# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>OUR APPROACH</td>
<td>5</td>
</tr>
<tr>
<td>PROGRAMMES</td>
<td>8</td>
</tr>
<tr>
<td>2019-20 IMPACT</td>
<td>11</td>
</tr>
<tr>
<td>OUR RESPONSE TO COVID-19</td>
<td>21</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>26</td>
</tr>
</tbody>
</table>

Student Hubs is a registered charity in England and Wales, number 1122328.
Student Hubs c/o 3Space, International House, London, SW9 7QD
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 BAME backgrounds.
The 2019-20 academic year was changed dramatically by the coronavirus pandemic.

From March 2020 the country went into lockdown, with students confined to their accommodation, schools closed and staff working from home.

Student Hubs responded to this situation in a variety of ways. Where possible, we transitioned programmes online (Social Innovation Programme, Impact Labs and Engage for Change). Other programmes altered delivery, finding new ways to engage with community participants, such as Branch Up and Schools Plus volunteers creating resource packs for young people stuck at home.

Some programmes requiring face-to-face contact with vulnerable people sadly had to be cancelled or postponed. However, we are very proud of how students and Student Hubs staff adapted to this new reality.

Driven by a desire to support the community response to COVID-19, some local Hubs were able to introduce additional programmes over the lockdown. Winchester Hub, with the support of University of Winchester, added another round of the Social Innovation Programme to work with local organisations on specific challenges that had arisen as a result of the virus. Bristol Hub introduced a pen-pal scheme for their LinkAges participants. Southampton Hub and Bristol Hub ran a social media campaign called ‘Challenge Accepted’ to encourage young people to engage in sports and keep active during lockdown.

This Impact Report includes analysis of programmes operating in the ‘business as usual’ period before March, as well as ‘alternative delivery’ from March to the end of the academic year. This year denies easy comparison to others, but we hope the stories of students and community participants attest to how communities came together across the country in extremely difficult times.
Impact Highlights

Graduate Impact Survey
Between July and September 2020 we surveyed Student Hubs alumni to understand the long-term impact of engaging with high-quality social action. 74% of alumni who volunteer now said their decision to do so has been influenced by their engagement with Student Hubs. 95% of alumni think they can make a positive change in the world, and 89% of those who do say their answer to that question has been impacted by their engagement with Student Hubs. See Page 19 for a full analysis of our Graduate Impact Survey.

Service Learning
Our first set of externally-validated data for Service Learning at Kingston Hub in 2018-19 showed that overall module evaluation scores were higher for three out of the four modules to pilot the programme. One module saw a higher average mark than in the previous year’s module which did not contain Service Learning. Another saw students progress at a higher rate compared to students on the same module in the previous year, and a further module saw students pass at a higher rate and with a higher average module mark. See Page 10 for more information.

Plus Provision
Southampton Hub launched Plus Provision, working in partnership with Youth Options and funded by The National Lottery Community Fund. The programme provides wraparound support for disadvantaged young people in Southampton through academic tutoring, mentoring and activity days. The Plus Provision reached 521 community participants in its first year and 106 long-term student volunteers took part.
This report evaluates the impact of Student Hubs’ work on students, and the community participants we work with, in the academic year 2019-20. For the first time, we are also evaluating the outcomes of our work on graduates who volunteered with us as students, using our new graduate outcomes framework.

This evaluation is based on outputs and outcomes data collected throughout the academic year from September 2019 to September 2020.

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);
- Data collected from our Graduate Impact Survey, which was sent to Student Hubs alumni between July and September 2020;
- Case study interviews with student participants, alumni and community partners;
- External validation of impact of Kingston Hub programmes (Schools Plus, Social Innovation Programme and Service Learning) on attainment, retention and progression by Kingston University.

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 and Susana Nicolau. The report was written by Pippa Smith 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.

**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.

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.

“[Taking part in Branch Up] has made me more sociable. I am more keen to talk to people I don’t know as through volunteering I’ve met people I haven’t spoken to before. It has made me more confident to speak up first and make new friends.”

Aqilah, Bristol Hub
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.

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.

