, and have a practical role in, providing support to students experiencing mental health difficulties.

This has been a great year of partnership between The University Mental Health Advisers Network and Student Minds through a joint staff member and collaborative efforts for the coordination of **University Mental Health Day**. We are excited to continue working closely with UMHAN, mentoring a new staff member and continuing to collaborate to organise UMHD.

“UMHAN and Student Minds have continued to collaborate successfully to promote good mental health within higher education and to improve the support and experience of students with mental health difficulties. University Mental Health Day is an excellent example of this collaboration which enables us to draw on the knowledge and experience of the Student Minds staff and increase the scope of campaigns by enlisting the support and participation of both staff and students. We look forward to continuing to work together.”

Lydia Pell, Chair of UMHAN.

British Universities and Colleges Sport - BUCS

BUCS is the national governing body for Higher Education sport in the UK with the vision of enhancing the student experience through sport.

After the success of our Mental Health in Sport Train the Trainer course, [see pages 23-25](#), created in collaboration with BUCs, we are continuing to work with the organisation to produce a Guidance Toolkit, highlighting best practice, for the sector as well as continuing to run our Train the Trainer course.

Alliance for Student-Led Wellbeing

The alliance aims to raise awareness about the importance of good student mental health in Higher Education. This year we have continued our role of secretariat at the Alliance for Student-Led Wellbeing meetings, playing an active role in encouraging collaboration across the sector.



Mental Health First Aid England - MHFA

We have collaborated with MHFA to co-produce the new MHFA Higher Education (HE) course. This is a one-day training programme to build understanding of mental health for the HE community. The course content has been informed by our research and work with students. Pilot sessions at 16 universities across England were received well. The course has recently been evaluated by the University of Chester, which found that the 1 day MHFA HE course significantly improves participants' confidence in supporting someone experiencing mental ill health and increases knowledge and understanding of mental health.

We're looking forward to seeing how this course, and other training opportunities across the sector, are increasingly taken up by institutions to better equip the whole community on supporting student and staff mental health. Watch out for further collaboration between MHFA England and Student Minds in the area of graduate wellbeing.

AMOSSHE

Thank you to AMOSSHE (Association of Managers of Student Services in Higher Education) for their continued support this year, from publicising training programmes to consultation with us for the Universities UK project.

Our plans



Looking to the future



Future Plans 2016-2019

We believe that it's crucial to be transparent about our strategy. This gives us the best chance to support the sector to rise to the challenge of improving youth mental health. We need to make the best use of our resources and collaborate with other organisations in a sector that is working so hard in a challenging climate to support students and staff.

Over the next three years, Student Minds' plans to consolidate our learning by focusing on four key strategic objectives. These **four objectives** will be supported behind the scenes by two objectives focussed on our own organisational development (continuing to build diverse income streams, and our HR, staff development and workplace wellbeing functions) ensuring that we have the systems in place to support this managed growth.

Grow sustainable, flexible, student-led peer support programmes for the diverse student community. Supported by research, we will continue to build on the learning from our network of support groups. New interventions will be piloted, including a peer-led intervention to support student resilience. A peer support train-the-trainer programme will be offered, supporting universities to manage peer support in house and allowing greater flexibility for our models. We'll be connecting with experts in student diversity to look at models for supporting LGBTQ+, BME and international students, groups that we know may be at risk due to existing inequalities.

Maintain strong university relationships and training opportunities to build the health literacy of the sector. Building on the success of our Look After Your Mate and Mental Health in Sport trainer programmes, we will continue to improve the resources, technical support and professional development opportunities for our trainers. Following our accommodation project with UPP, we will develop our training model for the student accommodation sector. We will continue to explore further opportunities to collaborate as a delivery partner with charities, universities and clinicians that have specific areas of expertise that the wider HE community could benefit from.

Deliver impactful research and policy work to provide sector leadership. Working with academics and other partners, we will continue to produce research that improves our understanding

of what works and allows us to make evidence-based policy recommendations. In 2016-17 we are running a study of the experiences of recent university graduates making the transition into the workplace. We will be gearing up to play a leading role in the development of the UUK whole university approach for wellbeing, bringing in the student voice with NUS. We will explore the academic tutors' response to student mental health and curriculum design. We aim to develop our data collection strategies to support better understanding of mental health across the sector.

Develop effective digital communications and student-led campaigning. We will focus on supporting our student volunteers to lead change on a local and national level. This will involve continuing to deliver campaigns training and support University Mental Health Day. We will be establishing a network of press ambassadors, supporting our blog to be fully student-led, and developing a community organiser model for student mental health societies to sustainably influence university and local health provision. We'll also be working with partners to develop resources that support the transition from school to university, including materials for parents and careers advisors. This strand will be supported by a refresh of the Student Minds website and brand (with this annual report as the first taster of our new look!).

