

# Student Hubs:

# Our Impact Report

## 2020-21



# TABLE OF CONTENTS

<b>INTRODUCTION</b>	<b>1</b>	<b>OUR APPROACH</b>	<b>5</b>
<b>PROGRAMMES</b>	<b>8</b>	<b>2020-21 IMPACT</b>	<b>11</b>
<b>OUR CULTURE</b>	<b>21</b>	<b>WHAT WE LEARNT</b>	<b>22</b>
<b>ACKNOWLEDGEMENTS</b>	<b>25</b>		

# Introduction

**Student Hubs' mission is to mainstream student social action, developing a generation of active citizens.**

We run programmes in partnership with UK universities, establishing 'Hubs' through which students are supported to create positive impact in their local communities. We currently have Hubs in Bristol, Cambridge, Kingston, Southampton and Winchester.

Our work is based on a double benefit model: that social action benefits both the students who participate and the communities in which it takes place. Students develop knowledge and awareness which enables them to become active citizens, improve their wellbeing through connecting to the world around them and enhance key skills necessary for graduate employment.

Local communities benefit from needs-based bespoke activities, skilled volunteers, added capacity and the fresh thinking student volunteers can bring to a problem. Community participants benefit from students' capacity, as well as building meaningful connections whilst they take part in targeted projects to support community groups and their needs.

Our 'mainstreaming' mission means many of our programmes are targeted at students who have not previously taken part in social action or who may not usually consider it. Typically, this includes groups such as male volunteers, students who are in the first generation of their family to go to university and students from Black, Asian and ethnic minority backgrounds.

**1436**

**students participated  
in social action  
programmes run by  
local Hubs**

**1980**

**community  
participants took  
part in our  
programmes**

**139**

**partners worked  
with us across our  
four pillars of  
delivery**

# The 2020-21 Academic Year

**The 2020-21 academic year was a challenging one for all of the people we work with - but we got through it together. We listened, we were flexible and we offered bespoke support, continuing to deliver our impactful programmes through new blended and online approaches.**

For students, communication was key. We gave them clarity at a time when they sometimes felt disconnected from their peers and the communities they were studying in. We diversified the way we communicate and equipped our student participants to take in important information by listening to the barriers they were facing. We offered additional support in a variety of ways - from informal wellbeing drop-ins and safe spaces with staff and student leaders to offering clear adaptations to our programmes to make them more accessible to all.

This increased support led to 97% of our student participants agreeing they had access to the necessary support for their role (up 9% on 2019-20) and 84% of our student participants agreeing that participating in a Student Hubs activity had enhanced their wellbeing (up 11% on 2019-20).

It's important to note that improving the quality of our programmes for our student participants didn't happen overnight, it was a work in progress. Throughout 2019-20 we reviewed the quality, impact and scale of our delivery using the Centre for Youth Impact's Impact Accelerator framework. Over summer 2020, we developed new resources and support frameworks which, alongside our learnings about blended and virtual delivery, allowed us to step into the 2020-21 year ready to offer high quality youth social action; something which was needed this year more than ever. This work certainly paid off with 94% of our student participants agreeing they had access to the necessary resources for their role, up a huge 13% on our 2019-20 figure.

Finally for students, we considered how to support those who were not part of our existing Hub network. Our free webinars were open to all students and shared our expertise on employability, project management and student leadership. These sessions focused on giving students a space to interact, and develop essential skills, when other extracurricular opportunities were limited. Overall we had 124 attendees from 13 institutions. Read more about our impact on students on page 11.



**"Being involved with the Schools Plus committee has enhanced my university experience by providing me with interesting challenges in a real world setting. Particularly with the onset of the pandemic, the committee has had to come up with new and innovative ways to reach and support student volunteers as well as responding to a very real need in the local community."**

**Tilly, Bristol Hub volunteer and committee member**

For our partners, they had to reprioritise and adapt to ensure they were supporting their users' emerging needs. In response to this we had to listen carefully and, again, adapt. As with students, we increased our focus on supporting our partners and being flexible, listening to the schools we work with at the One Community Forum (read more on page 16), working with families directly in the community and taking referrals to remove barriers to capacity-stretched organisations participating in our programmes.



Whilst being flexible, we ensured the quality of our delivery remained high. In 2020-21, 100% of our partners agreed that Student Hubs is better than average in terms of level of communication (up 5% on 2019-20) and 97% agreed that Student Hubs is better than average in terms of quality of placement (up 7% on 2019-20). Read more about our impact on the community on page 14.

