

Detailed Timeline

Pre-1900

18th and early 19th centuries

Higher education students in the UK have a long tradition of voluntary action. The roots of this movement lie in the religious societies formed at universities during the evangelical revival of the eighteenth century, some of which organised volunteers to visit sick people and prisoners. The best-known example is John Wesley's so-called 'Holy Club' at Oxford in the 1730s. In the early nineteenth century overseas mission work was supported by missionary associations and prayer meetings formed by students and tutors at the universities of Oxford, Cambridge, the London medical schools and the Scottish universities.

1860s and 1870s

In the period before 1914 British university and college students understood that the privileges of higher education carried social obligations. Supportive university tutors endeavoured to open up new outlets for students' desire to serve, including as volunteers on the various schemes for university 'extension' developed from the late 1860s, on John Ruskin's 1874 road-building experiment in Oxford, and by spending a few days or weeks living in poor areas of major cities.

In the 1870s and 1880s, following a model pioneered by pupils, teachers and old boys at Uppingham School in 1869, several Oxford and Cambridge colleges started missions in poor parishes of South and East London by raising money to sponsor a missionary curate. Former students were involved as volunteers and students were encouraged to visit the college mission during vacations. In exchange, visits to the colleges were arranged for groups from the mission districts. The idea was strongly welcomed by the bishops who had responsibility for the poorest parishes in South and East London. From small beginnings in rented houses, many college missions eventually became full parishes with considerable institutional presence, including churches, halls, coffee houses and club rooms.

1880s

Building on several earlier initiatives, in November 1883 Anglican clergyman Samuel Barnett formally proposed starting a 'university settlement' of educated men in the East End of London. Committees of undergraduates and tutors were founded in both Oxford and Cambridge to oversee the scheme and by the end of 1884 a settlement named after the recently deceased historian Arnold Toynbee had opened in Whitechapel along with its high church rival, Oxford House in Bethnal Green.

With the opening of these settlements Walter Besant declared that a 'great voluntary movement' was just beginning. In 1895 a large conference was held at Toynbee Hall to promote the idea of settlements. Forty-five further settlements opened across the UK by 1911. Although concentrated in London, settlements were started in cities across the UK by Glasgow University (1889), Manchester University (1895), the Welsh University Association (1901), Edinburgh University (1905), Liverpool University (1907) and Bristol University (1911). Although the actual residents were usually recent graduates, the settlements opened up many new volunteer opportunities for students as student secretaries, as regular volunteers or as vacation-time visitors and short-term residents.

1890s

Despite the publicity accorded to the university settlement movement after 1884, college missions continued to attract strong undergraduate support, particularly in Cambridge. By 1892 there were six Cambridge college missions in South London as well as missions supported by two Oxford colleges. In the 1890s and early 1900s several Cambridge colleges began to develop new forms of social work in preference to adopting a section of a parish on the traditional mission model. South London thus 'bristled with Cambridge enterprises' as an early report noted. For example a non-religious settlement, Cambridge House, developed out of the Trinity College Mission in 1896, Christ's College started a home for working boys in 1904 and Magdalene College took over a lads' club in 1905. Activities which volunteers might get involved with included mothers' meetings, Sunday Schools, boys' and girls' clubs, savings banks, sports teams, cadet corps, drum and fife bands, boys' brigades and, later, scout or guide troops.

The other important movement that helped channel student volunteering before the First World War was the Student Christian Movement (SCM). In 1893 a number of independent student Christian groups and organisations came together to form the British College Christian Union, an organisation which later changed its name to the Student Christian Movement of Great Britain and Ireland. As well as bible study and support for overseas missions, members took part in voluntary service in their spare time and during vacations, for instance for Sunday Schools (such as the famous Jesus Lane in Cambridge), for the seaside-based Children's Special Service Missions or for medical missions and free dispensaries in large cities. In the early twentieth century the SCM began to take a more active interest in wider social problems in Britain. After 1903 several Christian unions started social study groups and began to actively co-operate with fellow students in voluntary service and settlement work.

