



# Guide for Community Partners: Engaging Students



# Welcome

We are Student Hubs, a charity who worked in partnership with UK universities to deliver in-curricular and extracurricular activities championing student social action. We were founded in 2007 by students who wanted to provide a space to increase collaboration and conversation around social action at their university and find their place within the community.

Our work has been driven by our mission and vision statement. We strongly believe that when students are supported to tackle social challenges, connect with each other, and learn about issues, communities benefit, students develop skills and insights, and students leave university on the path to becoming active citizens for life.

As an organisation, our speciality was in facilitating youth social action and supporting students and young people to engage in social issues. We supported university students to engage in the issues most important to them, with a focus on accessibility of opportunities, skill development, and community cohesion.

We have developed this Guide for Community Partners as we understand how challenging it can be particularly for small organisations to adapt and learn what is needed to make a volunteering opportunity suitable for a student volunteer. This Guide aims to address some of the common challenges and questions we have faced during our history working in partnership with community organisations and universities.

In the 16 years since, our work has developed and grown significantly. We have worked with...



**20,000+** students  
across 10 Hub locations



**100,000+** students  
attending training, events  
and conferences



**1,200** community  
organisations, reaching  
**16,000** community  
members



# Our legacy

After delivering student social action with university students and communities across England for 16 years, the Student Hubs Trustee Board and Management Team took the difficult decision to cease operations of the charity by January 2025. The reasons for the closure are complex and reflective of the current landscape for charities and the challenges facing the higher education sector over recent years.

The decision to close was also made in order to support our people, from our staff to all our wonderful volunteers, and to take a new approach to sharing our magic. By closing down thoughtfully, we can share what's worked for us, and create space for others to further our mission.

The higher education sector has made lots of progress over the past decade towards internalising our mission. Our aim is that our legacy work will continue to add to this, even amidst the challenging times and contexts faced by the sector.

## This Toolkit

The toolkit is aimed at community organisations, local businesses, and individuals who are planning to work in partnership with a university to deliver student volunteering opportunities. It may also be beneficial for organisations coordinating volunteering with young people or the public as a guide of recommended practice to support volunteer engagement and retention.



# What is social action?

**Social action** is a broad term that can be applied to any activity or action an individual undertakes in order to improve their lives and the conditions of their communities. Often when we think about social action or volunteering, we think of actions which improve the lives of others, such as volunteering in a community kitchen. However it can take many forms including, but not limited to, donating money, volunteering in a structured programme (like the Scouts), participating in mutual aid, or taking out an older neighbour's bins to the curb each week. The possibilities for how you support your community is endless.

These actions also exist in a variety of formats, for example, participating in a structured programme could mean you take one of many roles, in the Scouts you might lead activities, or are in charge of food prep, or coordinate all the admin such as calendars and contacting parents. These activities can also be formal, such as participating in a structured activity organised by an authorised group, or informal, such as neighbours in a group chat deciding to do a litter pick. The actions you take could be big, world changing statements, like participating in demonstrations and protests, but they can also be small steps you take to improve the daily life of your community.

There are many benefits to participating in social action throughout our lives. The obvious conclusion is that participating improves our communities, but that only scratches the surface of benefits:

For the individual	For the community
<ul style="list-style-type: none"><li>• Improves skills, such as but not limited to;<ul style="list-style-type: none"><li>◦ Leadership</li><li>◦ Teamwork</li><li>◦ Resilience</li></ul></li><li>• Improves confidence</li><li>• Improves our sense of belonging and purpose</li><li>• Makes us feel connected to other people</li></ul> <p>All contributing to increased wellbeing</p>	<ul style="list-style-type: none"><li>• Adds new skills to tackle challenges</li><li>• Volunteers bring enthusiasm and energy</li><li>• Improves activities and services, by enhancing capacity and reach</li><li>• Improves community cohesion - connecting individuals to each other</li></ul>




# Contents

2	<b>Welcome</b>
3	This Toolkit
4	What is social action?
<b>6</b>	<b>Chapter One: On the value of engaging students</b>
7	Student Hubs' approach
8	The value for communities
9	The value for students
<b>10</b>	<b>Chapter Two: Auditing and designing social action opportunities</b>
11	Auditing your activities
14	Who to speak to at your university
15	Tiered opportunities for social action engagement
16	Deciding what type of opportunity it should be
<b>18</b>	<b>Chapter Three: Recruiting and retaining volunteers</b>
19	Tips for high quality student recruitment
24	Fostering a positive culture
26	Delivering successful induction sessions
27	Retaining your students
28	Supporting students' offboarding process
<b>29</b>	<b>Conclusion</b>
<b>30</b>	<b>Appendices</b>
<b>32</b>	<b>Bibliography</b>



# Chapter One

## On the value of engaging students

A photograph of three students at an outdoor event. In the center, a young woman with glasses and a bright orange t-shirt with 'bristol hub' on it is smiling and giving a thumbs-up. To her left, a young man in an orange jacket is also smiling. To her right, another young woman in an orange hoodie is looking towards the camera. Behind them is a booth with a grey backdrop featuring the 'bristol hub' logo, social media icons for Instagram, LinkedIn, and Facebook, and several QR codes. There are also posters and a table with orange fabric in front of the booth. The background shows other people and a white tent structure.

