



# Student Hubs' Impact Report 2021-2022

## Message from the CEO

“

We're incredibly excited to be sharing our 2021-22 impact report with you. It's filled to the brim with stories of leadership, personal change and growth, and meaningful connection between students and the communities in which they live.

When the academic year started, we were unsure of how the year would play out. There was uncertainty around the energy and capacity we could expect from students, staff, and community groups, and after a year and a half of disruption with no certainty to the coming year, it's easy to understand why.

But it wasn't all doom and gloom - with the right support, students opened up and engaged with the activities available to them. We saw time and time again students taking risks, challenging themselves with new opportunities, and doing more to make the most of their university experience. Working in partnership, students and members of the community forged connections which will have a lasting impact for them both. We have had the privilege to witness and play a part in supporting these magic moments.

Internally we've spent the year honing in on our expertise, finding new ways to work with our community partners, and taking opportunities to do novel projects to further our mission to mainstream student social action.

There's always more to do to make sure every student has the opportunity to engage in social action and though we are already working diligently on another year of magic moments, we want to take this moment to share how proud we are of every single student volunteer, community partner and participant, university staff, and our own team for the incredible year we have had together.

”



**Simran Dhanjal-Field**  
CEO of Student Hubs

## What we want to do

Student Hubs exist to empower university students to become active citizens, equipping them with the tools, behaviours and skills they need to make positive change. Our initiatives are a bridge between students and their communities, operating on a double benefit model - building connections and mainstreaming student social action to create active citizens for life.

We work with students specifically because university is one of the key transition moments in a young adult's life. A wide range of decisions, opportunities and options lay ahead of them, including creating, or redefining, connections and relationships with the communities they live in. We aim to ensure that every student, regardless of their background and previous experience, is equipped to make the most of their university opportunity through the vehicle of student social action.



**8000+**  
hours of volunteering (not including Community Engaged Learning)



**1603**  
students attending training events

## How we seek to do it

We believe that when students are supported to do something to tackle social challenges, connect with each other and learn about issues communities benefit, students develop skills and insights, and students leave university becoming active citizens for life.

To achieve this we run programmes in four key areas:

- Long term structured volunteering supporting students to get out into the community;
- Skilled placements equipping student consultants with the skills to support change in local organisations;
- Community Engaged Learning inviting students to work on real world social briefs within their course; and
- Innovation and incubation support for new ideas within the student body and local community.

Each programme we deliver forges connections between students locally and nationally, educates about a range of key social issues and ultimately equips students to tackle social challenges they are passionate about.



Communities benefit with user groups gaining improved outcomes from the added capacity and new perspectives students bring. Our partners also gain a connection to the university community and benefit from the collaborative, tailored approach we take in our work.

Students benefit from increased skills including confidence, leadership, teamwork and resilience, which ultimately support their employability as graduates. Additionally they benefit from the wellbeing improvements sparked by strengthening their sense of belonging, receiving bespoke support and becoming active citizens. Finally their student experience is improved as they engage beyond the classroom, allowing them to put their knowledge to use, establish transferable skills and break out of the university bubble.

Ultimately society benefits from students becoming active citizens for life. Their engagement with their local communities, and the social change they create, has only just begun.