1900 - 1919

1900 - 1914

Enthusiasm for social service became a unifying interest among students of all religious and social backgrounds in the years before and during the First World War. To attend a higher education college before 1914 was still a privilege reserved for a small minority in Britain, engendering a strong ethic of service among students. The Student Christian Movement started a Social Study Department to prepare social service text books and in 1909 a Social Service Committee was formed to develop and coordinate this work in colleges and universities across the country. In 1908 a course of lectures on poverty and social service by leading social workers such as Samuel Barnett attracted more than 500 students from the University of London.

By the Edwardian period Christian unions, social study clubs and committees to support settlement and mission work formed a significant part of student life in all British colleges and universities. In fact the settlement or college mission model was adapted and modified by a very wide range of educational institutions, both in Britain and overseas. As one example of many, the Blackheath Kindergarten and Training College adopted a kindergarten in a poor parish of Woolwich as its 'mission' in the first years of the twentieth century. In 1905 the women's teacher training college affiliated to University College, Bristol started a Social Service Guild which proved so popular that 105 out of 120 students became members. Indeed, women's colleges in particular developed strong traditions of social service including Westfield College, London; Alexandra College, Dublin; Newnham College, Cambridge and Queen Margaret's College, Glasgow. Student philanthropic societies also flourished in the Catholic women's colleges in Ireland, where for instance, the Sodalties of the Children of Mary became a significant part of college life.

Student volunteers helped the permanent settlers or paid staff of missions, settlements and other social institutions to keep the clubs, classes, dispensaries, relief funds and programmes of visiting running. Additional volunteers were recruited during university vacations to support activities such as summer camps, Christmas treats or annual sports tournaments. Short-term residence for such volunteers was also part of the wider function of settlements and college missions in providing social education and social service training to students. In the Edwardian period new volunteering opportunities for students opened up on various after-care committees, in burgeoning maternal and child welfare services, and in first aid, home nursing or life-saving work.

New developments in settlement and mission work continued in the early twentieth century, although some older settlement workers became disillusioned with the progress of the movement. Campaigns to reignite interest were launched periodically. In 1911 a meeting was held in Oxford to restate the case for the settlement movement to a new generation of students. Speakers at this meeting urged that settlements were still offering the best opportunities for educated men and women to make contact with the urban poor and suggested that it was through continued support that universities could play a real part in the life of the nation. In the same year the head of Cambridge House, N. B. Kent, recorded the 'increasing desire to serve which is so widespread at the present'.

By 1908 the Student Christian Movement had branches in 130 colleges and universities with a membership of more than 5,000 students. In many universities and colleges the branch of the SCM was the only student society concerned with questions of social service and citizenship. Indeed as the first national student movement, the SCM played an important role in developing a corporate culture at new civic universities as well as at teacher training and theological colleges. In 1912 a SCM conference in Liverpool on the theme of 'Christ and Social Need' attracted 2,000 students and was accompanied by a touring exhibition on social and missionary service.

In several colleges joint social service committees were formed by student Christian unions, Christian Social Union branches, Fabian societies, social study groups and suffrage societies. Such ideas of co-operation in social service and the associated liberal theology were not welcomed by the more evangelical groups such as the Cambridge Inter-Collegiate Christian Union which disaffiliated from the SCM in 1910, eventually forming the rival Inter-Varsity Fellowship. CICCUC did however continue to support newly established evangelical settlements such as the Cambridge Medical Mission Settlement, founded in 1906.

The First World War and after

The First World War is famous for the two and a half million British men and women who volunteered to join the armed forces, but there was also a significant increase in volunteering on the home front. Students were involved in various ways with the war effort, such as farm work during vacations or providing support to refugees from Belgium. Student numbers gradually declined as both men and women joined the armed forces and auxiliary services. In a 1917 pamphlet on students and citizenship, the SCM's Hugh Martin considered that during wartime students had become 'awakened to the nation's need and eager to serve her'.