Student Hubs was born in 2007 from an understanding by students that whilst they had the power and potential to do great and impactful things within their community, what was lacking was coordinated and sustained opportunities within the community for students to participate within social action.

It is our belief that the power and potential of university students is still being vastly under-utilised across the country and that there are many benefits from universities working in partnership with community organisations to design and deliver these opportunities.

This chapter shares data from our impact reports about the benefits to community organisations, students and service users as a result of these opportunities.



## Student Hubs' approach

At Student Hubs, our vision was of a society in which every student, no matter their background or previous experiences, participates in social and environmental challenges during their education, supporting them to become active citizens for life (our mission is to mainstream student social action - to learn more about vision and mission statements, go to page 35). Whilst our vision outlines the world we're trying to create, our theory of change explains what we tried to do to create this future.

Our theory of change explains our belief that when students are supported to **learn** about social issues, are able to **connect** with like-minded individuals, and are provided the opportunity to **do** something meaningful, several wonderful things happen. In the immediate, students benefit from the insight and skill development these opportunities provide, and communities benefit from the enthusiasm, fresh approach, and expertise students bring. The long term impact is that students leave university as active citizens.



### We delivered:

**Structured volunteering:** supporting students to volunteer across a term (6-8 weeks) or as a one-off opportunity with local schools, community centres, residential centres and libraries (e.g. to tutor, to support local residents with tech, to participate in local activities).

**Skilled placements and in-curricular modules:** recruiting teams of students to be matched with a partner who had a specific challenge or brief. Over a term/module they would complete a research project and present a report and solutions they had discovered back to their partners.



## The value for communities

In our years of expertise, we have witnessed students adding hours of capacity to provide free support and services for community residents; adding free innovation and expertise to local organisations; and making a difference to the expectations and outcomes of community participants. Our community partners across the years have recognised the energy and enthusiasm which students bring to these opportunities, ultimately enhancing their perception of students alongside developing their organisation's capacity and work within the community.

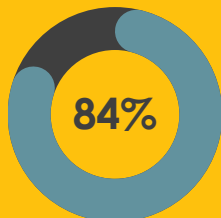
From Student Hubs' Impact Report for 2023-24, we saw partners reporting:



of partners agreed the students added expertise to their activity or organisation



of partners agreed working with the Hub has given them a sense of connection to the student community



of partners agreed students added energy to their activity or organisation



of partners agreed students added capacity to their organisation's existing work



of partners agreed students added a new perspective to their activities



of partners agreed working with the Hub had positively changed their perception of university students

## The value for students

Social action opportunities transform students' understanding of the social and environmental issues people in their community face, and develop their capacity and interest in tackling social and environmental issues beyond the scope of their initial activity.

From Student Hubs' Impact Report for 2023-24, we saw students reporting:



of LinkAges volunteers agreed this activity has changed their perception of working with older people



of Schools Plus volunteers agreed they are learning about the challenges facing the young people they have been volunteering with



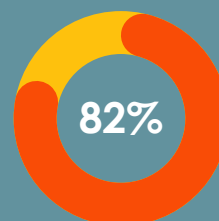
of Social Innovation Programme volunteers better understand how they can use their skills to support local organisations



of Engage for Change volunteers agreed participating has supported them to better understand, and manage climate anxiety



of students agreed they have gained an increased understanding of social issues



of students were more likely to tackle further social challenges as a result of their engagement



# Chapter Two

## Auditing and designing social action opportunities

### Auditing your activities

We believe that there are far more opportunities for students to participate in local social action than are currently being delivered by universities and the organisations within their community.

This section of the toolkit aims to provide your organisation with the frameworks to audit your existing activities to ensure that opportunities to embed student social action are not being missed and can be introduced, depending on what your resources, budget, and capacity allows in partnership with your local university.