We have a student leadership framework which motivates, empowers and supports students to develop their leadership skills to the point where they take ownership and share decision-making within their Hub.

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

“[Being a part of the Hub] has benefited my mental wellbeing. It gives you a sense of purpose.”

Charlotte, Bristol Hub
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.

---

**Programmes**

**Examples of our Practical Volunteering programmes include:**

**Schools+**
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**
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**
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.

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

**Active**
Student volunteers run sports activities for 7-14 year olds, mentoring young people in the local community who would benefit from physical activity or involvement in sport.
Examples of our Skilled Placements and Incubation 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.

**Impact Labs**

Impact Labs recruits postgraduate students to solve challenges that social impact organisations face with their impact measurement. This could include developing a theory of change, outlining methods for data collection or evaluating a specific intervention.

**Engage for Change**

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 Impact Labs:**

32 volunteers took part in 2019-20, with the second cohort running entirely virtually due to COVID-19 restrictions.

100% of community partners agreed their organisation has benefitted or will benefit from working with students specifically.

100% of community partner participants agreed that the work produced by student consultants added capacity to their organisation.

"Impact Labs has definitely made me more employable. In just a few weeks I have learned about impact assessment and cost-benefit analysis, and put this knowledge to use in a real-life project. These are valuable assets to work in the public and charity sector, where it is essential to prove that interventions generate value for money. The programme is also a superb way to improve your soft skills, such as working in teams or communicating to a diverse audience."

Marcos Fernández-Álvarez, Impact Labs participant
**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 compliment 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.

In our externally-validated data for Service Learning, we saw that:

- Students in one Service Learning module progressed at an overall higher rate compared to non-engaged students from the previous year’s cohort, with a difference of 4%, and;
- The rating of students who agreed that "the way the module is taught is helping me learn" improved by 37% compared to module evaluation scores from the previous year when it was not a Service Learning module.

“The initiatives have been really great for the students. They have introduced real-world learning into their programme and have enabled us to deliver a more diverse and authentic learning experience. They have also given us the opportunity to bring new faces...into the classroom.”

Service Learning academic partner, Kingston University

“Working with real clients makes the whole project more interesting and serious. Knowing that you can use this on your CV is another motivating aspect. Getting this type of responsibility as university students really gives us the chance to show how professional and dedicated we can be.”

Service Learning Student, Kingston Hub
Impact on Students

1893 students took part in social action programmes with Student Hubs

677 students took part in practical volunteering programmes

590 students engaged through in-curricular Service Learning programmes

456 students completed skilled placements

We also saw 170 students take part as one-off volunteers and we supported 46 student-led incubated projects across the network.

88% of students agreed that volunteering with the Hub enhanced their university experience

73% of students agreed that participating in a Hub programme enhanced their wellbeing, an increase of 4% points since our 2018-19 Impact Report

93% of students would recommend the activity they took part in to a friend
Impact on Students

97% of students agreed their Hub introduced them to people they wouldn’t otherwise have met

88% agreed they had gained an increased understanding of social issues as a result of their engagement

85% are more likely to tackle further social challenges as a result of their engagement with the Hub

89% of students agreed Hub activities improved their ability to work with others to make change

86% agreed that participating in a Hub programme increased their confidence in approaching challenges

71% agreed it improved their ability to lead others to make change

88% agreed that Hub activities gave access to opportunities they would not have otherwise had

67% agreed they felt more connected to their local community

89% of students agreed Hub activities improved their ability to work with others to make change

86% agreed that participating in a Hub programme increased their confidence in approaching challenges

71% agreed it improved their ability to lead others to make change

88% agreed that Hub activities gave access to opportunities they would not have otherwise had

67% agreed they felt more connected to their local community

“...I have learnt that individuals can also make a large impact.”

Anandita, Cambridge Hub

These are our best figures to date across these key mainstreaming indicators, highlighting that our activities are reaching more diverse students year-on-year.

47% of participants had not previously been involved in social action

46% of participants were from BAME backgrounds

35% were from the first generation in their family to go to university.
Impact on Students

“I think it has had a massive positive impact on my university experience... It has started a spark which I think will carry through for the rest of my university experience and beyond.”