Overall, there is a lot to be proud of this year. We saw our communities coming together to support each other in new ways and we were motivated to really focus on what matters - the quality of our connections, and the quality of our impact.

# About This Report

This report evaluates the impact of Student Hubs' work on students, and the community participants we work with, in the academic year 2020-21.

This evaluation is based on outputs and outcomes data collected throughout the academic year from August 2020 to August 2021.

The evaluation included:

- Monthly outputs monitoring throughout the academic year;
- Data collected from outcomes surveys of student participants in programmes at local Hubs;
- Data collected from outcomes surveys of community participants, both partner organisations and individual participants (depending on the programme);
- Case study interviews with student participants, alumni and community partners;

Please note, all percentage figures have been rounded to the closest whole figure.

This report was produced by a team of Student Hubs staff, led by Simran Dhanjal. Data and case studies were collected by local Hub staff and analysed by Sophie Payne. The report was written by Sophie Payne and designed by Fiona Walsh.



# Our Approach

## VISION

Our vision is a society in which every student engages with social and environmental challenges during their time at university, empowering them to become active citizens for life.

## MISSION

Our mission is to mainstream student social action, supporting a new generation of active citizens to achieve positive change now and in the future.

## OUR VALUES

All of our work is in accordance with our organisational values:

**Bold**   **Social**   **Motivational**   **Ambitious**   **Long-term**

## THEORY OF CHANGE

As part of our theory of change, we believe that when students are supported to tackle social challenges, learn about issues and connect with each other, both communities and students benefit.

Student social action creates positive change now and in the future, enhancing communities and equipping young people to become active citizens for life.



## For Students

Our analysis shows that high-quality social action opportunities develop skills such as teamwork, leadership and confidence. These are essential for life after graduation as well as the world of work.

Working with community participants and small organisations inside and outside of the curriculum provides professional experience and gets graduates ready for future careers.

Social action programmes enhance student experience, encourage the retention of students on their course and develop graduate employability. A less positive student experience, early dropouts, inability to progress from one year to the next of the course and poor graduate outcomes continue to affect students from more diverse backgrounds.

Many students struggle with maintaining positive wellbeing and feeling like they belong in their university. Social action provides an opportunity to connect with the local community, to form relationships with other students and community participants and for students to be with people like them. In-curricular and extra-curricular social action can be a method of engaging the students most in need of targeted support.

**“My involvement has made a positive experience at university. I feel more involved with the university and keener in contributing to the community and other extracurricular activities to make more positive changes.”**

**Deebiga, Kingston Hub Empower volunteer**

## For Communities

We work in collaboration with community partners to identify local needs and have ongoing dialogue to ensure we are adapting and improving our projects to create the best possible impact.

We have particular expertise in working with local authorities, social services and schools to deliver programmes to support vulnerable and disadvantaged young people, who frequently benefit from near-to-peer role models.

We regularly run needs-mapping projects, such as our One Community Forums, supported by the UPP Foundation, to bring partners together to identify community challenges and where students could provide needed resources.



**“I feel working with Southampton Hub has enriched my university experience, I feel more connected to the city I study in and proud to be a part of a project I feel positively impacts the community.”**

**Evie Watkins, Southampton Hub Branch Up volunteer**

# Local Hubs' Approach

High-quality student social action requires community embeddedness. Local Hubs act as a bridge between the university and the community, offering programmes based on the needs of students and the local area.

Local Hubs provide in-curricular and extra-curricular programmes, ensuring our opportunities are inclusive to all.

Our student leadership framework motivates, empowers and supports students to develop their leadership skills to the point where they take ownership and share decision-making with their Hub. We provide leadership opportunities for students, whether it's their first time taking the lead or they are seasoned social action leaders. We take the time to support students to take on leadership roles within their local Hub which suit their individual circumstances. For us, leadership is a core skill in itself, which we measure as part of our student outcomes.

All our social action activities follow the six quality principles of youth social action. This means our activities are always:

**Challenging**

**Youth-Led  
Impactful  
Progressive  
Embedded**

**Reflective**



**Our Southampton Hub committee's 'Gungeraiser' fundraiser**

**“I think I developed many skills along the way, but if I were to highlight just one, it would be what I call situational leadership. How I tailor my approach to suit the different team members and stakeholders in the project. I think this will help me very much in the future. It is inevitable no matter what you do you'll end up working with a diverse selection of people and the better you can understand each other, the better the outcome of any project will be.”**

# Programmes

## Examples of our Practical Volunteering programmes include:

### Schools<sup>+</sup>

Schools Plus recruits student volunteers to tutor and run clubs at primary schools, secondary schools and local colleges, with the aim to tackle educational disadvantage.



