

Student Hubs Impact Report 2018/19





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Intro

Welcome to the 2018-19 Student Hubs Impact Report, an opportunity for us to celebrate the incredible impact created by student volunteers in their local communities, the personal growth of our students, and a space to explore the future direction of Student Hubs.

In 2018-19, Student Hubs delivered social action opportunities for students in Bristol, Cambridge, Kingston, Southampton, and Winchester, with **1755** university students tackling social and environmental issues through **volunteering programmes, skilled placements, and project incubation.**

What we do

We believe that every student should participate in social action, positively impacting their community at university and beyond.

Working closely with university partners, we provide students with opportunities to engage in a wide range of social action activities.

Why does it matter?

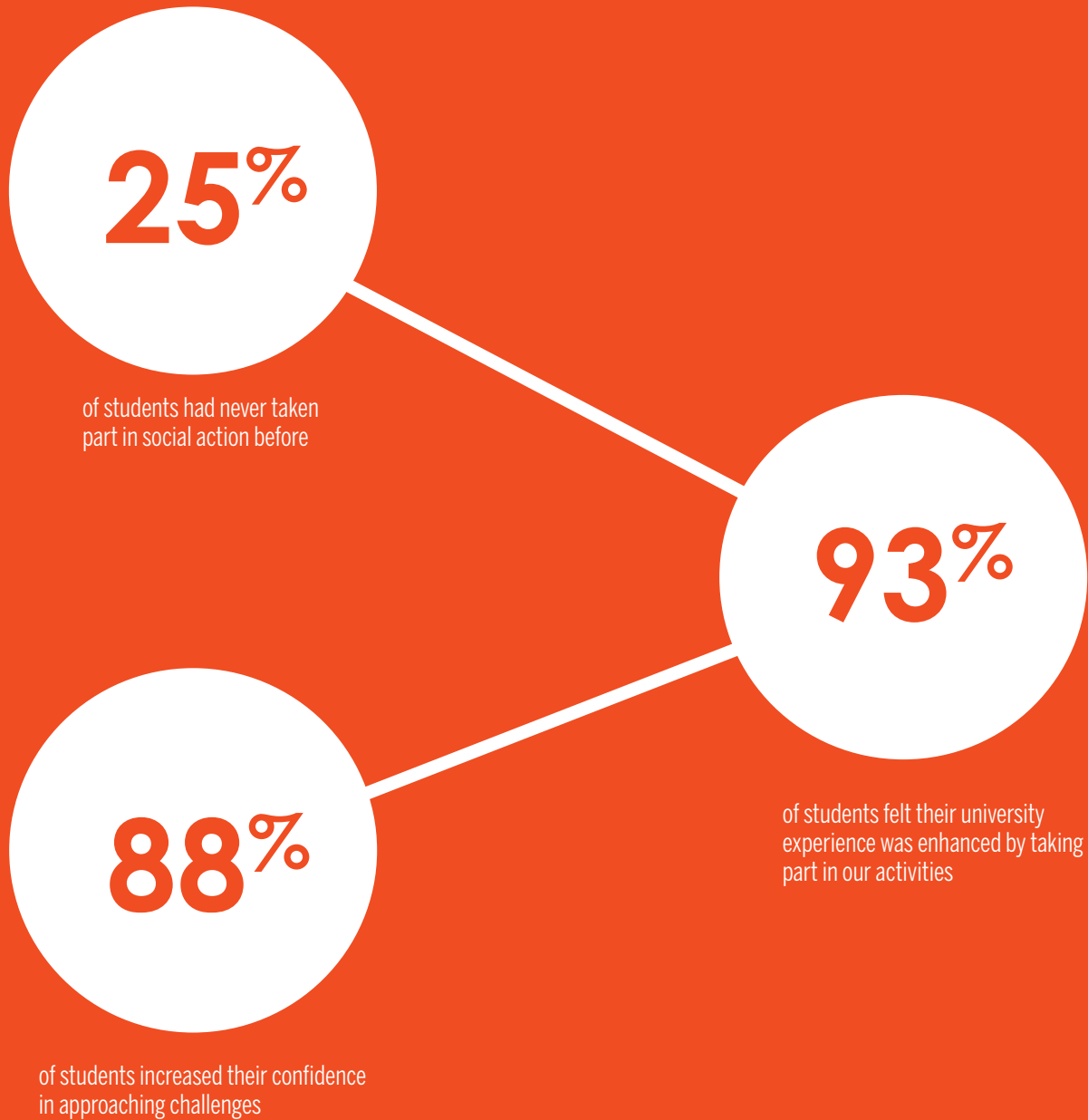
High quality student social action benefits these groups:

Students develop skills, including working with others, leadership and confidence. They gain frontline and professional experience tackling social and environmental issues, working on projects in collaboration with organisations.

Communities are able to engage with young people that have the time, energy, and skills to make a positive impact in the local area.

Universities benefit from an enhanced student experience, strengthened community relations, and more employable graduates.





Our Approach

Student Hubs operates on a double benefit model; on the students that take part in our activities and on the communities in which they take place.