British university students were also closely involved with the post war relief effort for central Europe and the Russian famine. Part of this work was co-ordinated by the Universities Committee of the Imperial War Relief Fund, a British relief agency for central Europe formed on the initiative of the Lord Mayor of London. Another important group was European Student Relief, formed in 1920 on the initiative of British students as an autonomous subsection of the World's Student Christian Federation. European Student Relief, with headquarters in Geneva,

solicited funds and gifts-in-kind from students and staff at universities all over the world and distributed it to groups of needy students throughout Europe.

The formation of the National Union of Students of England and Wales in 1922 was, as its first president Ivison Macadam averred, a direct outcome of this post war movement for cooperation and reconstruction: 'the spirit of service pervades the movement' he commented in a 1922 pamphlet.

1920 - 1939

1920s and 1930s

The post-war depression and unemployment in Britain produced a movement for organised economy and relief among the student community which gradually evolved into the activities of students unions we recognise today. This used the methods known as 'student self help' which were being developed among students in Europe. For example the Union Society at Cardiff pioneered the supply of stationery and notebooks to students at reduced prices, while Armstrong College, Newcastle operated a successful student bookshop. Some of the earliest work of the National Union of Students in the 1920s and 1930s was in developing a loan scheme for distressed students, obtaining concessions on textbooks, newspapers and rail fares, and subsidising the treatment of British students at a Swiss sanatorium. In the 1920s students all over the country were also involved in raising money for the NUS's own Establishment Fund Appeal (launched to buy its London headquarters) through fundraising luncheons and balls and selling magazines during the Boat Race.

In 1925 European Student Relief changed its name to International Student Service to reflect a shift from relief work to cultural co-operation and in 1931 dropped its affiliation with the WSCF. In fact regular relief programmes were instigated in the run up to the Second World War including students affected by the Bulgarian earthquake (1928), Chinese floods and Sino-Japanese war (1931), political upheavals in Austria (1935) and for student refugees from Germany (1933). In 1929 International Student Service formed a Self-Help Council for Wales to deal with the critical situation facing students at Welsh colleges resulting from industrial depression and unemployment.

In the inter war period other opportunities for student voluntarism opened up. One important new model of volunteering which emerged was the 'workcamp'. This was a type of service where young volunteers (often from different countries) worked as a group to complete a practical project in a time-limited period, such as a few weeks. The spirit of friendship in which the service was offered was as important as the work done and the movement was strongly influenced by ideas of pacifism and internationalism. In inter-war Britain workcamps were organised by a range of groups including the Youth Hostels Association of England and Wales, International Voluntary Service (the British branch of a worldwide organisation called Service Civil International) and the Society of Friends, as well as by some student unions.

University students were an important source of volunteers for these camps, especially as workcamping was ideally suited to fit in with student vacations. Between 1930 and 1937 International Student Service ran a campaign to promote work camps as method of student social service. During the 1930s student volunteers worked alongside unemployed men on hundreds of projects in England and Wales. For example, five workcamps were organised during 1932-4 in the Yorkshire village of Cleveland where students supported unemployed miners to cultivate market gardens designed to give the villages a direct supply of food. In addition, the Universities' Council for Unemployed Camps was formed to start work camps for

unemployed men. In 1934 six universities co-operated in the scheme, organising six camps each with 100 student volunteers and 100 unemployed men.

Another new feature of student voluntarism was the development in the inter-war period of the fundraising for local charities associated with rag weeks. Rag festivities drew on a variety of traditions, including the idea of a licensed episode of misrule, and emerged at Northern universities in the nineteenth century as high-spirited celebrations linked to holidays or theatre trips and, as the tradition spread to other universities, evolved into carnivals. In the 1920s and 1930s rag activities to raise funds for charity and particularly for the support of local hospitals grew in scale and new features emerged as rag days became rag weeks. Festivities included large scale costumed processions, kidnapping of college mascots, and even fights between groups of rival students with such weapons as rotten fruit and flour bombs. Other forms of fundraising during rag weeks included balls, concerts, selling 'rag mags' with humorous articles, jokes and cartoons. Rivalry was an important aspect of rags, with students from different departments of different colleges competing to raise the most money. One indication of the growing importance of rags was the December 1937 conference of organisers of 'University Carnivals in aid of Hospitals' convened by the NUS in Liverpool in order to facilitate exchange of ideas and methods.