Branch Up provides free Saturday activity days for children referred by social services and/or schools who would not otherwise have the opportunity to participate in activities. Groups of university students act as near-to-peer 1:1 mentors for the children.



LinkAges is an intergenerational programme which connects student volunteers to older people in their local community. LinkAges volunteers lead sessions at care homes or participate in befriending activities.



Students are trained to become mentors to secondary school pupils, leading 1:1 sessions over a six-week mentoring period.



Students deliver practical workshops on civil, aeronautic, mechanical and electronic engineering for young people.

All of our Hubs offer a range of core programmes and bespoke offerings with our university partners.

Our core programmes at Student Hubs are spread across four pillars of delivery, with examples of these pillars in action on the following pages. These four pillars include:

### Practical Volunteering

Structured, long-term opportunities for students to volunteer in the community, working directly with community participants such as vulnerable younger people, young mentees and isolated older people.

### Skilled Placements

Intensive programmes where students are trained to develop bespoke solutions for local charities and social impact organisations.

### Service Learning

Bringing the community into the classroom. In-curriculum social action where students are skilled-up to engage with real-world scenarios and problems faced by community partners, oriented around course-based learning outcomes.

### Incubation

Providing resources and support to students to get new projects off the ground and specific programmes to support students in creating new projects and initiatives.

## Examples of our Skilled Placements programmes include:



### Social Innovation Programme

The Social Innovation Programme provides student consultancy services to local organisations.

The programme provides a double benefit, as undergraduate students gain skills and experiences they can take into their future careers and local organisations increase their capacity by asking students to create innovative new solutions.

Climate Action Bristol pairs teams of students with local organisations to develop and implement a Climate Action Plan, putting their interest in sustainability and climate action into practical use.



Engage for Change brings students together to create a community of practice for environmental and sustainability solutions. Students are trained up as change makers and supported to launch their own initiatives on campus.

### Spotlight on Engage for Change

**95%**

**of students agreed they developed professional skills from the programme**

**65**

**students took part in 2020-21**

**98%**

**of students agreed they better understand how they can use their skills to make sustainability related change**

Will Moody is a PhD Tumour Immunology student who took part in Engage for Change in 2019, establishing the Carbon Literacy Project in collaboration with the Hub. As part of the Cambridge Hub committee, in 2020-21 Will and the team trained 128 students on carbon literacy.

**“I think it's fair to say that the Engage for Change course kind of changed my university life. I mean I went in as someone who was fairly passionate about climate issues but I came out of the course really feeling empowered to act and to make a positive change. Since then I've thrown myself head first into lots of other sustainability initiatives run by the university and also joined the Cambridge Hub committee as well. I think it's safe to say that I definitely wouldn't have been expected myself to do that this time last year.”**

**Will Moody, Cambridge Hub, Engage for Change participant and committee member**

## Service Learning

Service Learning gives students the opportunity to develop professional skills within the learning framework of their academic course whilst cultivating a community-based mindset.

Service Learning is a strong complement to our extracurricular activities of Practical Volunteering and Skilled Placements. As an in-curricular opportunity in an assessed and accredited module, Service Learning is able to reach students who most struggle with barriers to extracurricular opportunities, and provides a gateway for a community-based experience which supports students' academic and graduate skills.



Dina took part in Service Learning during their second year as an International Business student. As part of their International Culture module Dina consulted for Baytree Centre on adapting their marketing, programmes and outreach to reach a wider community of users in the Greater London area.

**“It has been extremely beneficial, mainly because it has given me practical experience in learning more about different cultures. The fact that in this case my team and I were able to deal with issues related to the module whilst being able to communicate with the client directly helped to make a lot of theories and topics come into practice. It has been very inspirational to work directly with a community partner as it allowed me to actually understand the reality behind how some members of society are being integrated and given me insight into details to take into consideration in a professional environment to communicate with clients with confidence and competence.”**

**Dina Sarah Ibn Hssein, Kingston Service Learning participant**

# Impact on Students



**1436**

**415**

**610**

**232**

students took part in  
social action  
programmes with  
Student Hubs

students took part  
in Practical  
Volunteering  
programmes

students engaged  
through in-curricular  
Service Learning  
programmes

students  
completed  
Skilled  
Placements

**92%**

of students agreed that participating in their Hub activity  
enhanced their university experience (up by 4% from 2019-20)

We also saw **179 students** take part as one-off volunteers and we welcomed **4316 students** to our training and events across the network.