The present report aims to understand Student Hubs' contribution to the experiences of our volunteers, community partners, and local beneficiaries. In addition to assessing these outcomes, it explores the impact that Student Hubs has on universities.

This evaluation was conducted by the Student Hubs team between September 2018 and July 2019, covering the 2018/19 academic year. The process was overseen by Catherine Mitchell (Network Director) and Sim Dhanjal (Network Operations Manager).

This evaluation included:

Surveys - Equal opportunities forms completed by 649 student volunteers at the beginning of their engagement with Student Hubs; online feedback surveys using a 4-point scale (Definitely, Somewhat, Not Really, Definitely Not) completed by 400 volunteers after joining one of our community projects; and feedback surveys completed by 74 community partners.

The response rate was 23% among volunteers and 21% for community partners.

Case study interviews - Student Hubs staff gathered 32 case studies from volunteers and community partners in order to provide more detailed and nuanced qualitative evidence. A selection are included in this report.

Our Theory of Change

We offer students opportunities to actively engage with social and environmental challenges in their communities.

Our approach is aligned with the [6 principles of quality youth social action](#) developed by [Generation Change](#) and [Step Up To Serve](#):

We are also committed to ensuring the accessibility of our programmes. In 2018/19:

25% of UK Domicile students participating in our programmes are from BAME backgrounds

31% of students participating in our programmes from low-income backgrounds.

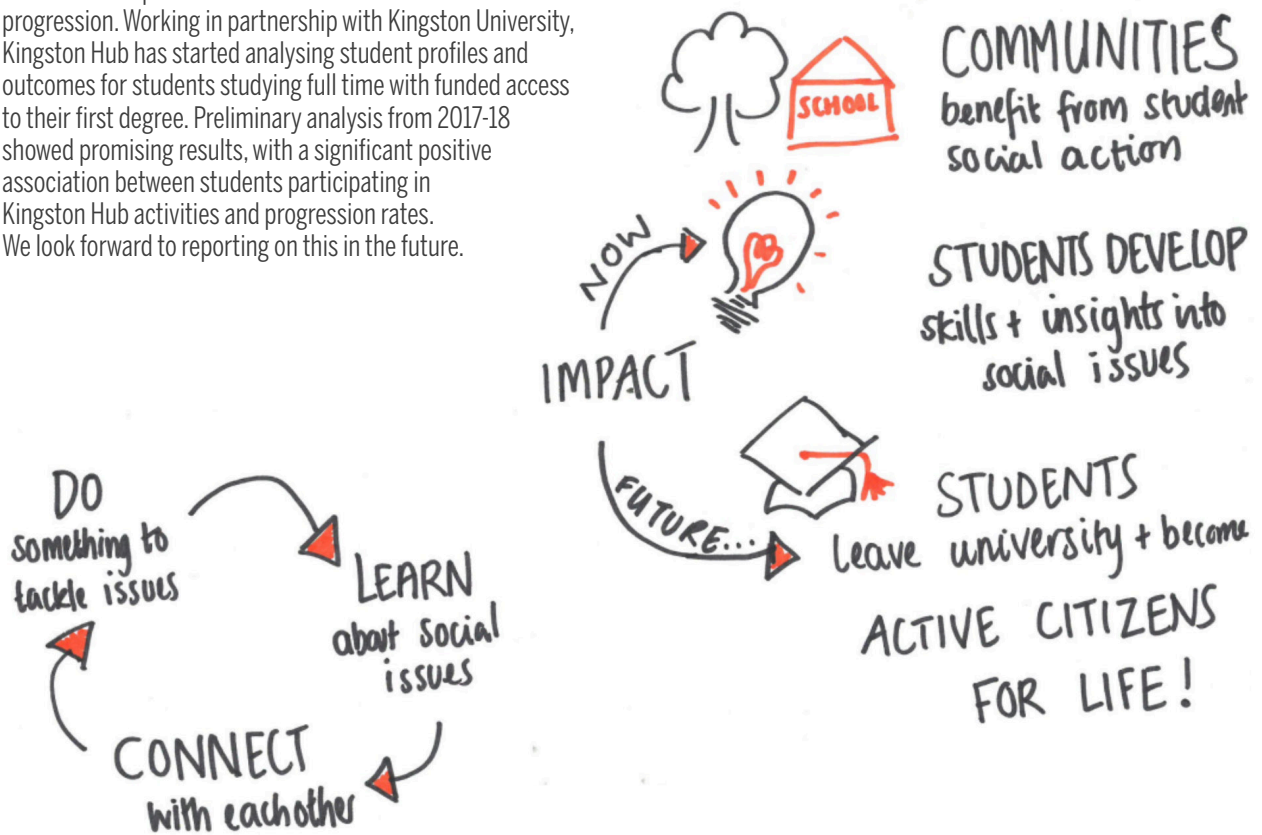
8% of students participating in our programmes declared a disability

Student Hubs is currently implementing processes to monitor the impact of its activities on student retention and progression. Working in partnership with Kingston University, Kingston Hub has started analysing student profiles and outcomes for students studying full time with funded access to their first degree. Preliminary analysis from 2017-18 showed promising results, with a significant positive association between students participating in Kingston Hub activities and progression rates. We look forward to reporting on this in the future.