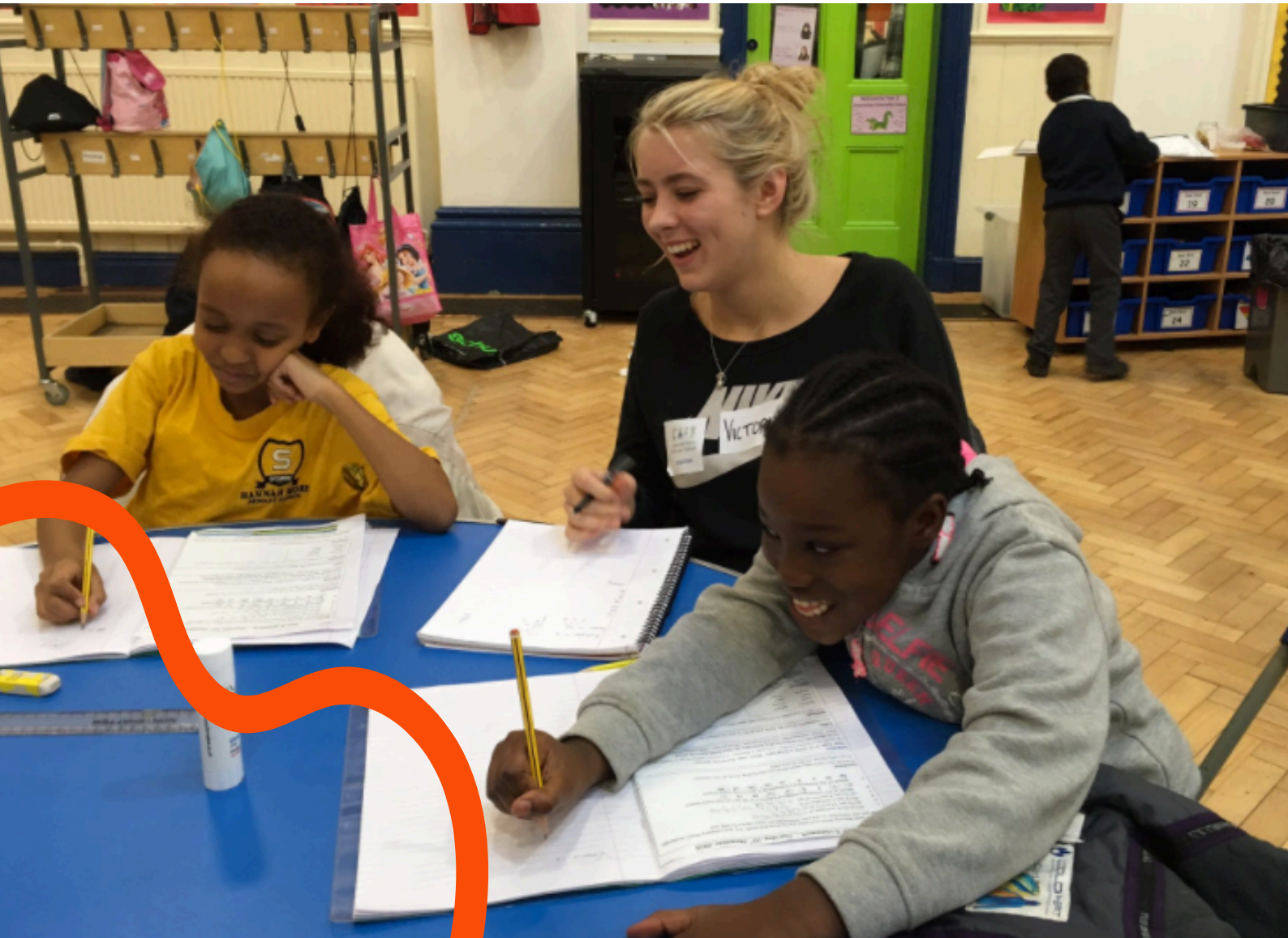
# Auditing your activities

## 1. Map out your programme timeline from start to finish.

Look at the whole programme, including the pre-delivery activities (i.e. planning the programme, planning and launching volunteer recruitment, designing and delivering training) and the post-delivery activities (i.e. reviewing and evaluating the feedback, creating case studies and reports).

Identify key activities and ask your team:

- What role could student(s) play in delivering this aspect of the activity?
- What skills, competencies, training and support would students need to deliver this in partnership with staff (or independently)?
- What will students explicitly gain from this opportunity, and how will they gain it? (e.g. access to a reference, an accreditation or volunteering award, skill development in a specific area).
- What capacity would be needed from staff to support students to thrive in this role?





# Auditing your activities

## 2. Work backwards to understand your recruitment timelines for students

Once you have completed your audit and understand what opportunities you might be able to offer within your activities, you need to work backwards against this timeline to think about your student recruitment processes.

You may need to build your student recruitment across two delivery cycles, for example approaching your upcoming delivery with a mindset that recruitment is embedded within this cycle. This could include:

- Identifying where students can be involved in activities;
- Opening an application form during the ongoing programme, so students currently involved as well as students looking for opportunities for the following term/year can apply and providing ongoing support for students;
- Reviewing how well your delivery went and how to improve in the future.

Be mindful of the time you need to allow for these recruitment processes to happen.





# Auditing your activities

## 3. Build in these opportunities and assess what works, what has been challenging, and what can be improved for next time

Once you have introduced these opportunities, ensure that you have considered how you plan to monitor and evaluate how these student opportunities have gone, not only for students but also for the wider staff team who might be coordinating these activities. This could involve:

- Mid and end of programme feedback forms for students, to assess any challenges which come up mid-way through the programme, or evaluate how it has gone at the end;
- Outputs for students which you may want to track – for example you might want to see an attendance sheet, a timesheet, or a record of meetings held to understand what students have done during their role and what capacity it has added to the staff team.