Jade, Bristol Hub student

“Working with Winchester Hub has given me a chance to develop my active listening and empathy skills, which can be applied to a whole range of careers that involve working with people.”

Taqwa, Winchester Hub student

“Volunteering has given me more of the skills to make social change. It’s really easy to say ‘I want to combat this issue’ but through this I’ve learned the skills to actually do that.”

Kash, Bristol Hub student

“My experience with Southampton Hub has helped me to develop project coordination and administration skills which have provided a great boost to my CV as well as opening up new potential career paths in the youth and education sector.”

Cat, Southampton Hub student
Impact in the Community

1129 community participants were involved in our projects

104 projects ran in our Hub communities

80 organisations took part as Skilled Placement and Service Learning partners

100% of community partners would recommend working with the Hub

Between April and August during the COVID-19 pandemic, our projects supported 641 young people and 17 older people in our Hub communities.

"The [pupils’] participation at the Branch Up sessions is an opportunity for them to engage, interact and play with other children, explore their feelings [and] emotion with the aid of an experienced volunteer/mentor and build [and] develop their self-esteem and confidence."

Branch Up partner with Bristol Hub

"What a joy it was, but actually how incredibly valuable this [support] is ... [It] will make a huge difference. It’s also far wider than that, the impact on the work we do in the community, in particular the children and young people themselves. This will have a really significant impact on our ability to develop services for young people that are grieving... an enormous thank you to this incredible group of [students]. It’s been fantastic, thank you so much."

Impact Labs partner with Cambridge Hub
Spotlight on SIP

The Social Innovation Programme (SIP) is a 6-8 week student consultancy programme. 366 students worked in teams to identify solutions to client briefs provided by small charities and social enterprises throughout the course of the year.

During the COVID-19 pandemic, we ran additional cycles of the programme in local Hubs and shifted planned cycles of the programme online, focussing on supporting small organisations with the challenges arising from the pandemic. We provided additional training to staff, students and partners to make use of technologies to ensure collaboration and maintain the impact of the programme. 59 students took part in the virtual cycles of SIP.

93% of student participants throughout the year agreed they had developed their professional skills through this activity.

91% of students agreed they had gained useful insight into a socially impactful organisation and/or the social impact sector.
Spotlight on SIP

“I do really believe that this is a really worthwhile project, and has really improved my confidence when thinking about the workplace. The skills I have learnt are really invaluable, and I am so grateful to Bristol Hub and Burges Salmon, who could not have been more helpful and supportive throughout the whole programme.”

Violet, Bristol Hub student

90% of students agreed they better understand how they could use their skills to support local organisations

“Everybody who I worked with during the project was so friendly and accommodating, making SIP a great experience for me. My team mates were all interesting and engaged, keeping me motivated during the project.”

Mudra, Cambridge Hub student

“I gained the ability to work in a team in a different way. Being a mature student with lots of work experience it was nice to be faced with different ways of working from those that are younger or less experienced...it gave me the chance to connect to other students on other courses that I would not have met otherwise, and who I still keep in touch with.”

Michael, Winchester Hub student
Spotlight on Plus Provision

2019 saw the launch of Plus Provision, a wraparound programme of support for young people run by Southampton Hub, in partnership with Youth Options and funded by The National Lottery Community Fund. The programme provides academic tutoring, mentoring and activity days for young community participants facing disadvantage in school and out of school, referred by schools and/or social services.

Due to the COVID-19 pandemic, some planned activities after March, such as a residential trip, unfortunately had to be postponed. Others, such as outdoor activity days, were able to take place with smaller cohorts, more staff supervision and social distancing.

A number of activities and resources were put in place through Plus Provision to respond to issues facing the Southampton community during COVID-19, such as:

- Activity programme in primary schools for the children of key workers;
- Activity packs and all necessary resources to complete them delivered to young people at home, created by a collective of Southampton cultural organisations;
- Virtual tutoring and academic resources created for young people to support educational attainment during the summer.

521 community participants were reached through the Plus Provision in its first year and 106 long-term student volunteers took part.