Our Values

We are:

**Social
Ambitious
Motivational
Bold
Long-term**



Challenging

We challenge students to critically engage with the issues they are tackling, and to become leaders for the causes they are passionate about.

Youth-Led

We were established by students, for students, so student leadership is at the core of what we do. Our Hubs are led by student committees.

Impactful

We are committed to ongoing monitoring and evaluation in order to prove and improve the impact of our activities.

Progressive

Our range of activities ensures that students are able to progress from one challenge to the next, further developing their skills and confidence as social leaders.

Embedded

Our Hubs are tailored to the needs of each university and its student body, ensuring that student social action becomes a core part of the student experience.

Reflective

We encourage students to reflect on their social action activities as they progress through university. We support them to critically engage with causes and evaluate their personal impact.

What we do

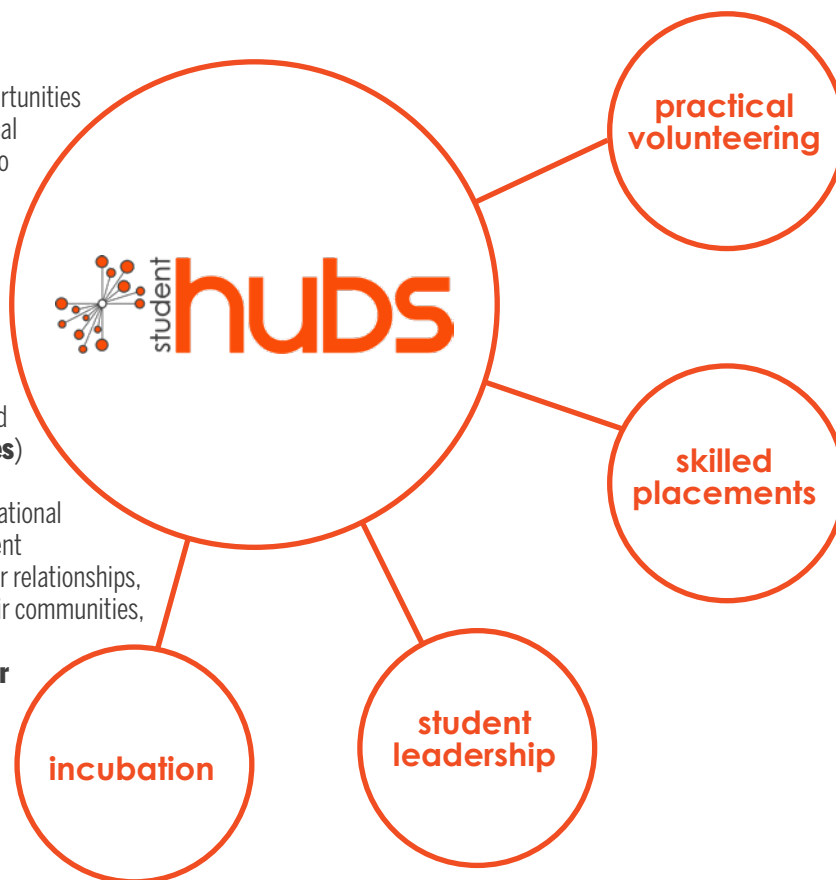
Students can join a diverse range of opportunities at Student Hubs to contribute to their local community. Our activities can be split into three main categories:

Practical Volunteering

opportunities allow students to work directly with beneficiaries in the community. These long-term projects may include volunteering with older people to reduce loneliness and increased intergenerational relationships (**LinkAges**) or tutoring in primary and secondary schools to help tackle the effects of educational disadvantage (**Schools Plus**). Our student volunteers also take a lead in near-to-peer relationships, acting as mentors to young people in their communities, supporting their educational aspirations, wellbeing, and self-confidence (**Empower** and **Branch Up**). We also run a range of local programmes such as **Youth Theatre** in Winchester and **Biocycle** in Southampton to name a few.

We also run a range of Skilled

Placements; these opportunities usually consist of a minimum of six weeks of engagement where students receive tailored training sessions and support to work with a socially impact organisation. On our programmes, **Impact Labs** and the **Social Innovation Programme**, teams of students work together to respond to live briefs posed by local social enterprises and charities who are facing a variety of challenges. Through Service Learning, we are able to integrate skilled placement opportunities into the course curriculum, expanding the accessibility and impact of social action. Over the summer, we ran our last round of the **Social Impact Voluntary Placements** scheme; facilitating professional experiences in third sector organisations.



Incubation offers students, universities, and community partners the opportunity to launch innovative social projects in partnership with us, allowing us to respond to local need and student interest. We also run structured incubation opportunities, such as **Engage for Change**: a six week programme supporting students to develop environmental initiatives on campus through weekly workshops.