Speak to your local university about any systems they use to track volunteering or award volunteering at the university. It may be that the university can coordinate getting this data for you and share it, so you can discuss it together and make a plan for how to continue to support your student volunteers and develop your activity.



# Who to speak to at your university

To ensure you are working in collaboration with your local university to source and support your student volunteers, we have shared a list below of recommended contacts to get in touch with at your local university who may be able to help or signpost you to the correct contact. If you are struggling to connect with anyone at your local university, try emailing their generic email address (you should be able to find it on their Contact page) or calling the number they list on their website.

## Student Union

The Student Union is a separate part of the university and may have their own student groups and societies for volunteering. Search your local universities' name and 'Student Union', as they may have a separate webpage to the university. Use a search bar to look for 'volunteering' - it may be under the Societies page.

## Volunteering Team

This team will be part of the central university, not the Student Union (although they may work collaboratively together). On your university webpage, use the search bar to find any pages associated with 'volunteering'. They are also likely to have a generic email address if they do exist so try emailing [volunteering@universityname.ac.uk](mailto:volunteering@universityname.ac.uk).

## Civic/Public Engagement/Community Team

Your local university might have all three or only one of these teams, but in at least one of these teams they should be able to signpost you to volunteering within their university or opportunities for community organisations to get involved with students. They may also be able to help identify partners within the university to connect you with.

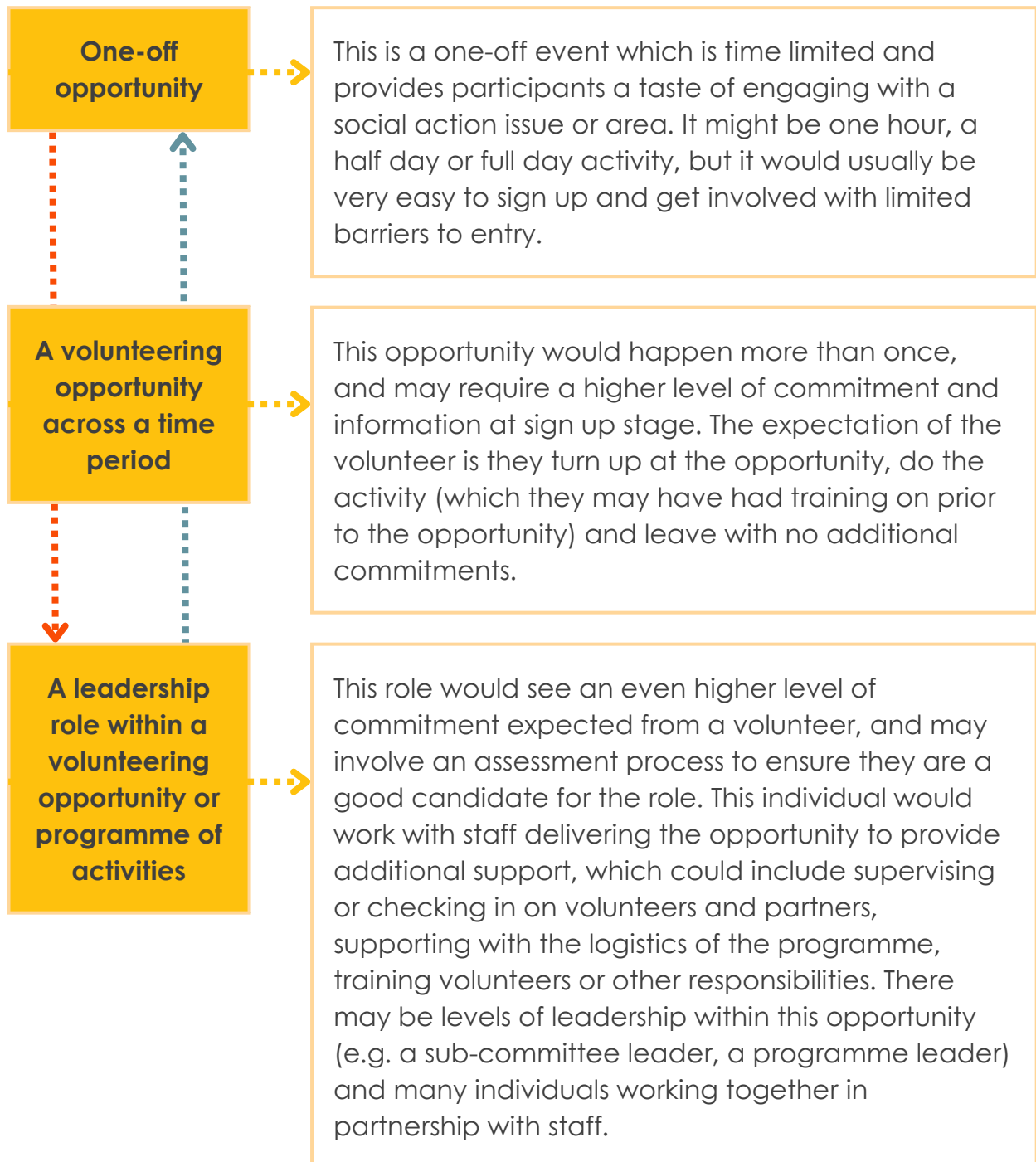
## Widening Participation

If your opportunity involves young people, Widening Participation should be your first port of call at your university. However, it's worth emailing to enquire as they may work closely with other departments who could be interested in your project, or might be keen to expand their community engagement.