## The year in numbers



**401**  
long-term volunteers



**155**  
one-off volunteers



**132**  
students in Skilled Placements



**625**  
students in Community Engaged Learning



**30%**  
of students for whom it was their first time in social action



**70**  
community partners



**2028**  
community participants



**26**  
Skilled Placement partners



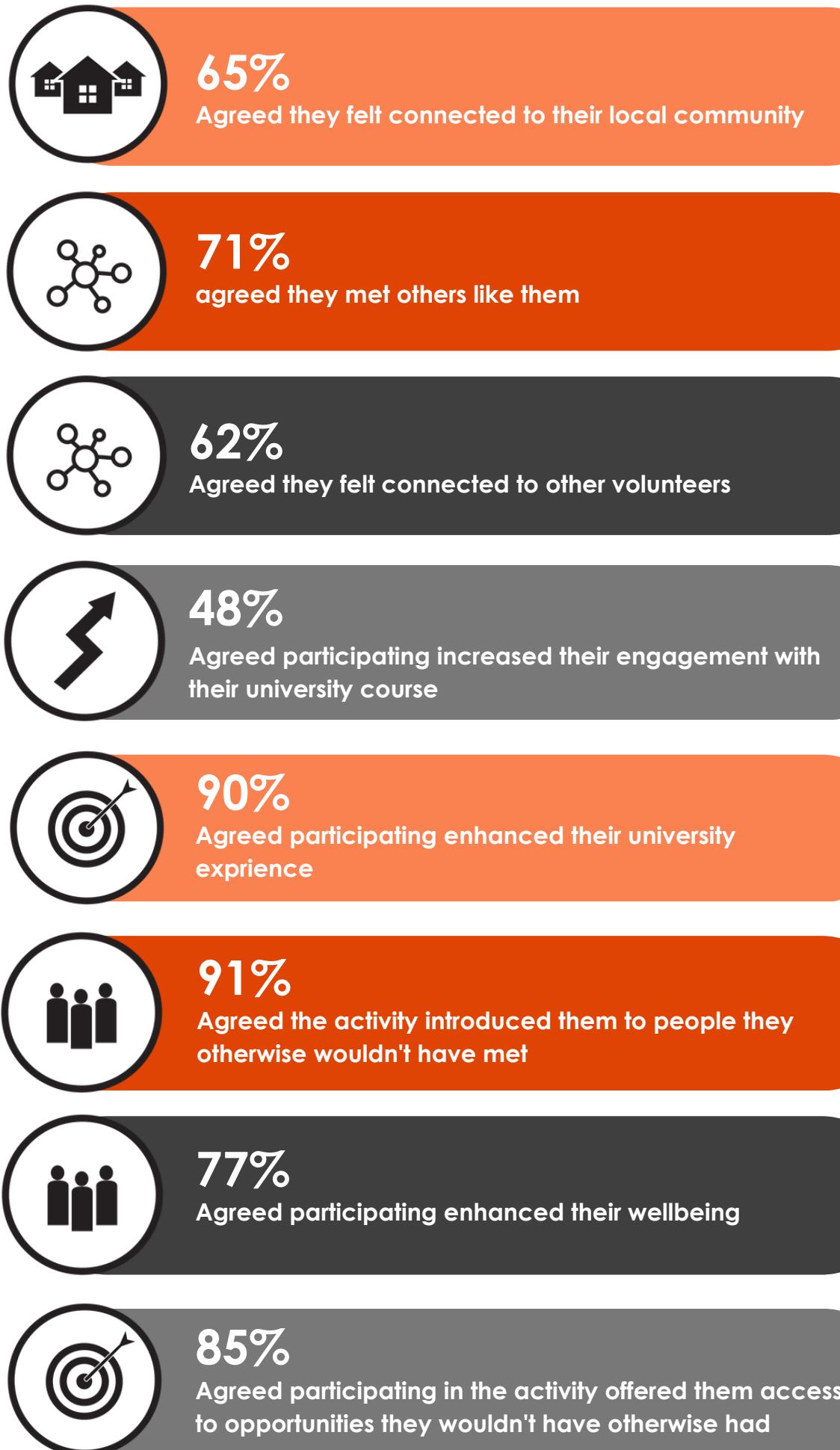
Page 3: A group photo from Southampton Hub's Branch Up activity day

Page 4: Photo from Kingston Hub Welcome Week Event

Photo (above): Photo from a Bristol Hub Branch Up activity day

Photo (right): Event photo from a Winchester Hub LinkAges tea party





## How we achieved this

Our programmes exist as a part of a whole university experience, made up of lots of different elements of student life. Engaging with us has improved this experience for many students from enhancing their wellbeing to giving them access to opportunities to supporting them to be more engaged with their university course.

When we spoke to students about how our programmes enhanced engagement with their course we heard three key themes: gaining skills and knowledge which could be applied back to academic courses, finding a balance between academics and other opportunities which improved their motivation for study, and introducing them to wider issues, and making change, beyond the classroom. You can read more about how we develop student skills and employability on page 15.

Our flagship structured volunteering programme, Schools Plus, works to tackle educational disadvantage through in-school support. Schools Plus is often cited as enhancing student experience for those studying courses focused on education or childhood studies. They can apply the theory learned to a real world situation, and take the real world experience back into the classroom for further learning and exploration. However, at the same time, it can also offer transferable skills for students in different disciplines, as well as introducing them to social issues prevalent in our society.



Photo (above): Bristol Hub Climate Action Bristol programme launch

In line with our Theory of Change, Schools Plus has a double benefit. We work with school partners in areas of high deprivation, which have a high percentage of pupils receiving pupil premium and often a high percentage of pupils for whom English is an additional language. The pupils involved in the programme show increased confidence in their studies, subject knowledge and interest in their studies as well as improved expectations for future life - benefiting from the near-to-peer provision which they can access without cost, and within the classroom.

Read Samuel's case study on page 8 for a first hand look at how tutoring with Schools Plus enhanced their student experience and tackled educational inequality in Southampton.

# Our Student Story

“

I got involved as I wanted to experience and get a feel for teaching and making a different in the community.

I have definitely gained more confidence in trying new things that I probably wouldn't have signed up for in college... Helping to teach a class is something I had never done before so the opportunity allowed me to step out of my comfort zone!

It definitely [also] made me enjoy university more. Having something different from lectures and seminars to do each week and to focus my mind on a different challenge. It's made me more organised with planning my university work and working in my part time job.

Helping the school has generally made me happier as I feel like I'm making a difference in the children's life...It's made me more conscious mentally of issues that may come about [for young people].

”



**Samuel Hall**  
**Schools Plus Reading Group**

***Sam is in year two of becoming a General Classroom assistant. In his volunteering at Southampton Hub, Sam helped with a reading group at St. Denys Primary School.***



Photo (above): Winchester Hub Social Innovation Programme project launch



**1330**

students across 7 institutions



**30%**

of students' first time in social action



**2**

time-limited projects delivered

### With the Open University in Wales:



**14**

students attended the launch event



**66**

hours of training was delivered (equivalent to 2.75 days of support on sustainability action for each participant)



**5**

project proposals were complete

### With Leeds Conservatoire:



**17**

students, university staff and community members attended a One Community Forum, with more interviewed separately, resulting in five key recommendations to engage university students with social action

## How we achieved this

Over the past year Student Hubs' Management Team and Board of Trustees have been developing our internal strategy, focusing on how we can truly deliver in line with our mission: mainstreaming student social action. In summer 2022 we piloted two new strands of work designed to achieve this: delivering one of our programmes as a short-term project, and offering consultancy to a set end goal. These projects provide new ways for institutions to engage with us, allowing us to work within more student bodies and move towards truly mainstreaming student social action.