100% of partners agree that young people had access to opportunities through Plus Provision they would not otherwise have had.

Thank you to our partners, the National Lottery Community Fund and Youth Options who have made the Plus Provision possible:
Spotlight on Plus Provision

Plus Provision continues for a further four years and there are some positive initial findings on improved social capabilities, improved engagement in learning and improved aspirations.

Branch Up activity day attendees were asked to identify something they are good at. In November 2019, 70% of participants agreed they were good at something: this increased to 95% by March 2020, showing the improvement in young people’s self-esteem and belief.

Examples of what young participants said they were good at include: writing, football, singing, helping my mum, maths, reading and martial arts.

100% of pupils taking part in Key Worker Plus Provision showed increased self-esteem and confidence

From April 2020, Youth Options staff delivered key worker support to partner primary schools, supporting 63 young people.

One partner highlighted that this not only benefited the children of key workers who remained in school, but also added capacity to the school:

“Pupils enjoyed working with the Key Worker Plus Provision. It gave them and school staff more activity options during a difficult time.”

Above is a word cloud from when our Empower mentees were asked to describe their mentor in three words.

One Empower participant said, “My mentor was very open and helped me understand higher education and decide on my future.”
Graduate and Alumni Outcomes

Between July and September 2020 we ran our first Graduate Impact Survey for three years. Our Graduate Impact Survey is based on our updated graduate impact framework, which maps student outcomes against graduate outcomes, to measure the potential benefits of social action whilst a student and the potential benefits to which this may translate as a graduate.

118
responses from alumni, from recent graduates to those with up to 10 years of work experience

78%
of alumni feel their involvement in Hub activities helped them gain their current job

74%
of alumni say their decision to volunteer now has been influenced by their engagement with Student Hubs

88%
of alumni feel they are making a positive social impact through their career

66%
of alumni currently volunteer

“The direct experience of working for a charity helped me to get a job in the charity sector as it showed a longstanding commitment to volunteering and social action. My role as Vice-President demonstrated leadership skills and that I could be trusted with responsibility.”

Niamh, Cambridge Hub alumni

94%
of alumni feel their involvement with Student Hubs helped them to develop leadership skills

94%
of alumni feel their involvement with Student Hubs helped them to develop teamwork skills

98%
of alumni feel their involvement with Student Hubs helped them to develop communication skills
Graduate and Alumni Outcomes

“To apply for jobs you need project management skills, volunteer management skills and so on. Kingston Hub offered me those skills whilst I was giving back to my community. My experiences with Kingston Hub actually made me realise what I wanted to do with my life ... and my purpose - giving back to communities and being an active citizen.”

Unsal Kaynak, Kingston Hub alumni

“Teamwork and communication are at the heart of being a Hub Committee member. Taking on a leadership role gave me the space to develop confidence and leadership skills, in particular how to manage and motivate others which even at work now this is a skill that I rely on a lot. Without the experiences or exposure I got as a volunteer with the Hub, I wouldn’t be where I am today.”

Michael, Imperial Hub alumni
Our Response to COVID-19

2020 has been an incredibly challenging year and we can reflect on our unique position across both the higher education sector and the charity sector, working with university student volunteers to support our five Hub communities in Bristol, Cambridge, Kingston, Southampton and Winchester. These pages provide an overview of the impact we saw on students and communities, and how we supported these groups.

Supporting Students

Using the lockdown experience for good

Although the times were uncertain, we were often inspired by our enthusiastic student volunteers. They were acutely aware of the issues impacting their university communities, and they wanted to use their lockdown time to help. We were proud to bring students together, providing a platform for community engagement during this difficult time. Through adapting our programmes we also had a multitude of ways that students could get involved, meaning they were able to choose opportunities that suited their time and needs, and could take part in different activities across the summer.

Wellbeing

The national lockdown presented an immense challenge to wellbeing for our network of students. Many had to move away suddenly from their university towns, and they now had to adapt to virtual environments. We recognised that our programmes and support provided a vital lifeline for these students in connecting them to other students during this time, providing meaningful experiences and giving them a way to use their lockdown experience which could still support their goals and aspirations. Our staff also inducted our Hub committees early to give our students a new focus, and provided 1:1 support for student volunteers as well.