## Tiered opportunities for social action engagement

Where possible, we would advise considering the social action journey in which you can take your participants on depending on what your organisation has the capacity to provide.

This could involve:



## Deciding what type of opportunity it should be

Throughout our history at Student Hubs, we have generally broken down our activities into four main categories of programme. See below for what you might want to take into account when considering how your social action opportunity could be framed to students. All opportunities should come with expenses paid for, but some opportunities may go further and pay a salary as part of the role.

### Volunteering

Volunteering opportunities are extracurricular and can be more flexible and adaptable than the other opportunities listed.

Volunteering is a great option if:

- You want volunteers to work directly with community participants;
- You want students involved who understand that the opportunity is unpaid.

### Skilled Placements

Placement opportunities are excellent for providing work-based learning experiences and typically connect students with employers or organisations. Placements are a great option if:

- You want strategic support with a challenge you are facing;
- You want input from students specifically (e.g. because of their academic expertise, their age range, their capacity).



### Internship/ Graduate role

We would distinguish internships and graduate roles where they are salaried opportunities with an expectation that participants work on a full-time basis (or part-time with set hours/expectations for engagement) for a fixed period of time. Internships and graduate roles are a great option if:

- You are looking for formalised capacity within an opportunity for a fixed period of time;
- You know that providing no salary other than expenses would be a barrier to entry for your intended participants;
- Your opportunity covers a longer period of time than one academic term.