In collaboration with the Open University in Wales, Student Hubs delivered a six week version of Engage for Change - Cambridge Hub's flagship programme equipping students with the skills required to make sustainable change at their institution. Our Sustainability Programme Manager, Jay Chard, worked with 13 students across the programme, resulting in five project proposals improving sustainability initiatives at the Open University which are being implemented this academic year.



Photo (above): One Community Forum event at Leeds Conservatoire

Working with Leeds Conservatoire we took on a bespoke knowledge exchange project. The end goal: recommendations on how students at the institution can engage with the local community through artistic citizenship. To understand community, student and university need, our Graduate Intern Iona Gillies facilitated a One Community Forum in the city with 17 attendees, as well as talking directly with nine additional local organisations.

We are so excited to have been able to work with two new institutions - and their student bodies - last year, and look forward to further collaborative opportunities this year and beyond. If you'd like to find out more about how your institution could work with Student Hubs read more on page 33.

# Our Student Story

“I think it's ... given me more of a voice. I mean I'm quite a talkative person anyway but it's given me a way to focus my voice and practice with presentations and things because it's - when we go out into the world after a degree we need that presentation experience but it's not seen as as important as other things like assignments and writing skills, and, I think that it gave us the opportunity to practise and present our projects to other people and give us that confidence. And it's also given me the confidence to go out and talk.

I've just joined the committee of the Open University Environmental and Sustainability Society and it's given me a focus and the confidence to talk out and be a voice in the Open University for that society - well that future society... Often, sometimes, it can be a bit isolating because you're doing - you can talk to other students - but you're doing your work separately alongside them. Whereas this has been something where we've been able to bounce ideas off each other and discuss and kind of give each other confidence and support... I think it's definitely encouraged me that I'm going in the right direction. Like I said, I got into this degree to go into sustainability or environment, or engineering in that regard. It's definitely given me the confidence to go out there and get some work experience, which has then led into employment alongside - that I can do alongside my degree... It's given me transferable skills and the confidence to go for it - and to chase it.

**Steph**

**Engage for Change participant**

*During Summer 2022, Steph participated in our 6 week virtual Engage for Change programme at the Open University in Wales*