Skills and employability

The pandemic meant that many students saw their work experience and internships being cancelled, with graduates emerging into a very different landscape. In a usual year for Student Hubs, our programmes tend to finish by May. However, this was not a usual year and we felt compelled by the needs of our students, community and university partners to deliver our core programmes over the summer across our network for the very first time, such as our delivery of the Social Innovation Programme.

“I think the volunteering has very positively improved my wellbeing. From June to August I was applying for summer jobs. Looking for jobs can be disheartening. The Social Innovation Project gave me something to work towards. I have made a very close friend from volunteering. I did not expect that at all especially as we met online.”

Madaline, SIP participant, Winchester Hub
Our Response to COVID-19

Supporting Hub communities
Between April and August, we have supported 641 young people and 17 older people. We listened attentively to our community partners and tailored our programmes to their needs and priorities.

Sadly, this crisis enhanced the difficulties of the most vulnerable and disadvantaged, including children and older people. In order to tackle educational inequality and loneliness, we ensured we were still offering valuable support to those affected:

- We created penpal schemes, so that volunteers could write to the elderly having to shield in their care homes (LinkAges);
- Student volunteers prepared educational videos and resources, and ran online tutoring sessions (Schools Plus);
- We organised activity packs, online challenges and small group activity days (Branch Up; Active).

Supporting our staff
As we switched to working from home, we brought our team together and met daily. This enhanced collaboration made the difference, impacting positively not only on our work, but also on our mental health and wellbeing.

We took on a whopping challenge during the month of May to raise money for our COVID-19 response. We were aiming for 600km (the distance between our Hubs) but actually managed to cover a huge distance of 1110km, the distance from Southampton to almost the top of Scotland. We received an incredible amount of support and managed to raise over £2500!

“[The activity packs] will be a brilliant little project for [our pupils] to work from at home to finish the year off. Many of our [pupils] are really disadvantaged so the fact that you can give them the bits they need will totally make it accessible to those who would normally miss out.”

Primary school partner with Southampton Hub
What We Learned

Virtual delivery works better for some students and partners
We learned that virtual delivery, when done well, can improve engagement and accessibility. Given the continuing COVID-19 pandemic, our delivery for the 2020-21 academic year is predominantly virtual. We are considering the long-term future of our programme design and how in-person and virtual delivery can work together, based on what we’re learning from an extended period of working online.

Students are amazing (but we already knew that)
Living in a pandemic has been extremely challenging for students. Students across the country have been managing uncertainty about the future, changing realities and isolation. We’ve been continuously impressed by the resilience of students who have looked after each other, persisted in their studies and given their time to care for their communities. We will continue listening to and supporting students as the impact of the pandemic on their education, experience and graduate employability continues to unfurl over the next few years.
From ‘beneficiaries’ to ‘community participants’
Towards the end of the 2019-20 academic year, we made the decision to phase out the term ‘beneficiaries.’ As we have a double benefit model, where both students and community members participate in programmes and benefit from them, we felt the use of this term implied an imbalance in the status of student volunteers and community participants. The terminology in this report reflects that change and all programmes, communications and monitoring and evaluation activities from the 2020-21 academic year will use the term ‘community participants’.

Updating our outcomes
Over the course of 2019-20, we updated our outcomes for students and created our graduate outcome framework. This maps the potential impact of social action across skills development, employability, wellbeing and student experience to skills, employment, wellbeing and active citizenship in later life. The Graduate Impact Survey was our first attempt at using this framework and we expect to conduct further development for future alumni impact evaluation. In the 2020-21 academic year, we will be taking a closer look at our outcomes for community participants, both individuals and organisations, and investigating the impact of our work on universities.
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.

**Write for our blog:** We host an active blog. We want to hear your views and your experiences of social action.

**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 Sales Director, Fiona Walsh, to discuss a bespoke opportunity to work with engaged students.

**Advertise to our student network:** There are over 15,000 students subscribed to our newsletter ‘The Week.’ Find out more about advertising opportunities.