If you'd like to discuss our strategy or explore opportunities to work with Student Minds in any of these areas, our team will be delighted to hear from you: info@studentminds.org.uk.



Risk Management Statement

Responsibility for the management and control of the charity rests with the trustee board. The board oversees key aspects of risk management. Where appropriate elements of the process are delegated to members of the senior management team. In all situations, the trustees remain informed of the risk management process.

Risks are reviewed annually by the senior management team, in consultation with the wider staff team, steering and advisory groups, with the goal of identifying any and all possible risks, however remote. An annual review of successes and failures, completed by the staff team in consultation with the steering group, facilitates a growth mind-set 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 necessary 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. 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. Where moderate to major risks are identified, a comprehensive control procedure is put in place to manage the risk.

The 2016 review of risks facing Student Minds identified the following as major risks to the charity:

1. CEO resignation. This risk is unlikely to occur, but the impact of the CEO resignation could be major, causing substantive service disruption and adverse publicity. We are minimising this risk by:
 1. Ensuring strong trustee support for the CEO, providing mentoring, guidance and advice as necessary.
 2. Supporting the continued development of a strong staff team around the CEO to minimise the team's dependence on one individual.
 3. Developing and retaining a strong trustee board to provide further support to the charity.

Risk Management continued

2. Activities outside of the core charity focus. As a rapidly growing charity, this is a risk as we are routinely approached for specific project work. This could cause problems as a small team with limited resources has a clear limit on capacity. This risk is possible (expected to occur in some circumstances) and the impact of this could be moderate, resulting in some service disruption and complaints. We are managing this risk by:
 1. Maintaining a clear medium to long term strategy,
 2. A protocol is in place to review new projects to ensure consistency with objects and terms of funding.
 3. Financial systems identify restricted funds and their application, separating these from unrestricted funds.
3. IT problems. With an expanding team and project base, it can be a challenge to keep up with the operational need and technical support, creating a potential risk of IT problems. Further the team manage sensitive data, making data security a permanent priority. The risk of IT problems is unlikely, but the potential impact of problems could be major, with service disruption and adverse publicity. To manage this risk, we:
 1. Source technology advice from other, larger, charities,
 2. Apprise system needs and options routinely,
 3. Follow a clear data security policy, including keeping data backed up on commercial cloud-based software, keeping key data stored in non-proprietary formats (e.g., CSV files), keeping all personal and sensitive data in encrypted and password protected systems.
4. Cash flow sensitivity. With the growth of the charity, we have not been able to consolidate substantive reserves, hence cash flow sensitivity is a risk. We expect that cash flow sensitivity could arise in some circumstances and the impact of this could be major, causing service disruption. This risk is being minimised by:
 1. Prudent assumptions in financial projections,
 2. Monthly finance meetings between senior managers and trustees scrutinising cash-flow and fundraising,
 3. Open lines of communication between managers and trustees.

Financial review



Financial review

Principal Funding Sources

In the past year we have received funding from the Matthew Elvidge Trust, The James Wentworth-Stanley Memorial Trust, the Charlie Waller Memorial Trust and Mind.

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 to monitor 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. On the basis of our previous operational costs, this figure would be around £76,000. However, as the charity continues to grow we predict operational costs for the year 2016-17 to approximate £267,000, hence requiring us to hold £134,000 in reserve. We are currently holding approximately £100,000 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.

Trustees' Responsibilities

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

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

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

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

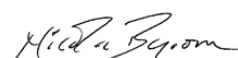
Independent Examiner

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

This report has been prepared in accordance with the Statement of Recommended Practice: Accounting and Reporting by Charities (issued January 2015) 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 5th December 2016 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 2016 which are set out on pages 40-43.

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:

Relevant Professional qualification (if any):

Address:

Miss Catherine Alton

ACA and UK Qualified Auditor

C/O Student Minds

16 - 17 Turl Street

Oxford

OX1 3DH

Signed:

Date:

Catherine Alton

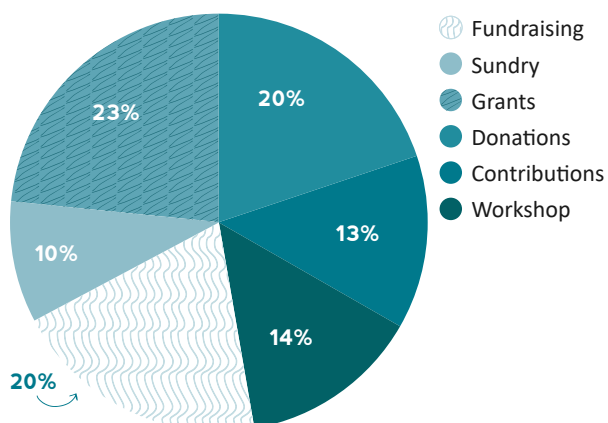
5th December 2016

STUDENT MINDS

Statement of Financial Activities
(including income and expenditure account)
for the year 1 July 2015 to 30 June 2016