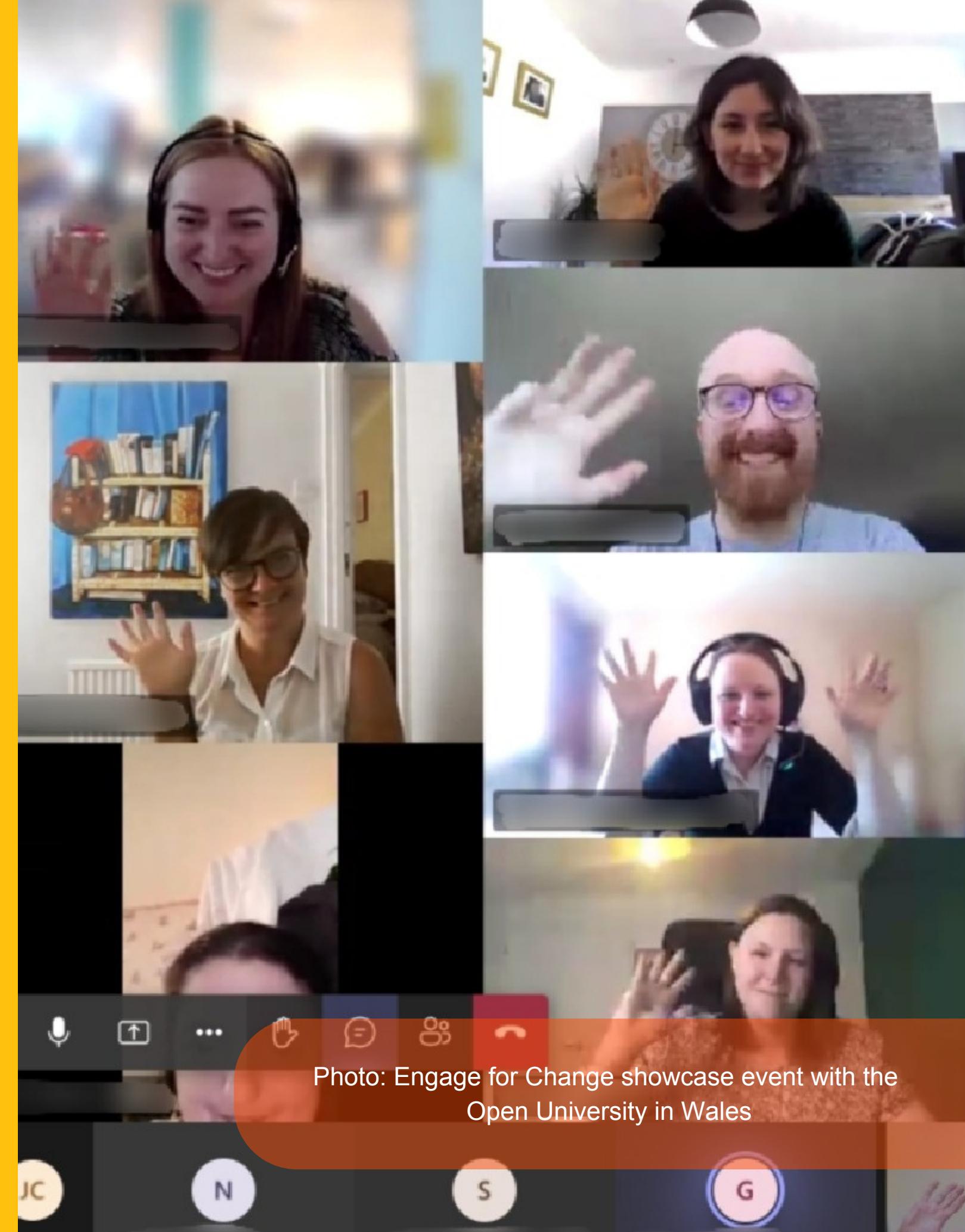


Photo: Engage for Change showcase event with the Open University in Wales



**86%**

agreed participating in the activity increased their confidence in approaching challenges



**87%**

agreed participating in the activity increased their ability to adapt and overcome challenges

## How we achieved this

One of the key outcomes of our programmes is providing students with the key capabilities and experience they need to succeed in an increasingly challenging graduate environment. We not only provide training and opportunities, but we also embed reflection and have frequent opportunities to chat about next steps. After all, our student network's next steps are crucial in supporting our vision of developing, equipping and empowering active citizens for life.

Last year however, was slightly different. Coming into the third academic year of the Covid-19 pandemic students' attitudes and approaches had changed, and that is not surprising. The new cohort of students had experienced changes to their education in their final years at school, and were entering higher education in a new landscape. With that comes different existing skillsets and different expectations. The UPP Foundation's Student Futures Manifesto found a 'worrying baseline of low confidence' and a high percentage of students reporting the pandemic impacted both their academic and interpersonal skills - and that was certainly in line with our own observations.



Photo (above): Bristol Hub Students to Inspire event

Page 16: Southampton Hub students on the Branch Up sponsored walk



**78%**

agreed participating in the activity improved their ability to lead others to make change

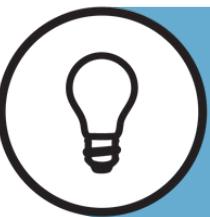
So how did we continue to develop student skills and employability in a consistent and high quality way?

### We listened.

As we have been for the past fifteen years, and will continue to. Our team of staff offered additional support and training to those lacking the confidence to engage in new opportunities, as well as being friendly faces on campus for those lacking the confidence to apply in the first place.

A key group for whom this additional support was critical was our student leaders. Each Hub has a committee of student leaders who support the running of our programmes, and operational functions such as communications and events planning. For students this is an opportunity to further develop their skills, and to take the next step on their social action journey - establishing themselves as a leader when it comes to making change. In 2021/22 we had more student leaders than ever who were new to the Hub, and new to social action. This meant additional 1-1 support, training and listening to equip them with the skills required to lead change at their Hubs.

## In our Skilled Placements



**92%**

agreed they developed professional skills



**85%**

agreed they better understand how they could use their skills to support local organisations



Photo (above): Bristol Hub Welcome Week event

## Our Student Story

“ My main volunteering was for the Social Innovation Programme, I was a team member in a group of four, working together and gathering research and brainstorming ideas to help our charity partner.

I got involved with Winchester Hub as I wanted an opportunity to meet new people, like minded people interested in volunteering social action. I also wanted to develop team working skills, which are useful skills to have.

Through the programme, I gained a lot more confidence and the ability to share thoughts and completed research.

It has helped because it has made me look at the bigger picture of life in general. Volunteering makes you think wider, about the community and external problems - it puts own problems in perspective and broadens your world view.

On the whole experience has been really positive.



**Nathan Keates**  
**Social Innovation Programme participant with Winchester Hub**

*Nathan studied Criminology at the University of Winchester*



Photo (above): Southampton Hub students on the Branch Up sponsored walk



**59%**

of Schools Plus partners agreed that the young people involved showed increased confidence in their studies (76% students)



**80%**

of Empower partners agreed that the young people involved showed increased confidence in making decision for their future (81% students)



**100%**

of Branch Up partners agreed that they observed a positive improvement in the children's self-belief or self-confidence, they observed a positive improvement in the children's relationships with adults or social skills and Branch Up gave the children access to opportunities that they would not normally have had (students: 83%, 86%, 97%)



**77%**

of Schools Plus and Empower partners agreed that the near-to-peer relationships benefitted the young people involved

## How we achieved this

We work in the youth social action sector in two senses. As young adults the students we work with often fall within the 'youth' age band, and we empower them to make change as active citizens. But just as importantly, a broad range of the programmes we deliver work directly with young people - empowering them to develop the skills they need to thrive.