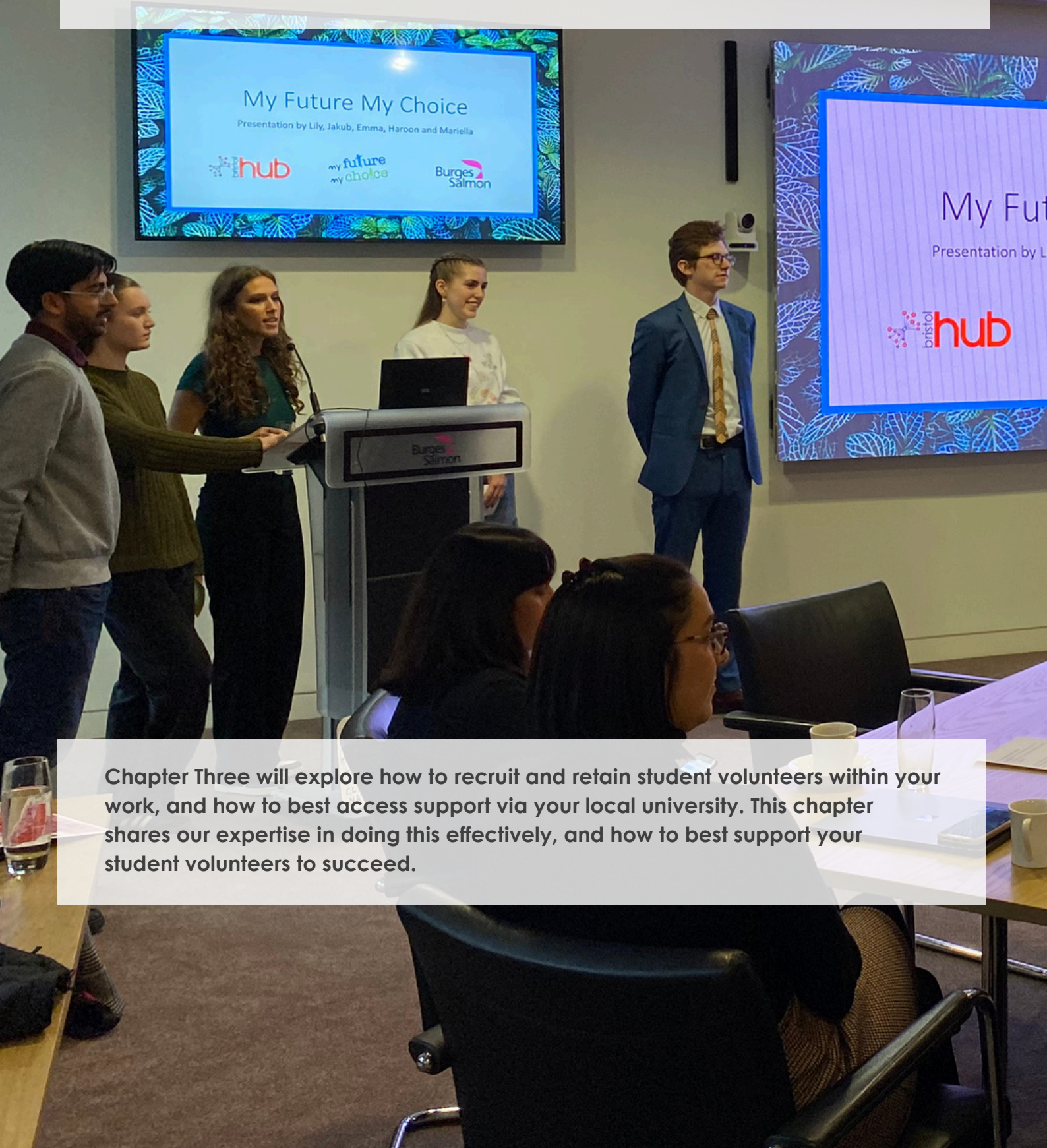
### In-curricular activity

In-curricular activities are those opportunities which are embedded within the curriculum and teaching and learning process for students. They may take place in the classroom or the opportunity may be delivered as part of an accredited module. Social action is used as a way to structure the learning opportunity, such as working with clients, using a social issue as a central theme to the module, or as a one-off activity as part of a wider module. In-curricular activities are a great option if:

- You want to work in partnership with an academic or specific course;
- You want to be part of students; learning experience at university;
- You want to access specific subject/academic expertise to support a problem or challenge you face.

# Chapter Three

## Recruiting and retaining volunteers



Chapter Three will explore how to recruit and retain student volunteers within your work, and how to best access support via your local university. This chapter shares our expertise in doing this effectively, and how to best support your student volunteers to succeed.



## Tips for High Quality Student Recruitment

This section below specifically explores recruiting students, where the recruitment process is aimed at programmes where students are going to have higher levels of responsibility, autonomy, or leading on supervisory responsibilities for other students.

### 1. Understand the competencies of the students you are looking for, or what competencies need to be developed

Before you go out to recruit for the student roles, your team should consider what it is your programme, staff team, student participants, and the students themselves need to thrive within this opportunity.

For us, our general student leader competencies involve the following attributes, and at student leader level (where students are taking on a higher level of responsibility or involvement in the delivery of the activity), we would expect students to demonstrate a higher level of these attributes (or aptitude and interest to develop them) than other students.

You can access the Student Skills Audit and Building My Skills as a Student Leader Workbook which Student Hubs have produced as resources which can support students.

#### Leadership: a commitment to being a social action leader

Collaboration:  
how effectively students can work with others to tackle social issues.

Communication:  
how effectively students can communicate (both verbal and written) with others to tackle social issues.

Self awareness:  
how effectively students can understand their strengths, weaknesses, limitations and how others might support them to develop.

Problem solving:  
how effectively can students tackle challenging problems involved in the programme and approaching social issues.

Curiosity: an interest in the world around you, others, and learning about social issues.

## Tips for High Quality Student Recruitment

Other competencies might be more specific to the role the student is undertaking which you may need to consider. You may also want to consider embedding the 'Essential Skills for 2035': 'Collaboration'; 'Communication'; 'Creative thinking'; 'Information literacy (skills related to gathering, processing, and using information)'; 'Organising, planning and prioritising work'; and 'Problem-solving and decision making'.

<p><b>Activity-specific knowledge</b></p>	<p>If you were delivering an activity which is specifically about sustainability or climate action, you may want to ask students about their knowledge or enthusiasm for this topic.</p>
<p><b>Planning and organising</b></p>	<p>If a student would be taking on responsibilities for delivering activities or coordinating logistics, you may want to assess their experience and skills in planning and organising activities.</p>
<p><b>Resilience and ability to adapt</b></p>	<p>You may want to seek to understand how student candidates deal with setbacks or challenging situations, or have adapted to issues in the past.</p>
<p><b>Initiative and innovation</b></p>	<p>If your student is involved in activities where they are having to practice idea generation or exploring new ideas, or taking the lead where situations are changing rapidly, you may want to ask about their experience in taking initiative or innovation.</p>

***“It has created great value for me. It built confidence in being more proactive in all areas of my life. It provided skills that are transferable and very necessary for leadership, project management, resilience and analytical thinking. These are skills that are not taught in [the] classroom yet very essential for success. The universities who are interested in creating social value through education should definitely sponsor [activities like these].” – Student participant, Campaigning & Advocacy Training Series, 2023-24***



## Tips for High Quality Student Recruitment

### 2. Assess students applying for the opportunity

Where students are acting in a leadership/representative capacity (especially with members of the public or other students), an assessment process is advised.

Assessment supports:

- Expectation setting, both from you as the programme coordinator and for the students involved;
- Students model the appropriate behaviours (or these can be supported throughout the programme);
- Students' development, and staff's capacity to support this;
- Alignment of opportunity, between what the student is able to get, and what the programme and staff involved are able to adequately provide.

There are many forms that this could take, and you may need to adapt this as you evaluate how the opportunity went and in preparation for another cycle.