In 2020-21 our focus was on providing high quality opportunities for our student participants with a sense of community, excellent communication and strong wellbeing support at the centre of every programme.

Ben White took part in the Social Innovation Programme at Bristol Hub. Ben worked on a brief developing relationships with potential business partners for The Community Group Charity, a young organisation who aim to assist people in Bristol looking for work.

“Bristol Hub added another dimension to my university experience in that it has allowed me to work in a close team under, at times, relatively high pressure in order to reach a really beneficial and socially positive goal. I enjoyed having this alongside my degree as it balanced out some of the more abstract elements of academic study - going from lectures to charity meetings was a welcome change. A couple of months of practical engagement outside of university was quite refreshing.”

## High quality opportunities

**98%**

of students would be likely to recommend the activity to a friend

**89%**

of students agreed that participating in the activity offered them access to opportunities they wouldn't otherwise have had

**33%**

of students agreed that participating in the activity increased their engagement with their university course

## Sense of community

**74%**

of students agreed that they feel connected to other volunteers (up by 9%)

**66%**

of students agreed that they feel a sense of belonging in their local community

**94%**

of students agreed this activity introduced them to people they wouldn't otherwise have met

Georgiana Lopata took part in the Social Innovation Programme at Winchester Hub. As part of their brief they worked with a local dance charity, Move Momentum, to plan a Crowdfunder. The money raised from the Crowdfunder would support Move Momentum to continue running accessible dance classes for older adults.

**“Considering the context of the pandemic and my first year of university being almost entirely online, working with the Hub has helped me feel connected with the world outside of my household. It has kept me active and offered me a project to be passionate about and channel my energy into, rather than procrastinating my coursework. It has offered me the chance to socialise with people who have the same interests and goals as me.”**



Kate Brockie took part in a Desert Island Discs programme as part of LinkAges at Cambridge Hub. Kate met weekly with their partners, a couple in the city, to discuss life stories and life-changing music. If you are interested in learning more about the programme, Kate [made a podcast sharing the stories](#).

**“Moving to a new city in the middle of a pandemic was especially strange, but I was excited to see how Cambridge Hub was still connecting students with local projects, cultivating a sense of community in a very isolating time.”**

## Excellent communication

**89%**

of students agreed they were confident in their role in the Hub activity they participated in

**97%**

of students agreed they had access to the necessary support for their role

**91%**

of students agreed they received adequate training or induction for their Hub activity

## Strong wellbeing support

**84%**

of students agreed that participating in their Hub activity enhanced their wellbeing (up by 10%)

Zara Campbell volunteered with Southampton Hub. Read Zara's thoughts on the impact our volunteering programmes had on their wellbeing below.

**“I would definitely say that volunteering has enhanced my wellbeing and mental health. I am a huge perfectionist and I find myself getting very wrapped up in academics and being hard on myself about not making mistakes. For a long time, I have associated my worth with my grades, and it’s had a negative impact on my self-worth when I struggle with certain topics, make mistakes or don’t get the marks I want. When I started volunteering this year, it gave me the opportunity to look inwards and to appreciate that I have a lot more to offer than just the marks I get. I feel really positive that I’ve been able to help other students in developing their skills and their confidence, and I’m really proud to be a part of the work Southampton Hub does.”**



George Axton took part in Cambridge Hub's Engage for Change programme, incubating a project to reduce the impact of energy usage in one of the University of Cambridge's colleges. George shared a reflection on the wellbeing support the Hub offered throughout the programme.

**“[The Hub] was great at providing a space where we could prioritise our own mental health and very non-pressurising... This allowed real flexibility and meant that, even in weeks that were busy for reasons other than [the programme], it was reasonably easy to manage the workload.”**



# Impact on the Community



**1980**

**89**

**50**

**97%**

**community participants were involved in our projects**

**community organisations and families participated in our Practical Volunteering**

**organisations took part as Skilled Placement and Service Learning partners**

**of community partners would recommend working with the Hub**

**In 2020-21, we spent the year listening to our partners, being flexible and providing the opportunities they needed to continue to make change for the young people, older adults and other community participants they work with.**



**Our Winchester Hub's Q&A sessions developed from the One Community Forum**

One of our partners at Winchester Hub, Harestock Primary School, attended our One Community Forum in 2020. At the event they collaborated with students and the Hub to develop plans so that we could continue supporting young people and schools throughout the pandemic. These plans informed changes to our delivery including students delivering school wide Q&A sessions and creating resource packs.