By 1934 there were around 40,000 students in universities and colleges in England and Wales. In the late 1930s the NUS made efforts to 'inculcate a social consciousness among students', issuing a social service supplement in the February 1939 issue of its journal *New University*.

1940 – 1959

1940s

During the Second World War the National Union of Students took on a role in helping co-ordinate the student contribution to the war effort, organising conferences and publishing pamphlets detailing how student volunteers could help out. London students organised themselves to help in air raid shelters, in first aid posts and at rest centres. During the 1940 Christmas vacation the University of London Union organised a shelter in Shadwell as a base for 120 students from all over the country who had come to volunteer during the Blitz. Other activities undertaken by students included volunteering as hospital cleaners, making camouflage netting, running summer activities for evacuated children and teaching in schools. In 1942 Manchester University Union organised a tour of students to entertain units of troops stationed locally. The National Union of Students also joined with other groups to organise agricultural aid camps, beginning with 300 students in summer 1940 and reaching a peak in 1944, when 1,755 students joined workcamps operated by the NUS on behalf of the Ministry of Agriculture and the Ministry of Labour, 167 of these were domestic science students who acted as cooks and camp organisers.

British students also supported the work of International Student Service, which in 1940 launched the European Student Relief Fund, an extensive relief programme for student victims of the war in Europe. Later in the war its remit was extended and the programme was renamed World Student Relief.

Students were also looking towards the post-war world. In 1944, an NUS report on the 'Future of University and Higher Education' explored the idea of a 'Pre-University Year of Social Service', which might help break down the barriers that existed between students and other people and between universities and the outside world. However the report found students did

not universally welcome this early suggestion for a 'gap year' and concluded that the problems of integration might be better solved by drawing university students from a wider section of population than had previously been the case.

1950s

The post-war years marked a period of rapid expansion in higher education and student numbers. In 1946 NUS membership stood at 50,000 students across universities, university colleges, teacher training and technical colleges. By 1960 the figure was 150,000. After the war the rag tradition was revived, increasingly outrageous fundraising stunts were reported by local and national press. In 1957 for example £200,000 was raised for charity through rags. In January 1958 a Charity Rag Federation was set up to ensure exchange of ideas between member universities. However, some students were pressing for reallocation of rag funds to causes other than local hospitals or charities.

In the 1950s students began to take on campaigning and fundraising roles in connection with such new movements as the Campaign for Nuclear Disarmament, Oxfam, War on Want, the United Nations Student Association and the anti-apartheid movement. World Refugee Year in 1960 prompted a variety of forms of student fundraising for Oxfam and War on Want, including carnivals, sponsored marches and 'starvation' or bread and cheese lunches. Students also raised money for the international work of the World University Service (formerly World Student Relief).

The traditional institutions of student social service such as settlements and boys' and girls' clubs continued to receive support from students and recent graduates in the post-war years, although the nature of such help was changing with the expansion of the welfare state. In the 1950s and 1960s new student social service groups started in many universities, including London, Manchester, Birmingham and Swansea, to recruit student volunteers for local voluntary associations.

A further demand for service opportunities was partly met through the expansion of workcamps as a strand of European reconstruction in the decade following the Second World War. After about 1955 voluntary associations which organised workcamps - including International Voluntary Service and NUS began to report a significant increase in applications for service at both home and on the European continent. Typical work-camp activities included building and decorating projects or gardening, fruit picking and farm work.