Each of our youth programmes has bespoke outcomes for its participants but common threads include improved expectations for future life, improved self-esteem and improved relationships with adults through our near to peer initiatives.



Photo (above): Winchester Hub Give It A Go event

One of our youth programmes is Branch Up. Branch Up facilitates activity days for 7-11 year olds, led by student mentors. Young people on Branch Up can expect to have a positive improvement in their relationships with adults, self-esteem and expectations for future life, as measured by our self-reported participant booklet as well as our standard student and partner evaluation framework. In 2021/22 Branch Up participants in Bristol shared in their final session that they were good at swimming, cooking, working, riding a bike and climbing - and they were proud of helping friends and family when they need it!



**56%**

of Schools Plus, Empower and Branch Up partners agreed that they observed a positive improvement in the young people's aspirations for future life (57% students)

# Our Community Story

“

The mentors are close in age to our young people so it was some kind of relevant peer mentoring. Their experiences socially and academically are somehow similar.

The Female-to-female support was extraordinarily good because mentees were able to get targeted support and relate to their mentors... The mentee of this mentor has experienced real changes in her life. She's become very confident and has her mind set on achieving more of her ambitions...

One young person completed the leadership programme, and she has visibly gained confidence in her ability to manage her relationships.

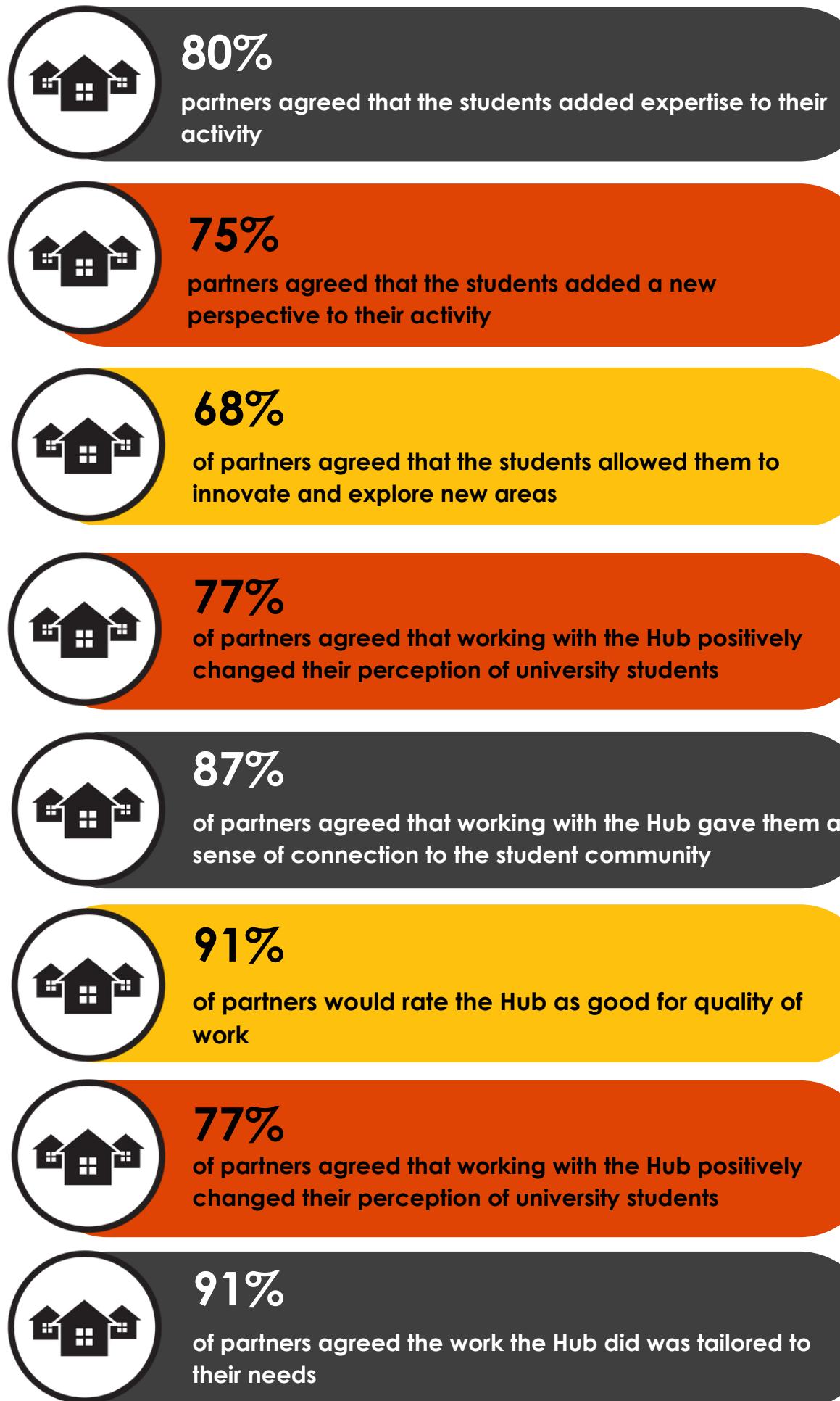
She quotes her mentor often which means that the work they did together left a positive impact on her. She did a whole 180 in self-confidence and gained a lot of independence: She is now applying for awards and planning her next steps in Higher Education.