**"The [One Community Forum] that you held was absolutely brilliant, that was really nice to feel connected to other people from other schools who were working with you, different partner people, that was really helpful to me... It reminded me how important this sort of thing is, it does mean students get access to schools that they would not necessarily be able to in the same way."**

You can read more about our One Community Forum on page 16.

# 100%

of our Schools Plus partners agreed that their pupils showed increased confidence in their studies; showed increased subject knowledge; and showed more interest in their studies

# 100%

of our Schools Plus partners agreed they have observed a positive improvement in the children's aspirations for future life



At Southampton Hub, Invent Plus collaborated with the University of Southampton's Widening Participation team to deliver STEM activities for Year 9 girls at their Dragonfly Day. Through this programme 13 student volunteers reached a massive 288 young people. Our contact Jess Spurrell shared feedback from the schools.

**"I can honestly say that we would not have been able to deliver one of our core Widening Participation programmes... without the support of the Invent Plus team. Teachers have also said they have benefited from having resources to run engaging Science activities at a time when they expressed... a significant decrease in engagement with Science at school from their students due to the restrictions under the pandemic. The Invent Plus volunteers and wider Hub team have been incredible throughout the project, prompt and helpful in all communications, supportive of everyone involved (including each other), and this has definitely enabled the project to run more smoothly."**

# Spotlight on the One Community Forum

Since 2017 we have been funded by the UPP Foundation to deliver the One Community Forum project, bringing together universities, students and local communities. Sitting at the intersection of these groups allows us to take a unique position hosting spaces focused on making real positive change in our shared local areas.

In 2020 we held our third and final One Community Forum virtually (pictured below). This meant we could bring together stakeholders from all five of our Hubs to discuss a national topic: how university students could support their communities to tackle challenges relating to educational attainment since the impact of Covid-19.

Through these events we have learned the importance of listening, for us and the communities we work in. Read more about our commitment to listening and what else we learnt this year on page 22.

We also made adaptations to our existing programmes. The Bristol Hub Spring cohort of the Social Innovation Programme focused on supporting partners' challenges highlighted at the forum. These partners included Creative Tuition Collective, an organisation who offer inclusive STEM tutoring to young people from marginalised communities in the city and My Future My Choice, a charity who connects schools with business and industry volunteers to facilitate engaging activity days.



# Spotlight on the One Community Forum

7

new initiatives and projects

376

students being engaged in the activites and projects

1522

young people's educational attainment being supported

One of our new initiatives is DigiDonors, a Southampton Hub project aimed at tackling digital exclusion. The project began when David, a student and Schools Plus volunteer, was motivated to close the digital poverty gap in the city by repurposing unused laptops and donating them to young people to support their learning from home. Since February 2021, the team have received 39 laptops, donating 17 of them to local children and 14 to Jamie's Computers, one of our partners in the city.



## One Community Forum participants told us

**100%**

of attendees agreed that it was a worthwhile event to attend and engage with

**100%**

agreed that it was useful in the context of their work with university students and/or young people

**81%**

valued the opportunity to network and engage with individuals from across the Student Hubs network

### From the event

"It was lovely to be involved in this type of solutions-focused and innovative discussion."

"[The event highlight was] hearing about how another local school is finding life at the moment and actually being offered support by people who really listen."

### From student volunteers

"I enjoyed making resources to try to combat educational inequality that was made worse due to the pandemic."

"My experience with Schools Plus has increased my confidence to tutor young people, as well as my confidence to pursue a career in education."

# Spotlight on skill development and employability

All of our programmes aim to support and empower students to develop key skills in confidence, leadership, teamwork and resilience.

**96%**

of students on our Skilled Placements agreed that they developed professional skills from the activity

**93%**

of students agreed that participating with the Hub increased their confidence in approaching challenges

**79%**

of students agreed that participating with the Hub improved their ability to lead others to make change

**91%**

of students agreed that participating improved their ability to work with others to make change

**92%**

of students agreed that participating with the Hub improved their ability to adapt and overcome challenges

As well as supporting students' academic experience, these skills can be applied to the workplace.