Email us at info@studenthubs.org to enquire about any of the above opportunities!

“Everyone who volunteered with the Hub was brilliant and some of my closest friends now are people I met through the Hub. It’s quite a unique experience, you get to organise some pretty cool things and you have great examples to give at interviews.”

Michael, Imperial Hub alumni
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 Dulverton Trust
Sport England and #iWill Fund partners - The National Lottery Community Fund and The Department for Digital, Culture, Media and Sport
UPP Foundation
Step up to Serve
Cambridge Social Ventures

**Hub Specific Partners**

Burges Salmon
Children in Need
Ideaspace
Southampton City Council
Togada
Winchester City Council

**Trustees**

Gerry Kelleher (Chair), Amy Harrison, Kyle Ewen (Treasurer), Brian Trotman (outgoing Treasurer), Dave Jarman, Henna Shah, Mike Berry, Chris Welcome, Sophie Morbey, Faustina Edward, Tasha Unwin

**Student Hubs National Staff**

Pippa Smith, Simran Dhanjal, Catherine Mitchell, Fiona Walsh, Helen Beesly

**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 McCough, Christy O’Sullivan;
*Student Committee* - Emily McDonald, Yin Shyn, Natasha Haider, Peter Clackson, Angus Adair, Melissa Hubenova, Myria Constantinidou, James Morgan, Clare Goh, Ellie Macdonald, Kathryn McKill, Epiphany Hole, Milena Murphy, Tilly Oneyett, Callum Zom-Singh, Elena Toma, Sam Whitfield, Isla Pack, Molly O’Brien, Ieva Malickaite;
*Staff Team* - Lydia Green (Hub Manager), Sophie Payne (Programmes Manager), Katherine Smith (Intern)

**Cambridge**

University of Cambridge, University of Cambridge Careers Service, University of Cambridge Environment & Energy, 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* - Melissa May, Jamie Hancock, Rosie Jackson, Zarya Oh, Harriet Lucas, Zijing Li, Jacob Coyle, Aphelia Jones, Ziqhi Wang, Chin Han Ong, Folu Ogunyeye;
*Staff Team* - Susana Nicolaou (Hub Manager), Isobel Sherlock (Programmes Manager)

**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* - Rebecca Sargeant, Faustina Edwards, Thabay Mahmood, Konami Groves, Evelina Paclwaska, Kamele Clohessy, Prasadini Thirumaran, Santhoshi Ekanyake, Safa Alnasrie; *Staff Team* - Harry Hodges (Hub Manager), Clara Johnston (Programmes Manager), Annie Yonkers (Programmes Manager), Evelina Paclwaska (Intern), Francesca Lo Giudice (Intern), Nikita More (Intern)

**Southampton**

University of Southampton, University of Southampton Widening Participation, SUSU, Public Engagement, Life Lab Southampton, Youth Options;
*Advisory Board* - Trish Nicolaides, Jessica Surrrell, Hayden Collins, Hayley Shepherd, James Jordan, Pathik Pathak, Sarah Rogers, Christer Petley, Cara Garrett; *Student Committee* - James Tait, Arvin De Vera, Hans Dykerhoff, Holly Smeeton, Tom Roberts, George Akinfe, Jack Williams, Jordan Common, Faizan Asif; *Staff Team* - Sophie Ford (Hub Manager), Catherine Taplin-Thorpe (Youth Projects Officer)

**Winchester**

University of Winchester, Winchester Students’ Union, University of Winchester Research Knowledge Exchange, University of Winchester 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, Barry Hanwood;
*Student Committee* - Aaron Lee, Alice Jarvis, Kieran Morris, Charlotte Williams, Lydia Furgeson, Sam Jenkins, Rosanna Foster, Alexa Luga, Summer Bramall, Hannah Wright, Bethany Hocking, Faye Ogungbayi, Lucy Taylor, Steve Hallet, Carmen Dolores McKenna Sandin;
*Staff Team* - Liz Alcock (Hub Manager), Sorcha Young (Programmes Manager), Helen Norman (Projects Officer)