In the late 1950s and early 1960s some workcamp groups began to extend their work to developing countries, in line with a new recognition that current and former European colonies needed skilled manpower alongside capital investment. A new model of long-term volunteer placements overseas received impetus and organised promotion from students and teachers in higher education institutions around the world. For example, university students in Australia and New Zealand formed the first organisation specifically aimed at assisting development overseas through long-term volunteer service in the early 1950s. The British Voluntary Service Overseas was formed in 1958 although initially prioritised the recruitment of school-leavers as volunteers.

1960 – 1979

1960s

In 1961 and 1962 students at several universities – including Cambridge and Birmingham – began to develop their own overseas volunteer programmes in response to a perceived lack of opportunities for graduate-level volunteers. In May 1962 the Macmillan government announced that the Department of Technical Co-operation would part-finance a graduate volunteer programme. A unique feature of the British scheme was the co-operation of autonomous volunteer-sending agencies co-ordinated by a committee chaired by Sir John Lockwood, Master of Birkbeck College.

The initial sending agencies were VSO, IVS, the United Nations Association for International Service, the NUS and the Scottish Union of Students. However due to financial problems the NUS was forced to stop sending volunteers overseas in 1966. By 1966 the British Volunteer Programme was struggling to meet its ambitious targets which required the successful recruitment of around three per cent of all British students graduating from universities and colleges each year.

By the mid 1960s students at some universities had become dissatisfied with the traditional models of student community engagement, namely social service groups and rag activities. They began to press for more effective involvement of students with community problems, marking a transition from traditional social ‘service’ to community ‘action’. As an alternative to rag, Birmingham University and Aston University held a joint Community Action Week in February 1969, where 2,300 volunteers took part in a range of projects including decoration and renovation work, organising parties and outings for children, running entertainments in youth clubs and building adventure playgrounds.

These shifts to a more politicised understanding of voluntary service were reflected both in the formation of new campaigning organisations such as the Child Poverty Action Group (1965) and Shelter (1966) as well as the wider questioning by students of the values of higher education. With the expansion in higher education following the Robbin’s Report - NUS membership stood at around 500,000 by the end of the decade - students unions began to take on more campaigning roles, focussing on such issues as student grants, access to records and files, the rights of students to have a say in the content and structure of their education and the need for greater links with trade unions and community organisations. In 1968 the National Conference on Student Social Service changed its name to National Conference on Student Community Action and began to act as a pressure group for those involved in community action.

1970s

In the 1970s the infrastructure needed to support student volunteering and community activities developed significantly. Student community action formed the basis of a heated discussion at the NUS Conference in Margate in 1969, after which a pilot project named SCANUS - funded by the Gulbenkian Foundation and King George’s Jubilee Trust - ran until 1974. The movement was highly self-critical in its early days and the national leaders, at least, were determined to mark a break with the past. In May 1971 the first meeting of the programme’s advisory group concluded that student community action was only ‘just beginning to distinguish itself from do-gooding’.

The aim of the pilot programme was to develop student community action in universities,

polytechnics and colleges across England, Wales and Northern Ireland. Two full-time members of staff worked in these development roles, producing a newsletter, organising conferences, and facilitating the growth of regional student community action networks. The work expanded to cover environmental work and by 1974 was known as NUS Community Action and Environment Unit.

With this support network in place, Student Community Action groups flourished in many colleges, universities and polytechnics. By 1978 there were 100 SCA groups, many of which had become registered charities and employed workers, and a further 100 student unions were involved in related work. The activities of these groups varied from 'volunteer' or 'service' oriented work such as decorating, entertainments, teaching immigrants, mental health projects, work with older people, support for Shelter or the Samaritans (for example at the Universities of Dundee, Leicester, Leeds, Loughborough, Royal Holloway) to more radical campaigns on such issues as alternative education, housing, squatting, radical media, anti-racism, anti-cuts (to public service funding), tenants rights and anti-recruitment (to armed forces) (Bradford, Manchester, Warwick, Sheffield).