Our programmes impact graduate employability through developing these skills, increasing sector knowledge and influencing career aspirations.

**92%**

of students agreed they have gained an increased understanding of a social issue or social issues

**91%**

of students agreed they are more likely to tackle further social challenges as a result of their engagement



**“Being involved with LinkAges has been a highlight of my University education. It has equipped me with valuable leadership and teamwork skills and sparked a passion for social action that I hope shall continue well beyond my time at University.”**

**Jade Bruce, Bristol Hub student volunteer and Bristol Hub committee member**

# Five year partnership with Burges Salmon

In 2020 we celebrated five years of working with Burges Salmon. The national law firm have been working with our Bristol Hub on the Social Innovation Programme since 2015.

Burges Salmon facilitate training for the programme, supporting the student participants to develop professional skills; they provide mentors for each team, allowing both students and mentors to develop as they produce a worthwhile report for their partner organisation; and they sponsor the programme with a Platinum package.

**312**

students have taken part supporting 60 local organisations in Bristol since our five year partnership started

**100%**

of Bristol students agreed they have developed professional skills in 2020-21

**97%**

of Bristol students better understand how they could use their skills to support local organisations in 2020-21



Kirsty Green-Mann manages the partnership as Head of Corporate Responsibility at Burges Salmon.

**“SIP supports our Responsible Business approach in terms of making a difference in the community, supporting an inclusive and engaging workplace for our people (particularly for the mentors)... It’s a win-win-win! Bristol Hub helps us deliver on our place-based approach for responsible business and enables us to leverage impact. This is so much more than just providing funding we can increase our community reach and therefore the positive impact. It builds on existing community relationships and enables new ones.”**

Gavin Hooper, our internal liaison, works with the Bristol Hub team to recruit mentors for the programme, manage logistics and deliver the showcase and launch events.

**“The real benefit of the work of Bristol Hub is that every party gains significant benefit. So for the students they get the opportunity to work with a community partner on a brief, for the community partners they get a fantastic array of talents from a multidisciplinary team and for us at Burges Salmon we get an opportunity for a group of our colleagues to mentor a group of young professionals and the benefit that brings.”**



# Our Culture

**At Student Hubs we pride ourselves on our approach to People and Culture. We wanted to share with you some of our highlights from 2020-21.**

## Escape the City Top 100

In February, we were delighted to be recognised for our approach to People and Culture by Escape the City, we made it onto their Top 100 organisations to work for in 2021.

When asked what it's like to work at Student Hubs, one of our team members shared, "We are values-led and people and culture is important to us. I know that Student Hubs care about my wellbeing and personal development - they encourage me to follow my passions!"

We also asked our team how they would describe our culture. Their top four ideas?

**Supportive  
Friendly  
Innovative  
A place to learn and develop**



**"I really credit the Hub experience for making me a much more socially aware person and I will always be thankful for that - I don't know where else I would have got that from. For me as a first generation immigrant it's really useful for me to have that kind of exposure. Suddenly this whole world was opening up to me - the real world - I don't know how I would have handled it without this exposure that the Hub had provided."**

**Galane Luo, Cambridge Hub alumni**

## Inclusion in our communities

Over the past year we have continued actively questioning how we can tackle issues surrounding inclusion in our communities, and in our organisation. We evaluated our position with organisation-wide reflection to ensure we were giving the priority, time and space needed to make sustainable, embedded change.

Since then, we have reviewed practices and processes in communications, recruitment and listening. This work is a journey and we will be holding ourselves accountable with a strategic approach over the coming years.

## Disability Confident Employer

In summer 2020 we signed up as Disability Confident Committed, after a year of adapting processes and completing an internal audit we are now proud to be a Disability Confident Employer.

This means we are committed to ensuring our recruitment process is inclusive and accessible including communicating vacancies, making reasonable adjustments and supporting existing employees.



# What We Learnt

**It has been a challenging year, which has meant an excellent opportunity for growth and learning. We thought we would share a few of our key learnings with you all, including how we are hoping to use them to continue improving our impact into the future.**

## **The value of listening**

Listening and being flexible and responsive has definitely been a theme of the year. As we worked with our communities adapting our approach and our programmes, both informally and through structured channels like the One Community Forum and our feedback forms, we saw a double benefit. Our communities felt listened to and respected, and we were able to make changes to the way we make change.

Moving forward, we are interested in staying tuned in and continuing to listen to both our local communities and our university communities.