”

**Brittany Granda**  
**Action on Disability**

*Brittany works as a Youth Service Project Coordinator and is a Kingston Hub alumni.*





## How we achieved this

Across services in our communities we are hearing the same stories: demand is high, and resource is low. Now more than ever effective partnership work is crucial to ensuring that all individuals have access to what they need. Our model works because we benefit from the expertise of a network, whilst still being embedded as Hubs in our local community. This means that our team have been able to get out and about to network with partners, listen to them, and get hands on in setting the foundations of effective partnership work.



In 2021/22 some examples of the impact our partnerships have had include in Bristol where school partners shared concerns over the widening of existing reading gaps between genders and socioeconomic groups coming out of home schooling during the pandemic. Bristol Hub discussed adaptations to our Schools Plus programme which could be made in response to this and set up small, regular reading groups to offer targeted support to young people.

Similarly, Inspire Debate Change, our civil education programme, was incubated in 2019 in response to demand from schools and young people for this provision. In 2021-22 we had demand from primary schools in Bristol and Southampton to adapt the programme for a younger group, out of the pandemic they had noted more interest in civil education amongst younger pupils and recognised our expertise in meeting this need. This resulted in us working with two primary schools in Bristol and Southampton reaching 12 young people - adapting the programme to work with smaller groups of younger pupils.





Page 24 (top): Photo from Bristol Hub Branch Up activity day

Page 24 (below): Photo from Southampton Hub Libraries Plus group

Photo (above): Photo from a Southampton Hub Branch Up activity day

## Our Community Story

“It is encouraging the kids to learn to give back : the volunteering students are role models for them in that sense. A sense of community is created...

Kids are supported to gain knowledge and understand subjects at a deeper level from people who are skilled and getting higher qualifications...

The fact that the sessions are delivered 1:1 and 1:2 , pupils get more attention and tailored support.

We provide learning resources but our kids do not have access to 1/1 tutors if it wasn't for the Schools+ project. Schools+ fits within the type of services and support we provide as a Supplementary School.

**Simret Kidane**  
**Head Teacher at Gheez Rite Supplementary School**  
*Kingston Hub - Schools Plus Partner*

## Equity, Diversity and Inclusion

This year embedding Equity, Diversity, and Inclusion into our work is one of Student Hubs' strategic priorities. We recognise the importance of making our programmes and activities inclusive so that we can truly achieve our mission of mainstreaming student social action. However, we also recognise our privilege as a charity and the importance of being open and honest about the work to do. As such annually we will use our impact report to report on the characteristics of the students we work with, as well as our progress and commitment towards key goals.

In 2021-22:

- 79% of the students we worked with were women
- 3% of the students we worked with identify as trans
- 24% of the students we worked with describe their sexual orientation as something other than heterosexual
- 7% of the students we worked with considered themselves to have a disability
- 4% of the students we worked with have dependents
- 30% of the students we worked with were mature students
- 5% of the students we worked with were distance learners
- 1% of the students we worked with were care leavers
- 39% of the students we worked with are part of the first generation in their family to attend university
- 29% of the students we worked with hold a non-Christian religion or belief



**58%**

of the students we worked with were non-White

Key goals:

- Creating overarching guidelines for our approach: Our team have created an inclusion statement and set of values to guide our work. These will be used to reflect when making programme improvements, decisions and exploring new work.
- Embedding accessibility into our practices and programmes: We have always had practices in place to support inclusion and accessibility across our programmes. However last year we worked to update guidance and refresh processes to support our staff team to truly embed this into our approach. This included clearer guidance on training expectations and a new partnership accessibility template.
- Codifying how we listen to students: We piloted formal ED&I focus groups as a channel for students at our partner institutions to feedback on the accessibility and inclusion of different aspects of our work. This is a practice we expect each of our Hubs to embed annually.

## Sustainability

Along with Equity, Diversity and Inclusion, another area of work we are embedding this year is sustainability. In 2021-22 we began to look at Sustainability more strategically, recognising that we need to formalise our work in this space as a charity. Part of our commitment to our student network and the communities we work with has to be working to tackle the climate crisis and the social consequences inextricably linked to this.

To start this work we facilitated a consultation to hear from students and completed NETpositive Futures' Climate Action Plan tool to identify the actions we need to take to change the environmental, social and economic impacts we are having as an organisation.

We are committed to:

1. Ensuring our work and the impact we have on those we work with is long term
2. Supporting the students we work with to consistently engage with sustainability, understanding why environmental challenges are important
3. Assessing our operations to make sure we are considering sustainability in decision making, policies and processes



Photo (above): Student Hubs staff team at Team Time

## People and Culture

A huge part of Student Hubs is our team. In fact part of our active citizens for life vision is found within our staff themselves - we want every individual to end their time working for us equipped with the skills they need to continue to make change and empowered to create more impactful, supportive working environments wherever their next steps take them.

Across 2021-22 we had the pleasure of working with 17 members of staff and four interns. This was across our five Hubs, the national team, and our two summer projects.