We also organise training and events throughout the year, ensuring there is a way for students to get involved, share knowledge, and take action. This involves a variety of local one-off events coordinated by our **Student Leadership Committees**, training workshops, and conferences, such as Cambridge Hub's annual **Climate and Sustainability Forum** which focused on the theme of 'Affecting Every Existence' this year.



"I started volunteering because it is rewarding to interact with my local community; representing the University; engaging with children and young people to confirm my future career interests. It is important for students to volunteer because it enhanced student mental health; getting to know the city in which we study and its local community better; very rewarding to just give without expecting anything in return. The most valuable experience of volunteering has been making new friends; building friendly relations with librarians; confirming my personal career ambitions to work with children and young people."

Ulfat Islam

Libraries Plus Volunteer, Southampton

"Joining the Cambridge Hub has been an incredibly transformative experience. Being part of a national student movement to lead one of Cambridge's most dynamic societies has allowed me to work with a team of amazing individuals to engage with social action. Apart from making an impact on the local community, having to manage a committee, chair weekly meetings and organise termly events has also helped me develop numerous personal and professional skills that I will carry with me far after my degree."



Sara Kachwalla

Land Economy Student
Cambridge Student Committee

Our Impact

We support students to take part in and lead a wide range of social action opportunities in their communities. These activities and programmes differ based on the local needs of the communities our Hubs are a part of; from a focus on youth provisions, to sustainability, to skill sharing.

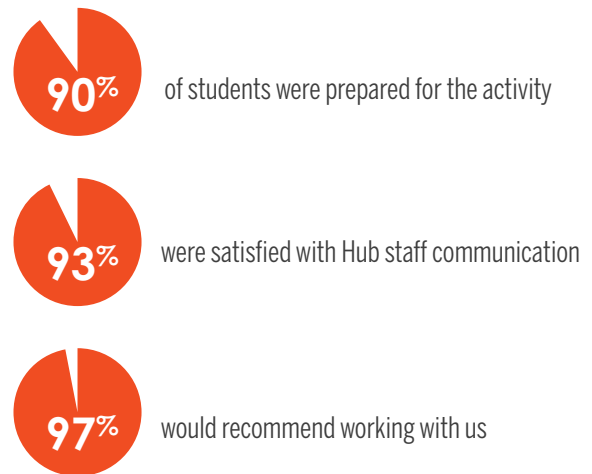
Our Outcomes - For Students



Our data suggests that our students leave Hub programmes better equipped to solve social and environmental issues, whether in the workplace or as volunteers.

We found that **94%** of volunteers felt like they had met new people, **81%** of volunteers felt they had access to opportunities they otherwise would not have had, and on average **66%** felt more connected to other volunteers and to their local community.

Our Outcomes - For Community Partners





Our Outputs

Practical Volunteering

1232 students volunteered through one of our **239** long-term community projects.

Skilled Placements

523 students supported to undertake social consultancy placements during term time.

69 students took part in our Social Impact Voluntary Placement scheme, across **38** organisations in Bristol, Cambridge, Winchester, and London over the Summer.

Incubation

We supported **36** projects to get off the ground, with **63%** launched by the end of the year.

114 events across the network with **3357** attendees.

298 training sessions across the network with **3085** students attending.

In 2018-19

1755 Student Volunteers across all Hubs

52% long-term students on practical volunteering

30% students on skilled placements

18% involved in one-off activities

On average, across all volunteering opportunities, each student contributed **23 hours** of their time.

A Spotlight on:

Schools⁺

Schools Plus trains student volunteers to act as tutors in primary and secondary schools, supporting them to tackle the impact of educational disadvantage. We specifically work with schools with a high proportion of pupils on free school meals, pupil premium, or with English as a second language.

We recruit volunteers who are passionate about a variety of subjects and have the potential to be positive role models in schools. We provide training and ongoing support to enable our volunteers to develop the necessary communication and teamwork skills for effective tutoring.

Volunteers are placed in schools, volunteering approximately two hours a week. The roles for volunteers vary across schools; in some roles volunteers act as 1-on-1 subject specific mentors, in others volunteers may be acting as classroom support, and we also support after-school clubs and activities.

Schools Plus is consistently our most popular long-term volunteering opportunity:

336 Student Volunteers

176 Projects

760 Pupils

Participating in Schools Plus also supports volunteers to understand the challenges facing young people and teachers:

This activity has changed their perception of working in education - 80%

They learned about the challenges facing the pupils they have volunteered with - 84%

Volunteers also felt they benefited from the programme in a variety of ways:

Felt more confident in approaching challenges - 95%

Felt an increase in their ability to work with others - 89%

Felt that Schools Plus enhanced their university experience - 93%

Felt that Schools Plus enhanced their wellbeing 76 %

Felt that Schools Plus provided them access to opportunities they otherwise wouldn't have had - 87%

Through their volunteering, volunteers noticed in young people:

An increased confidence in their studies - 79%

An increased subject knowledge - 81%

More interest in their studies - 71%

Improved aspirations for future life - 63%

This was corroborated by community partners:

An increased confidence in young people - 90%

An increased subject knowledge - 75%

More interest in their studies - 75%

Improved aspirations for future life - 75%

“Finding out more about local issues and educational inequality. Getting to help tackle this issue and make a real contribution, very rewarding experience. Feeling like I have made a difference through getting GCSE pupils more excited about a future career in science.” - Schools Plus volunteer, Bristol

“It has been extremely rewarding seeing the children’s confidence grow over the sessions and their skills improve. When you leave the session, you feel that you have positively impacted someone’s life and the teachers supervising were saying how much the kids looked forward to us visiting. They were lovely children and I feel very happy that I was able to help them improve their reading whilst learning how to work well with children of that age.” - Schools Plus volunteer, Bristol.