## **The value of a blended approach**

We have had to adapt, like most organisations, to an online world of working. Whilst we can see benefits to working face-to-face with students in the community, we have also seen the benefits of offering virtual activities. We have been able to engage groups of students who have typically been less engaged, including students with disabilities, students with caring responsibilities and international students. We have also been able to offer support to our communities outside of the usual student calendar, not restricted by student term time or the 9 'til 5.

In 2021-22 we are taking a blended approach to most of our programmes and we are excited to see what this brings.



**Our student tutor Sapthi and tutee during a Schools Plus tutoring session**

## The value of students

We have always valued students, they consistently bring forward a fresh perspective, new ideas and an immense amount of passion. That said, this year has been a particular highlight.

Over the past year we have been bringing students to the table in a meaningful way.

Exploring how to give them a voice through our blogs and social media platforms, how to invite them to shape our delivery through events like our One Community Forum, and how to support their leadership journey from contributors to collaborators to decision makers. Students bring a wealth of knowledge and experience which influences our work into something more relevant, impactful and sustainable.

We are going to carry this through into 2021-22 in a big way, inviting students to feed into our strategy, platforming their thoughts, feelings and ideas on sustainability, and facilitating focus groups to shape our delivery on the ground.

Year on year we see one thing shine through: students genuinely want to make a difference, they just need to be met with the right support where they are at. Our pledge for 2021-22 and beyond is that we will continue to do our best to offer that support.

**Below: Our Cambridge Vice Chancellor's Social Impact Award winners for 2020-21 with our Cambridge Hub Manager and University of Cambridge Vice Chancellor, Professor Stephen Toope.**



# Become Part of Our Network

**Students** Any student can sign up to our free webinars, and if you're a student at University of Bristol, University of Cambridge, Kingston University, University of Southampton or University of Winchester, you can get involved with your local Hub.

**Newsletter:** Sign up to our newsletter for regular updates from the Student Hubs network, including programme spotlights, case studies, student voice, opinion pieces and career opportunities.

**Student Hubs alumni and graduates**  
If you volunteered with Student Hubs whilst you were at university, we want to hear what you're up to now! Sign up for our alumni network newsletter for monthly updates, follow us on Twitter, Instagram or LinkedIn, donate to our work or fundraise for us, or drop us a line if you'd like to discuss a case study.

**Community participants** We're always looking for charities and social enterprises who want to work with students. Find out more and get in touch with your local Hub to work with us.

## Universities

We're growing our network of university partners to bring high-quality social action to more students. Find out more about how having a Hub benefits your university.

**Student and staff training:** We provide high-quality training programmes or one-off training sessions for students and staff. To find out about the sessions we offer and how we can support your students to skill up, read our training brochure.

**Corporate partnership opportunities** We have a range of options to work with us as a corporate partner. Read our partnership brochure for further details and get in touch with our Partnerships and Development Director, Fiona Walsh, to discuss a bespoke opportunity to work with engaged students.

## Advertise to our student network

There are thousands of students subscribed to our newsletter 'The Week.' Find out more about advertising opportunities.

**Email us at [info@studenthubs.org](mailto:info@studenthubs.org) to enquire about any of the above opportunities!**

**“My involvement impacted my university experience positively, in my final year it was a pleasant experience to give back to the Winchester community that I had been a part of and supported by for the past three years.”**

# Acknowledgements

**Thank you to all our partners, supporters, funders, student volunteers and community participants. We couldn't do it without you!**

## National Partners and Supporters

Pears Foundation  
The National Lottery Community Fund  
UPP Foundation

## Hub Specific Partners

Burges Salmon  
Children in Need  
Ideaspace  
Togada  
Southampton City Council  
Togada  
Winchester City Council  
D'Oyly Carte Trust  
John Thaw Foundation

## Trustees

Gerry Kelleher (outgoing Chair), John Kirkland (Incoming Chair), Amy Harrison, Kyle Ewen (Treasurer), Dave Jarman, Henna Shah, Mike Berry, Chris Welcome, Sophie Morbey, Faustina Edward

## Student Hubs National Staff

Pippa Smith (outgoing CEO), Simran Dhanjal (incoming CEO), Fiona Walsh, Sophie Payne, Helen Beesly, Alice Fortt (Intern)