Students' involvement in community action was however controversial during the 1970s, as critics questioned the legitimacy of students' involvement on the grounds that they did not experience the continual poverty of the residents in the areas where they operated. In 1972 Robert Holman, a Birmingham University lecturer, warned students that they were in some cases wrongly classifying community service as 'community action'. Moreover, in addition to the 'lack of continuity, inconsistency and a high drop-out rate' which he argued characterised student community involvement, Holman identified several further challenges to successful student community action. However, the 1973 report of the Community Work Group chaired by Lord Boyle (Vice Chancellor of the University of Leeds) concluded, 'it is as wrong to assume that it is illegitimate for students to become involved [in community action] as to accept without question the legitimacy of established pressure groups drawn from professional organisations'.

In 1978 NUS funding for student community action was withdrawn after a financial crisis which saw the collapse of NUS Travel, although it retained an executive member responsible for SCA work. The then NUS president Charles Clarke judged much SCANUS work to be 'of a low priority'. In its place an independent committee called SCARP (Student Community Action Resource Programme) was established with staff in London and Manchester. In 1980 a SCARP publication suggested that despite the push towards community development or community action by the movement's national leadership during the 1970s, many SCA groups were still pursuing the traditional community service model.

1980 – 1999

1980s

In 1980 the Student Community Action Resource Programme folded due to financial mismanagement, with the staff team being made redundant. For a few months there was no national organisation in place to support student volunteering. Following the collapse of SCARP, students involved in SCA elected a National Committee to support the network of community action groups across the country. In 1981 the Student Community Action Development Unit was set up with funding from the Voluntary Services Unit of the Home Office (it became a registered charity in 1983). The SCADU employed two workers who worked closely with student representatives on the SCA National Committee. SCA publications throughout the 1980s emphasised the importance of the Development Unit workers remaining responsive to the needs of the local membership, hence it was the responsibility of the National Committee to

develop policy and set the agenda. In the mid 1980s there were SCA groups in 90 universities, colleges and polytechnics involving 15,000 students a year. Thirty of the larger and more established groups employed a member of staff.

A key feature of student volunteering and community action through history has been the ability of student groups to respond to changing needs. With unemployment growing in the early 1980s, students became involved supporting centres for the unemployed, particularly the young unemployed. Student Community Action Groups also lobbied for 'community access', aiming to make colleges and student unions more accessible to local people. Some SCA groups created associate membership schemes for young unemployed people who could access facilities and join clubs and societies. In this climate too there was new recognition of the skills students themselves gained from involvement in volunteering and the potential of SCA involvement in influencing career choices. In addition SCA groups began to place increasing emphasis on training for volunteers and in 1992 a training and induction pack for new volunteers was published by SCADU.

A growing interest among student volunteers in the 1980s was in problems faced by disabled people living in British society. From the late 1970s this concern led to a pioneering model of student voluntarism, 'group homes' where students lived alongside people with mental disabilities. These homes received national publicity in a 1984 Guardian article. Other campaigns focussed on anti-racism and how to involve more black students in SCA and other 'equal opportunities' issues.

1990s

The early 1990s marked another period of uncertainty for the student volunteering infrastructure because of the Conservative Government's attempt to make student union membership voluntary and thereby make SCA a non-core service. The SCA National Committee (renamed the Network Committee) was involved in successfully lobbying the House of Lords against the bill. In the mid-1990s youth and student volunteering issues were high on the policy agenda through the Major Government's Make a Difference Strategy (1994-1997) and the Citizen Service debates.

In 1995 the SCA Development Unit was re-named the National Centre for Student Volunteering in the Community and a new staff team was recruited. Major funding was received from the Make a Difference Initiative, Unilever, Lloyds and the national Lottery Charities Board. The work of the National Centre focused on working directly with the network of local groups to build a national network. The team's work focussed on issues such as training, good volunteering practice, new group development, developing a national profile and promotion of student volunteering. Its success may be measured by the growth in the number of student community action groups, up from around 100 in 1990 to 140 by 1997.