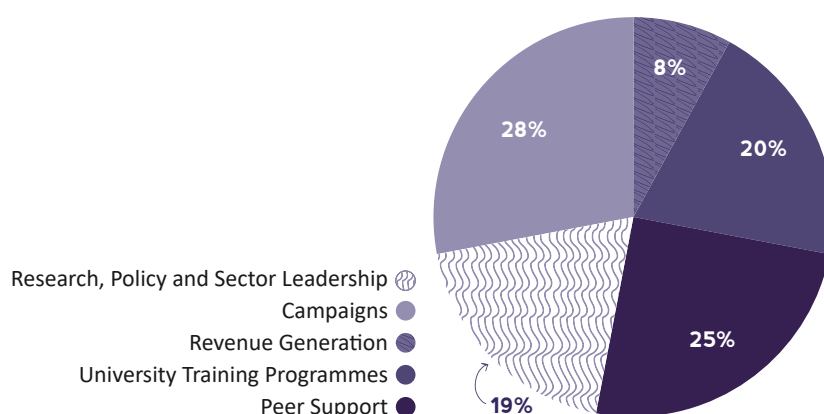
	This Year Unrestricted £	This Year Restricted £	This Year Total £	Last Year Total £
Income and endowments				
Donations and Fundraising	69,977	-	69,977	53,420
Grants	36,285	4,984	41,269	-
Earned from other activities	65,546	-	65,546	33,082
Investments and other income	21	-	21	302
Total incoming resources	171,829	4,984	176,813	86,804
Expenditure				
Staff salaries	110,081	4,693	111,774	52,625
Staff expenses	5,131	-	5,131	2,991
Office expenses	16,657	82	16,769	8,047
Volunteer Training and Expenses	10,066	209	10,275	6,634
Delivering workshops and events	4,175	-	4,175	1,268
Publicity	893	-	893	321
Monitoring and evaluation	40	-	40	6
Total resources expended	147,043	4,984	152,027	71,892
Net incoming resources	24,786	-	24,786	14,912
Transfers between funds	0	0	0	0
Fund balances brought forward	76,640	-	76,640	61,728
Fund balances carried forward	101,426	-	101,426	76,640

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



Sources of income

Distribution of Expenditure; Year Ending June 2016



STUDENT MINDS

Balance Sheet
As 30 June 2016

	This Year Unrestricted £	This Year Restricted £	This Year Total £	Last Year Total £
Current Assets				
Cash at bank in hand	101,426	-	101,426	76,191
Total current assets	101,426	-	101,426	76,191
Creditors:				
Amounts falling due within one year	-	-	-	(449)
Net current assets	101,426	-	101,426	75,742
Total assets less current liabilities	101,426	-	101,426	75,742
Net Assets	101,426	-	101,426	75,742
Total Funds	101,426	-	101,426	75,742

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


The Trustees acknowledge their responsibilities for:

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

These financial statements were approved by the members of the committee on {Date} and are signed on their behalf by:



Andrew Nelson, Student Minds Trustee



Nicola Byrom, Student Minds Trustee

Notes to the Financial Statements for the year ended 30 June 2016

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.

Basis of accounting

The financial statements have been prepared under the historical cost convention and in accordance with the Companies Act 2006 and the Statement of Recommended Practice: Accounting and Reporting by Charities effective 1st January 2015.

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.

Incoming resources

All incoming resources are included in the Statement of Financial Activities 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.

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 £4,984 in restricted grant funding this year from Mind. The grant funding was able to support the development and evaluation of a Positive Minds programme at Southampton University and has been used to help offset some of the costs of the staff and office expenses, as well as specific costs for training and supporting volunteers at Southampton University.

3) Employees

The average number of employees during the year was 6 (2015: 3). No employee receives emoluments of more than £60,000 (2015: 0).

4) Taxation

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

5) 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 (2015: £278). 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 (2015: 0). No charitable funds have been used to purchase insurance to indemnify the Trustees against the consequences of any neglect or default on their part.

6) 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.

Thanks...

We would like to say a thank you to our 2015-16 funders:

The Matthew Elvidge Trust
James Wentworth- Stanley Memorial Fund
Charlie Waller Memorial Trust
Santander Seda Grant
Tingewick Society
CRM
Allen Lane
Charities Trust
Mind - Side by Side Grant
Masonic Charitable Foundation
Bircham Dyson Bell
Southampton Excel Internship Programme
Leeds Internship Programme



We would also like to say a thank you to the Universities and Students' Unions that fund and support our peer support groups. For more information please see page 5.

Student Minds, 2016
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Designed by Krishna Lad



student minds

www.studentminds.org.uk