“I really like working with the students and using my degree skills with a more practical, helpful purpose than writing essays!” - Schools Plus volunteer, Cambridge

“It was really fulfilling seeing the progress the children made in their reading over the two terms. I felt like I was adding something to their learning experience, which was a great take-away from my point of view.” - Schools Plus volunteer, Cambridge

Overall, **95%** of the schools we worked with felt that our student volunteers added capacity to their organisations.

“All of our students are resitting Maths and English and it can be extremely difficult to motivate them. Even a small increase in motivation is valued. In those classes where there has been a volunteer, they have made a difference. Pupils need attention and if they have it their confidence is built.” - School partner, Southampton

“The volunteer we received was wonderful! She took the tutoring to heart and made a great impact on her tutee.” - School partner, Kingston

“Pupils appear more engaged with their learning. I have had pupils asking: ‘How do you get to University?’” - School partner, Southampton



Looking Forward

For next year, we'll be looking at recruiting a higher amount of volunteers to keep up with the demand from our school partners, how we can better track young people's progress, and looking at what additional training we could provide to volunteers to support them in the skills and knowledge development.

A Spotlight on:

Branch Up, Empower, and our Active programmes

Economic background significantly impacts young people's education, social lives, and emotional wellbeing. The effects of this inequality occurs in and out of school, with research showing that parents of children from low-economic backgrounds are able to spend less on extra-curricular activities than wealthier parents. Participation in extra-curricular activities, like music, dance, and sports can have a positive effect on both educational attainment and wellbeing.

We run two programmes providing opportunities for young people who are impacted by their economic background;

Branch Up provides extra-curricular sports and cultural activity days on Saturdays for children ages 7-11. Each child is paired with a volunteer who acts as a mentor and positive role model throughout the day.

Empower provides 1-on-1 mentoring for 11-15 year olds for six week periods. During these sessions young people are

partnered with a volunteer who supports them to try new activities and sports through structured discussions and mentoring exercises.

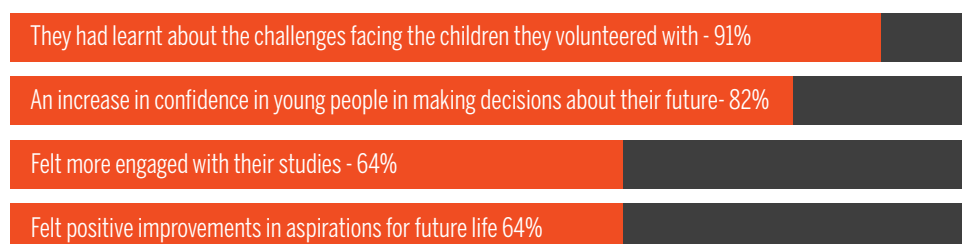
These programmes are designed to give children access to opportunities they may not otherwise have, and encourages them to engage in activities that support their self-esteem, confidence, and resilience. The near-to-peer relationships the children build with the student volunteers support them to generate positive relationships with other people in their lives, and supports them to think about their future and raise their aspirations; helping them to identify and articulate their strengths and develop key skills.

Through funding and support from **Sport England**, over the past two years we've been able to grow our mentoring programmes with a focus on sports and healthy lifestyles - **Branch Up Active** and **Empower Active**.

Volunteers participating in Branch Up reported:



Volunteers participating in Empower reported:



These observed improvements were also noted by our community partners:



“The girls all had different levels of understanding and engagement, but as we continued the sessions they all became more engaged and excited for the sessions, as well as more introspective. We had asked them early on how they viewed school and what they wanted to do when they are older, the majority had negative views. We asked them the same question nearing the end of the program, and their outlook had changed drastically into the positive.” - Empower volunteer, Kingston

“I love working alongside the kids to help them face new challenges, make new friends and build their confidence. Every activity day is different allowing everyone to get involved in a range of activities and learn new skills.” - Branch Up volunteer, Southampton

“[...] many of the young people became more talkative and willing to contribute to activities over the course of the volunteering programme. The young people seemed to gain a better appreciation of health and wellbeing both from the physical sessions, where some were then encouraged to go and continue the activity after the session, and from classroom discussions. This was especially true for the mental health session, led by Off The Record Bristol. The sports sessions seemed to have a positive effect on school engagement with one young person in particular as, after the kickboxing session, [asked if] his parents would let him continue sessions if he did well enough in school for the rest of the term.” - Branch Up Active, Bristol