In our staff survey our team reported:

- 100% agreed that Student Hubs makes sure that the opinions and input of individuals from different backgrounds are heard
- 100% agreed that they are inspired by the vision and mission of Student Hubs
- 100% agreed that Student Hubs is a supportive working environment
- 100% agreed they can count on their peers to help out when needed
- 92% agreed that their uniqueness is valued and recognised



**100%**

agreed that Student Hubs cares about their wellbeing



**100%**

agreed they have a positive working environment and culture

We are committed over the next academic year to:

- Offer spaces for reflecting on company culture, ED&I and personal development
- Offer additional training and support for our line managers' development
- Communicate our policies more clearly to support consistent use
- Prioritise team building and in person team work
- Strengthen our feedback loop across the organisation

If you want to learn more about our approach to People and Culture at Student Hubs you can read more on our blog, or reach out at [info@studenthubs.org](mailto:info@studenthubs.org).



Photo (above): Student Hubs staff team at Team Time (June 2022)

**"I believe that the culture at Student Hubs is spot on. I believe that the Management team makes it or breaks it and they have done an excellent job so far. I love every day spent working with Student Hubs. I feel seen, valued, understood and embraced."**

**"All training delivered was very engaging and useful for me to get started in my new role. The support has equally been invaluable. The opportunities for skill development have been vast, and I definitely feel that I have many opportunities for growth and progression."**

**"My line manager is incredibly supportive, understanding and encouraging."**

**"I feel really supported and the relationship feels less like a hierarchy but a team"**

**"I enjoy the energy at Student Hubs - it makes me feel safe to bring my whole self to work."**

## Lessons learned

### Onto a good thing? You can't just stay put

What worked five years ago will not necessarily work today. The world moves and as an organisation we have to move with it. This means continuous listening, reflecting and adapting. This lesson has been particularly prominent coming out of two years of lockdowns and changes to education, as we have seen the needs and experience of the latest cohorts of students to be (unsurprisingly!) different to their predecessors - as well as changes in community need. To stay relevant and impactful, flexibility in approach is key.

### That said, know who you are

We exist as a charity with a clear vision and mission and over the past year as we've reflected on our future and our strategy it has become clearer than ever that everything we do should be to help us achieve that. There might be nice to haves, there might be tangentially related things, but ultimately we are the experts in student social action and we should focus on that - where we can facilitate the biggest change.

### As always, students continue to impress us

It is so inspiring working in the youth and student sector. The passion, insight and energy of young people is undeniable and even coming out of the shared experience of the pandemic students continue to impress us with their personal resilience - and their desire to support others and make change.



Photo (below): Bristol Hub Branch Up activity day

## Goals for this year

**We will continue to celebrate what students are doing in the social action space loudly and proudly. This year part of that will be supporting the National Society and Volunteering Awards in 2023.**

**We will launch a new strategy, guiding us into the future to continue mainstreaming student social action for years to come.**

**We will celebrate our 15th birthday - looking back at where we have come from and looking forward to what the next 15 years will look like.**

**We will reestablish our double benefit. Identifying how we can support our local communities, especially young people's Social and Emotional Learning.**

**We will continue to centre ED&I and Sustainability in everything we do. Recognising that an intersectional approach to our work is essential.**

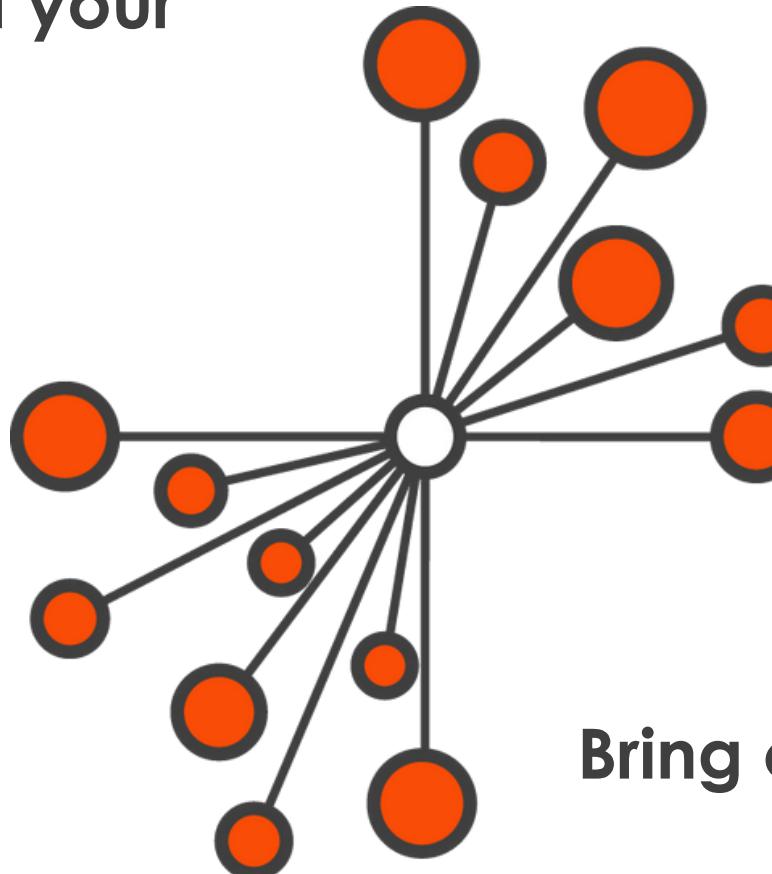
# How you can work with us

**Deliver a pilot programme at your university from our range of opportunities**

**Design a programme with our consultancy support**

**Develop your staff team's skills with our training**

**Participate in network events, our advisory board or champion our work**



**Deliver a one-off event with us**

**Start a Hub at your university**

**Bring our training to your students**

**Partner with us to design and deliver a listening exercise or event for your students and community**

Contact Fiona Walsh, Partnerships and Development Director at [fiona.walsh@studenthubs.org](mailto:fiona.walsh@studenthubs.org) to talk about your needs.