## Tips for High Quality Student Recruitment

### 2. Assess student applying for the opportunity

Assessments we would recommend include:

<p><b>Application form</b></p>	<p>Is it:</p> <ul style="list-style-type: none"> <li>• As short as it can be (3 questions maximum)?</li> <li>• Asking about motivations, previous experiences, and skills and capabilities?</li> <li>• Giving you an insight into the student?</li> <li>• Accessible and inclusive in format?</li> </ul>
<p><b>A group interview or selection workshop</b></p>	<p>Is it:</p> <ul style="list-style-type: none"> <li>• Designed with a mixture of interactive activities, group work and reflective spaces?</li> <li>• Designed for 1-2 assessors per group to be supporting the activity?</li> <li>• Clear to students what is involved so they can show up ready to engage?</li> </ul>
<p><b>An interview or conversation</b></p>	<p>Is it:</p> <ul style="list-style-type: none"> <li>• Specifically designed for students taking on higher levels of responsibility?</li> <li>• Designed for at least 2 individuals to be present to mitigate against biases?</li> <li>• Giving a deeper perspective of what has been shared in their initial application?</li> <li>• Enabling space to understand what support that student needs to thrive?</li> </ul>

#### Top Tip:

Speak to your university about how they coordinate matching students to volunteering opportunities. They may already have an internal process for this which means that they have done a large part of the screening before connecting you with the volunteer, or you could ask to be more involved with this stage.



## Tips for High Quality Student Recruitment

### 3. Communicate the decision and role expectations

If your recruitment has been successful, when communicating with the students, ensure that you are being clear in reminding them about key aspects of the role.

This includes:

- **Commitment level:** what is expected of them in terms of time commitment, key dates to be available, and when the role ends.
- **Team:** share who they will be working with, who they may report to, and introduce them to any other team members they may not have connected with yet.
- **Volunteer/role description and agreement:** having an agreement and role description is highly useful to share with the student, as it allows you to set expectations early. If a student is not meeting these expectations later on in the programme, you have a neutral document to reference and signpost to the students about where they are not meeting what they had agreed to.

We have included an example volunteer agreement in our Appendices on pages 30-31.

In Chapter Three, we cover strategies for retaining these students once they are recruited, and how you can support them to thrive in the role.



# Fostering a positive culture

Although Chapter Two covered how to recruit students, what is also required for a successful programme is fostering a culture whereby students can see and imagine themselves in these roles.

## Start small and grow outwards

When developing your initial team, we would recommend starting small. There is a reason most Student Unions insist that societies have three to four core members before they can affiliate. Once you have established how well your small team is working together, you may look to grow the team the following academic year, or expand to other activities or issue areas you may wish students to lead on.

In our experience, these key roles have included:

- An overall leader who is supervised by staff;
- A student who supports us to run our newsletter, social media content, and communicates and shares about our work with students;
- Students who have a designated responsibility for either a specific programme or remit such as fundraising, events, or one-off opportunities.





**Consider the perks and benefits for students specifically within your activity.**

Students should have distinct benefits for being part of your programme, and these perks should be marketed to them and other students accordingly e.g. access to training activities or social activities; an enhanced reference from the staff team; access to leader or skill-specific training; signposting to other leadership opportunities within the university or through your programme; professional development support; or accreditation through your local university's award scheme. This can also extend to building positive community relationships with your student volunteers, even something as simple as offering a cup of tea or a warm welcome can make them feel included and supported.

**Use your students' peer network to your advantage (and help them to grow and foster it).**

One of the most successful ways of marketing our activities historically has been through the connections which our student have to other students. You may need to support students to understand the ways in which they can mobilise this network. It may be challenging for them to put themselves out there to do this work, but this can be seen as a great way to enhance their confidence, self-belief, and understanding about how they can network.

**Top Tip:**

You may want to reach out to your local university to ask how you might publicise the work your students are doing with your organisation. They could connect you to the Marketing and Communications/PR team at the university who could help with sharing information about your organisation and partnership with the university through university and external channels, helping to raise more awareness of your work in the community.

## Delivering successful induction sessions

Induction sessions are important to support your student volunteers to step into their opportunity with as much preparation as possible. We encourage inductions particularly where an opportunity is 'long-term' e.g. taking place across several weeks or months.

Key aspects to deliver with students to make it a successful induction includes:

**Introducing them to where they will be volunteering:** ensuring there is a tour of facilities or the venue they are volunteering in can help students feel comfortable with the environment and knowing where to go when they show up to volunteer for the first time.

**About your internal policies and practices:** this might include sharing compliance information such as about safeguarding, risk management, public liability or health and safety information which the volunteers need to follow. It might also include other practices you expect volunteers to comply with, such as a behaviour policy for young people.

**Key contacts and liaisons:** where possible, the induction should be led or supported by the key contacts and liaisons as part of that opportunity. This helps students to feel comfortable and start to build a relationship with those individuals. We would also encourage someone from the university, such as a Volunteering Coordinator or a student leader, to be there to help coordinate student volunteers arriving for the induction and checking that everyone who was due to attend has done so.