“It was great that, at the heart of the programme, aims were for the children to improve their outcomes and confidence/self-esteem. I feel the children benefited from the time, skills and energy given by those who obviously wanted to make a difference for our children. The children were able to engage in activities they might otherwise not have had the chance to do and have helped to develop their relationships and confidence. School have noticed an improvement in the behaviour of these children. The programme was fully funded which meant it

was accessible to some of our vulnerable families/ children who might not have been able to undertake these activities if there was a cost involved.”
- Branch Up Active Community Partner, Bristol

“The parents were also thankful for the opportunities for their children which they would not have been able to afford themselves. The children (some of them) would have been at home all day on a device had they not gone on the day trip.”
- Branch Up Active Community Partner

Volunteers across all mentoring programmes felt they benefited from the programme in a variety of ways:



In 2018-19, we supported:

58 volunteers to build relationships with **72** young people through Branch Up and Branch Up Active.

51 volunteers to mentor **77** young people through Empower and Empower Active.

Looking Forward

We've seen a lot of success in our Active programmes in supporting 'unusual' volunteers to social action; in particular male volunteers and those who have not participated in social action before. Next year, we'll be looking at how we can continue to support these volunteers to get involved, and to see how these learnings can be applied to our other programmes. We are also looking forward to seeing how we can work more closely with other organisations in our local areas to provide extra capacity for the programmes we run, as well as offering more specialised training to our volunteers.

A Spotlight on:

Service Learning

Service Learning refers to a range of community engagement pedagogies that bring together identified academic learning outcomes with practical experience and community service. Service Learning involves students in service projects, applying their classroom learning in real-world scenarios to affect positive change in the community.

This year, we brought social action into the classroom at Kingston University. Through a range of collaborative community engagement projects, Service Learning was embedded into the curriculum, combining academic learning with practical experience and community service. By integrating projects into the learning experience, we're able to further reduce the barriers to participation and engagement in social action. This process is an established educational pedagogy in the US, Australia, and elsewhere around the world, but is still very much in its infancy in the UK.

Service Learning at Student Hubs aims to increase both student engagement whilst at university and employability post-graduation. It has been shown to support students feeling more engaged with their studies and can serve as a way for students to see their own lived experiences validated in a formal setting. As they apply their academic knowledge in the process of identifying and researching solutions to contemporary community challenges, they are simultaneously developing stronger critical thinking skills as well as deepening their roots in their academic & geographic community.

Research into Service Learning has shown that it aids students to build a stronger sense of belonging and ownership of their educational experience, improving retention across their studies, progression between years and attainment within academic assessments, especially for non-traditional students.

"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. I am truly grateful that we get to work and engage with real life clients and briefs. I feel like it prepares us for working in the creative industry more than a fictional brief does ..." - Service Learning Student

"During second year, we had a module called Live Case Study. This was focused on working on two live briefs, which meant being exposed to two very different clients. I found this a valuable experience, especially as we are approaching the end of our course and about to enter the working environment ..." - Service Learning Student

There are also many benefits for the academics we work with; Service Learning adds capacity and promotes their ability to improve the quality of student learning and participation across their whole course, offering the opportunity to benefit from innovative approaches to classroom instruction.

"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 (as in people from the community/industry) into the classroom thus giving the students a better experience and a better awareness of their employability skills. They have also benefited from the fact that their efforts are contributing to wider communities. Students said in their feedback that contributing to the community made their activities meaningful." - Service Learning Academic

"...working with the Kingston Hub team on the three geography modules has lightened the teaching load, as some sessions are delivered by Kingston Hub and/or community partners. Sometimes, developing new initiatives and collaborating with partners can be more trouble than it's worth, in this instance the opposite is the case. From my perspective, it has been a win win win all around - win for the students, win for the community partners and win for the teaching staff." - Service Learning Academic

Bringing social action into a new level of university experience, this innovative programme produces myriad benefits for both the student and the community.

Looking forward:

We believe this programme has huge potential to benefit more students, communities and local organisations. We have seen an exponential growth at Kingston over this current academic year (2019/20), expanding to engage 465 students and are seeking to expand this positive impact by exploring how to pilot Service Learning at other Hubs.

In our first full year running Service Learning;

231 Students

6 Academics

8 Community Partners

4 Courses
Creative & Cultural Industries
Geography
Criminology
English Literature & Linguistics

A Spotlight on:

Social Innovation Programme

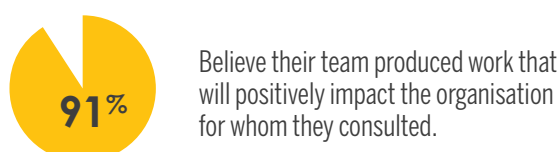
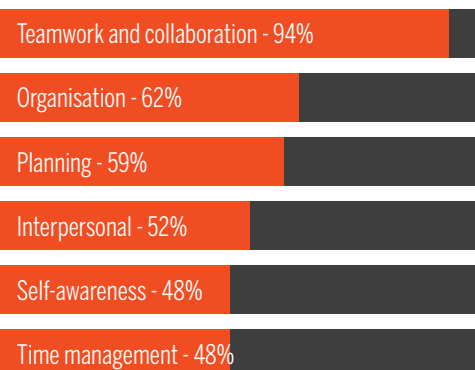


Our Social Innovation Programme allows university students to work in a team and address real-life challenges, acting as external consultants to a local third sector organisation to research and propose an innovative solution to a problem. This programme runs for 6 - 8 weeks, and is a mix of self-directed team sessions and weekly training workshops.