We support universities, corporate organisations and third sector organisations through our Hubs, Projects, Training, Events, Sponsorship and more, so do get in touch if you would like to find out more about our work, current partners, and how we could work in partnership with your organisation.

## National Partners and Supporters

Pears Foundation  
Garfield Weston Foundation  
Open University in Wales  
Leeds Conservatoire

## Hub Specific Partners

Burges Salmon  
Ideaspace  
University of Cambridge Student Services Centre  
Togada  
Southampton City Council  
The National Lottery  
Ocean Infinity  
Ironmongers Foundation  
Winchester City Council  
McCarthy Stone Foundation

## Trustees

John Kirkland, Chris Welcome, Sophie Ford, Sophie Morbey, Kyle Ewen, Mike Berry, Faustina Edward, Emily McIntyre, Alice Wilby, Ant Bagshaw, Dave Jarman, Henna Shah

## Student Hubs National Staff

Simran Dhanjal-Field, Fiona Walsh, Sophie Payne, Helen Beesly, Jay Chard, Iona Gillies

## Hub Teams

### Bristol

University of Bristol, University of Bristol Sustainability Department, University of Bristol Careers Service, Bristol Students Union; **Advisory Board** - Martin Wiles, Dave Jarman, Verity Graham, Joanne Norris, Ola Drummond, Alex O'Driscoll, Hannah McGough; **Student Committee** - Lucy Collins, Allison Sia, Marcus Patel, Emily Redall, Alena Chetwynd, Tala Youhana, Alice Clarke, Amna Hashmi, Alice Keown, Danial Zaman, Katie Quayle, Francesca Filby, Ayla Li, Sofiya Pizya, Yasmin Parris, Jolyn Ng, Andreea Baabi, Namrata Kapoor **Staff Team** - Sorcha Young (Hub Manager), William Westgarth (Projects Officer), Eleanor Borthwick (Programmes Manager)

### Cambridge

University of Cambridge, Cambridge Zero, Cambridge University Sustainability Team, University of Cambridge Colleges; **Advisory Board** - Dr Alison Wood, Prof Graham Virgo, Jane Kershaw, Dr John Munns, Dr Keith Carne, Martin Clark, Joanna Chamberlain; **Student Committee** - Delilah Knight, Rosa Prosser, Will Moody, Lauren Domfe, Chloe Gommichon, Nina Vinther, Jess O'Neill, Clarissa Salmon, Ky Clarke, Luiza Aguilar **Staff Team** - Toby Pallatt (Hub Manager), Sophia Upton (Programmes Manager), Laura Bea (Programmes Manager)

### Kingston

Kingston University; **Advisory Board** - Ali Orr, Julia Millette, Paul Clatworthy, Olivia Trodden; **Student Committee** - Kevissen Venkiah Dina Ibn Hssein Eleasha Tersigni Vivian Uzomba Emily Hill Georgina Edward Jade Marshall Nasra Hersi Victoria Bogle; **Staff Team** - Unsal Kaynak (Hub Manager), Ewelina Paclawska (Programmes Manager), Farah Nehme (Programmes Manager), Mahalia Marsh (Intern), Jenifer Balgobind (Intern)

### Southampton

University of Southampton, University of Southampton Widening Participation, SUSU, Public Engagement with Research Unit; Youth Options; **Advisory Board** - Trish Nicolaides, Jessica Spurrell, Hayden Collins, Hayley Shepherd, James Jordan, Pathik Pathak, Sophie Jones, Josie Love, Ella Foxhall; **Student Committee** - Oana Lazar Corin Holloway Jack Williams Jess Smith Nicki Ashworth Zara Campbell Alvaro Sierra Castro Emily Bastable Manveer Kaur James Rudd-Jones Andra Tabacu-Teculescu Holly Smeeton; **Staff Team** - Catherine Taplin-Thorpe (Hub Manager), Sapthi Santharuban (Youth Projects Officer), Michael Gu (Intern)

### Winchester

University of Winchester, Winchester Students' Union, Research Knowledge Exchange, Student Engagement and Employability Department; **Advisory Board** - Liz Stuart, Tom Lowe, Nina Lazaraki, Naomi Irving, Kate Adams, Mark Baker, Savannah King, Lauren Smith-Birch, Dan Hepburn, Charis McCobb, Sarah Louise Collins, Phil Dent; **Student Committee** - Natalie Hanger Deev Patel Gina Starkie Louise Trangmar Georgiana Lopata Juliana Ameh Robert McDonald Marietta Mosto Sophie Hobby Holly Tate Caitlin Brinkey Amy Cooper Jay King; **Staff Team** - Liz Alcock (Hub Manager), Lydia Ferguson (Programmes Manager)



Photo: Bristol Hub Branch Up activity day