The 1990s saw significant changes to student financing, as loans began to replace grants, with the inevitable knock-on effect that more students were seeking paid employment in term-time. The new emphasis on student volunteering for skills development and enhancing employability was part of the response to such challenges. There was a further shift in the recognition of the role that student volunteering and community action could play in improving a university's relations with its local community.

In the 1990s local SCA groups were involved in a very wide range of activities. The most popular volunteering was with children, followed by activities with disabled people, work with elderly people, work with offenders and visiting prisons or hospitals, environmental and animal welfare work, work with Black and minority ethnic communities, women only work, fundraising, campaigning, gardening, minibus driving, furniture collection and advice work.

The 1980s and 1990s also marked the rebirth of student rag weeks. Having survived the criticisms of the student community action movement in the late 1960s and 1970s, rag groups continued to raise large sums of money for charity, although the carnivals and processions, sexist and racist 'rag mags', and beauty contests which characterised rags in mid-century had largely disappeared. Students began to define rag as 'raise and give'. The newer universities took up rag as an important aspect of student culture.

2000 – today

2000s

The decade saw significant government investment in the student volunteering sector through the Higher Education Active Communities Fund, which in 2002 made £27 million available to UK higher education institutions to promote student volunteering between. It has been estimated that this funding enabled almost 14,000 new volunteering opportunities to be created across the higher education sector. There was a clear shift away from students accessing volunteering mainly through SCA groups to a much broader platform of opportunities. Though many students in the 2000s continued to be involved in student-led, group-based activities, they were also to find individual volunteer placements through a university employability unit, through a student union volunteer unit or as part of an academic module. The internet also enabled students to access volunteering through www.do-it.org or directly with volunteer-involving organisations.

Rag fundraising activities continued to involve many students and raise large sums of money for a range of causes. In 2009 Scottish students formed a Scottish Rag Network to promote networking between members of rag groups and other student societies with charitable aims at different universities.

The HEACF investment also created hundreds of paid volunteer coordinators who formed a network known as Workers in Student Community Volunteering (WiSCV). However, the third round of funding from HEACF, announced in 2006, channelled £15 million into the 'Teaching Quality Enhancement Fund' meaning money was no longer to be ring fenced for student volunteering projects.

There were also changes to the infrastructure to support student volunteering. In 2000, the National Centre for Student Volunteering was renamed 'Student Volunteering UK'. The first national 'Student Community Action Week' was launched in 2001 to coincide with the UN International Year of the Volunteer. Due to changes brought about by devolution Student Volunteering UK became known as Student Volunteering England and Student Volunteering Scotland was established in 2002. In 2004 Student Volunteering England launched an award scheme to recognise students' achievements, called the Student Volunteering Gold Awards. In 2007 Student Volunteering England merged with Volunteering England, the national volunteering development agency for England, and the staff team moved to Volunteering England's offices from their home in former university settlement Oxford House. The student volunteering team continue to organise events such as Student Volunteering week each February and an annual student volunteering conference in March.

Other changes in the student volunteering infrastructure in the decade included the launch of a new network of 'Student Hubs'. To date there are Hubs at four Russell group universities: Oxford, Cambridge, Southampton and Bristol. Each hub aims to be a focal point for all charitable, volunteering and campaigning activity within the university and to work with others in the network. The National Co-ordinating Centre for Public Engagement's

Student Volunteering Initiative, funded by youth volunteering charity v, was set up in 2009 to provide evidence of the impacts of volunteering on students, communities and institutions.

2010s

The 2000s were period of remarkable growth in student volunteering, with substantial resources committed to supporting new initiatives and create staff posts. However, with funding from HEFCE largely disappearing, as well as reduced prospects for fundraising during the recession, it is unclear how much of this momentum will be maintained in the new decade. Faced with such challenges, there is a now a strong need to explore the movement's history, reassess its priorities and reaffirm its importance.