In 2018-19, we supported **233** student volunteers to work on challenges proposed by **41** local organisations in Bristol, Cambridge, and Kingston.

Student Outcomes

Overall, **92%** of SIP students felt they improved their professional skills, including:



"The chance to engage with a broad and diverse sector of the local community, something which the 'uni bubble' provides no real scope for and I find really fulfilling. I especially enjoyed learning how to contact and converse with people with severe sight and hearing difficulties, something which I have never had the opportunity to do before, and greatly enhanced my knowledge of how to effectively communicate with people with these kinds of disabilities. Learning to overcome such barriers and impediments in gathering data, as well as building meaningful relationships, is something that I feel will definitely benefit me going forward."

- SIP volunteer, Cambridge

"I loved learning about different social enterprises in the community and what people are doing to create positive change. It has inspired me to continue using my skills and experience to aid in these efforts."

- SIP volunteer, Kingston



Highlights from Community Partners:



Felt that their organisation has benefited from working with students specifically



Agreed that the work produced by student consultants added capacity to their organisation



Agreed that their beneficiary groups directly benefited from this collaboration

“The SIP programme format was streamlined and very organised which was very helpful for purposes of setting my expectations and commitments to the team. The quality of the students was nothing short of exceptional. Sourcing Justice benefitted from the students’ fresh perspectives of the challenge. We also benefited from their genuine interest in helping, as well as their dedication, intelligence and professionalism.” - SIP Community Partner, Cambridge

“It’s so useful to have volunteers from outside our organisation to provide a fresh, creative set of solutions. The students came up with some unexpected ideas, and really got involved in the brief I gave them. We have already started to rethink our marketing strategy based on their suggestions.” - SIP Community Partner, Bristol

Looking forward:

The Social Innovation Programme has a strong record of impact over the past few years, and we are looking forward to continuing to grow the programme and taking it to new locations, including launching in Winchester in Jan 2020.



Stories

Our programmes are shaped and run by students who give their time, skills, and enthusiasm to make a difference in their local communities. Community partners provide invaluable insight into local social issues and their partnership helps projects to positively affect beneficiaries. University partners fund and support high quality social action that benefits their students and the local area.

Here are some of their stories:

LinkAges

"I think this project has brought out a newfound social confidence in both the elderly residents and the volunteers. A deeper understanding and respect for the local community soon follows. As the sessions progress, there is visibly increasing enthusiasm from both parties."

Aaron Lee, LinkAges Coordinator - Winchester



"It was nice for both me and [the resident] to integrate with people we wouldn't normally, because there was such an intergenerational gap, so I kind of popped my uni bubble. It was really nice to meet her and we had a really nice connection which is something she said as well. She was an incredibly inspiring lady, she had this amazing outlook on life and was really optimistic and I always walked away from visiting her with a spring in my step. It's just something to do to help out the local community."

Aaron Huxley, LinkAges Student Volunteer - Bristol



Hiraeth

"Cambridgeshire County Council has up to 90 Unaccompanied Asylum Seeking Children (UASC'S) in their care across the county. Most of these are over the age of 16 so live semi independently in Hostels and care homes and access ESOL language courses at Colleges in the county.

We have developed some fantastic provisions with local schools and colleges to deliver the courses and language support needed, but this all ends at the school bell and over the holidays, and quite often the opportunities to develop their language and socialise skills do not exist outside of the classroom.

That is why I started working with Cambridge Hub to deliver extracurricular schemes for our asylum seekers. We hope to run a weekly homework club in the evenings again with their volunteers and also summer projects during the school holidays.

I can't tell you how fantastic it is to see the young people flourish and learn in a fun and supportive environment. For them to make friends, develop and feel part of a community again. These schemes are so important to the students I work with and I am very grateful to Cambridge Hub for their support."

John Jordan-Hills, Hiraeth Community Partner, Cambridge County Council

Social Innovation Programme

"The programme is an enabler: it enables its participants to think differently. Our approach in the future to the non-profit sector, to business or to consultancy will be much more open, creative and holistic than it would have been if we had not participated in SIP. I feel confident enough to say that the social consciousness that any SIP cohort develops is more realistic, down to earth and thus ready for change than before joining the Hub."