## Hub Teams

### 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, Christy O'Sullivan; **Student Committee** - Emily McDonald, Yin Shyn, Natasha Haider, Peter Clackson, Angus Adair, Melissa Hubenova, Myria Constantinidou, Raena Shah, Callum Zorn-Singh, Katie Quayle, Ellie Bolton, Jess Slater, Jess Prince, Sam Blundell, Melisa Hubenova, Tilly Hall, Cerys Strain, Gabriella Watson, Aqilah Ramlan, Jade Bruce, Chloe Henshaw, Tenisha Ittan, Fasia Muhamud, Franziska Clifford, Zach Richardson, Hannah Grier, Abbie Law, Ieva Malickaite; **Staff Team** - Lydia Green (Hub Manager), Eleanor Borthwick (Programmes Manager), Natalie Ainsworth (Programmes Manager), Sophie Payne (Programmes Manager)

### Cambridge

University of Cambridge, University of Cambridge Careers Service, Cambridge Zero, Cambridge University Sustainability Team, University of Cambridge Colleges; **Advisory Board** - Dr Alison Wood, Anna Malan, Prof Graham Virgo, Jane Kershaw, Dr John Munns, Dr Keith Carne, Martin Clark, Joanna Chamberlain; **Student Committee** - Megan Lloyd, Keane Tan Ke Xuan, Neema Jayasinghe, Yulim Kim, William Moody, Yan Qi Chiang, Zara Ireland, Lauren Dooley, Carla Maloney, Emma Bryan, Nina Liepold, Claudia Davey, Navya More, Luiza Aguilar, Wilson Huiyan, Emma Popham; **Staff Team** - Susana Nicolau (Hub Manager), Laura Bea (Programmes Manager), Isobel Sherlock (Programmes Manager)

# Acknowledgements

**Thank you to all our partners, supporters, funders, student volunteers and community participants. We couldn't do it without you!**

## Kingston

Kingston University;  
**Advisory Board** - Jenni Woods, Ali Orr, Julia Millette, Aranee Manohoran, Tim Dhir, Robert Temowo, Pippa Smith, Clare Conway, Mary Kelly, Flaminia Ronca, Theresa Nash; **Student Committee** - Konami Groves, Mohammed Salman, Ellie Turley, Faiza Islam, Dina Ibn Hussein, Nasra Hersi, Tessa Wollen, Victoria Bogle, Roxcika Peris, Lousisse Ballesteros, Lien Nguyen;  
**Staff Team** - Harry Hodges (Hub Manager), Ewelina Paclawska (Programmes Manager), Junior Graham (Programmes Manager)

**Southampton** University of Southampton, University of Southampton Widening Participation, SUSU, Public Engagement, Life Lab Southampton, Youth Options; **Advisory Board** - Trish Nicolaides, Jessica Spurrell, Hayden Collins, Hayley Shepherd, James Jordan, Pathik Pathak, Christer Petley, Sean Larsen; **Student Committee** - Holly Smeeton, Julian Forde, Ishani Dasgupta, Andra Tabacu Telescu, Jessica Smith, Sapthake Santharuban, Evie Watkins, Leah Parren, Alvaro Sierra Castro, Oana Lazar, Hazel Mitchell, Jack Williams, Jade Walters, Manveer Kaur, Sofia Coppoletta; **Staff Team** - Sophie Ford (Hub Manager), Catherine Taplin-Thorpe (Programmes Manager), Liana Pountney (Intern), Sapthake Santharuban (Intern), Zara Campbell (Intern)

## Winchester

University of Winchester, Winchester Students' Union, Research Knowledge Exchange, Student Engagement and Employability Department;  
**Advisory Board** - Liz Stuart, Tom Lowe, Nina Lazarski, Naomi Irving, Kate Adams, Mark Baker, Savannah King, Lauren Smith-Birch, Megan Ball, Sarah Louise Collins, Phil Dent; **Student Committee** - Lydia Ferguson, Holly Harris, Morika McFarlane, Harry Pannell, Jess Corkish, Ashleigh Heasman, Carmen Dolores McKenna Sandin, Charlotte Rogers, Ella Cruz, Justine Kelly, Gina Starkie, Louise Trangmar, Kate Mardon, Michael Salmon, Rosanna Foster, Ella Dunthorne; **Staff Team** - Liz Alcock (Hub Manager), Sorcha Young (Programmes Manager), Aaron Lee (Projects Officer)

**Please get in touch with us to enquire about our local Hubs, our partnerships, our training or consultancy offer, or any other questions at [info@studenthubs.org](mailto:info@studenthubs.org)**



**studenthubs.org**



**@StudentHubs**