Flo, Social Innovation Programme participant, Cambridge



Youth Theatre

"I think that what's given me a lot of hope is that the quality, sincerity, and desire to make a difference by everyone at the Hub. It has given me a huge amount of hope because that's not something I would have seen when I was at university. Something has changed in the approach to volunteering and seeing the wider world which gives me so much hope. I do believe that this generation are going to have to pick up a lot of stuff but I think they're going to be able to."

Jonathan Mutton, Community Partner, Weeke Community Centre

Impact Labs

"While I have taken part in arguably similar projects in the past, they were always either part of a course or my official job at the time. What was unique for my experience here was the partnering organization was a charity, while previous partners were governments or my employer at the time. Two primary reasons drove my interest in this project, to understand what impact is and how we can measure it, and to understand more about the social issues in the local community at Cambridge. Impact is a term that gets thrown around academia without many really knowing what it means, and it is quickly growing to be an intricate portion of most funding applications. This program was a great opportunity to see impact first hand in an environment that contributes something to greater community. Additionally, I was highly interested by the projects involving at-risk youth as this is very relevant to my research interests."

Patrick McClanahan, Impact Labs Volunteer, Cambridge



The Future

It has been an incredible year and we are so proud of what we have achieved together with our student volunteers, community partners, and university partners. Moving forward to the next academic year, we have focused our priorities in order to continue to build on our impact and growth:

Refining our outcomes for students

We are exploring how to work with universities to validate the impact of our work on student outcomes related to retention in their course, attainment, and progression between years of study and on to graduate-level employment.

Development of Service Learning

Following our successful pilot at Kingston University, we are expanding the Service Learning programme to more courses. We are also exploring partnerships to deliver in-curriculum social action at other Hub universities.

Improving quality across our volunteering programmes

In 2018-19, we participated in Generation Change's Impact Accelerator with our Sport England-funded Active programmes. This year, we are applying what we learned to improve our other structured programmes.

Feeling Inspired?

Are you a student?

Find your local Hub at www.studenthubs.org - learn what we do and join in!

Graduating? Join our Alumni Network

Are you part of a university or organisation?

Want to get involved with your local Hub and host a programme? Find your local Hub at www.studenthubs.org

Interested in setting up a Hub?

Find out [about our skills training for students and staff](#)

Find out [how you can advertise to our students](#).

Help us growing our network to support more communities and reach more students - Donate at www.studenthubs.org

Keep up to date with our activities - [sign up to our newsletter!](#)

Get in touch - send us an email with your thoughts to info@studenthubs.org

You may be interested in:

[Past Impact Reports](#)

[Our Blog](#)

[Media Coverage](#)



Acknowledgments

Thank you to everyone who has been a part of our journey this year:

National Partners

Pears Foundation
The Henry Smith Charity
Reach Fund
UPP Foundation
Sport England
#iWill Fund - The National Lottery
Community Fund and Department
for Digital, Culture, Media & Sport
Generation Change
Step up to Serve

Hub-Specific Partners

Teach First
University of Bristol
Burgess Salmon
Bristol Students Union
University of Cambridge
CUDAR
Cambridge Social Ventures
CHS Group
Ideaspace
Children in Need
The Blagrove Trust
Southampton University Students Union
University of Winchester
Winchester City Council
Kingston University
Cambridge City Council
Student Volunteering Network

Trustees

Gerry Kelleher (Chair, incoming)
Jenny Ekelund (Chair, outgoing)
Brian Trotman (Treasurer)
Dave Jarman
Henna Shah
Tasha Unwin
Jemma Phibbs
Therese Reinheimer-Jones
Desirée Benson
Lee Gray
Dave Hillyard
Bonnie Chiu
Mike Berry
Kyle Ewen
Chris Welcome

Hub Teams

Bristol

University of Bristol Sustainability Department, University of Bristol Careers Department, Burgess Salmon, Bristol Student Union; **Advisory Board** - Martin Wiles, Dani Glazzard, Rokas Buciunas, Rachel Hogg, Hayley Shaw, Jordan Hurcombe; **Student Committee** - Joselyn Joanes, Sorch Young, Emma Appleby, Jack Nearney, Ellie Field, Anna Trafford, Kathleen Tay, Kathryn Haugh, Elle Borthwick, Lucy Duckworth, Melissa Hubenova, Sophie Riaz, Conor Macfarlane, Puteri Nur Liyana; **Staff Team** - Emma Manion, Tom Parry, Louise Coleman.

Cambridge

University of Cambridge - including Careers Service, Environment and Energy Section, Widening Participation, CUDAR, Educational and Student Policy, Cambridge Social Ventures and supporters across the Colleges; Allia; Cambridge City Council; CHS group; Ideaspace; **Advisory Board** - Keith Carne, Jane Kershaw, Joanna Chamberlain, Martin Clark, Anna Malan, Graham Virgo, John Munns; **Student Committee** - Bethany Hermaszewska, Bethan Morris-Tran, Rosie Jackson, Naivasha Pratt-Jarvis, Aoife McCaul, Zhiqi Wang, Isabella Abdul-Nour; **Staff Team** - Will Hedley, Michael Crowder, Eleanor Chapman, Lily Tomson.

Kingston

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