***“The process of meeting new people and taking on a new role makes future roles seem less daunting. With the end of university looming and the leap into the workplace approaching, this is quite reassuring. Branch Up has acted as a gentler transition into work and workplace skills, where we have responsibility but always with supervision and authority figures around to help.” – Emma, Branch Up participant and University of Southampton student, 2022-23***



# Retaining your students

There may be circumstances in which your students need to step back or step down from their roles, but in working with students in our activities, we have found ways to try and mitigate or prevent this from happening.

## Build trust

Trust between students and the staff team supporting them is vital for a positive relationship. Trust takes time to build, and we have typically frontloaded how staff engage with students – and particularly students – to build this relationship early. You should also aim to build a relationship with the volunteering coordinators at the university, who can help you with any challenges you face with your volunteers.

## Create touchpoints

Having regular touchpoints to check in with students is important to ensure you notice if a student shows signs of disengaging. This might be a weekly, fortnightly or monthly meeting they are required to attend, and where possible, in-person is preferable to virtual. Your volunteer/role agreement may stipulate that they need to reply to your emails within a certain timeframe, and that if you haven't heard from them, you may have a system to escalate how you check in (i.e. a follow up email, a text or call if no response to this). You should agree this process with your university so you know who is responsible for doing these touchpoints and how to escalate a concern if you are having issues.



# Supporting students' offboarding process

As students end their opportunity with your organisation, you may want to consider the following ways in which you could offer to support them through this process:

- **Further opportunities:** We have seen many students continue to volunteer or support an organisation they have been connected with in a different capacity after their original engagement has ended. If there are any other opportunities, do let students and your university partner know.
- **Offer a reference:** It's likely the university will be able to provide a reference for the student, but if you have gotten to know them well, they may also appreciate you being able to provide a reference for a CV or job application.
- **Celebrate students' achievements:** Do recognise and celebrate the hard work your volunteers have done, particularly at the end of a programme. You may want to send an email to the university to share feedback, or encourage that they be nominated for an award at their university. Many universities hold volunteering award ceremonies which you could ask to come along to.





# Conclusion

As we have demonstrated throughout this toolkit, engaging students offer a range of benefits to support your organisation, develop your relationship with your local university, and to add capacity to the vital community work you do.

To summarise, we recommend that your actions from this toolkit include:

- Sharing the value of students with your organisation, and building your case for embedding student volunteering within your activities;
- Auditing your own activities to understand where opportunities for students may lie;
- Working with your university team(s) to understand the processes involved and mapping out the required capacity, support, resources, and relevant outputs, outcomes, and processes needed to recruit students;
- Implementing our guidance in Chapters Two and Three to help you successfully recruit, induct and train, and support student volunteers to thrive in your opportunity.

If you are interested in learning more about these topics, we also suggest you look at our reports and toolkits on the following areas:

- Engaging Student Leaders
- Delivering High Quality Social Action Activities
- Working with Community Partners
- Our Guide for Students on Volunteering
- Our Guide for Students on Incubation

You can access further resources to support engaging student , such as our self-assessment guide for students and our programme quality framework, at our website ([www.studenthubs.org](http://www.studenthubs.org)) until the end of 2025. From February 2025, resources will be hosted via the Civic University Network at [www.civicuniversitynetwork.co.uk](http://www.civicuniversitynetwork.co.uk).

# Appendices

## Example volunteer agreement: Volunteer Agreement

### Introduction

This Volunteer Agreement describes the arrangement between Student Hubs and our Social Innovation Programme participants. It outlines what volunteers can expect from us, and what we expect from volunteers.

### The purpose of the Social Innovation Programme for the student is to:

- Gain an insight and an understanding of a social impact career by undertaking a consultancy project with a host organisation.
- Develop relevant skills and gain meaningful experience.
- Undertake responsibility of a meaningful project (as outlined in the challenge brief).

### The roles and responsibilities of the participant are outlined below:

- Acknowledge that the research, results and report is the intellectual property of the host organisation.
- Ensure that all information requested to be kept confidential by the host organisation pertaining to the work of the organisation is kept confidential.
- Agree research brief and project timelines with the rest of the team and host organisation.
- Communicate with your community partner at the host organisation as agreed in the first meeting on [date], and maintain proactive communications with other members of your team, especially your team leader.
- Contribute to the completion of the report and presentation to the best of your ability.
- Communicate with Isobel Sherlock, Cambridge Hub Programmes Manager, proactively, and raise any concerns about your project or your consultancy role in a timely manner.
- Complete Student Hubs training programme, attending all training sessions wherever possible, and notifying us where this is not possible.
- Complete the Student Hubs monitoring & evaluation survey/s, to help us continue to improve the work of Cambridge Hub.



# Appendices

## Example volunteer agreement continued

### **The roles and responsibilities of Student Hubs are to:**

- Provide a full induction and ongoing training to all committed volunteers.
- Explain clearly the standards we expect from volunteers in order to ensure we continue to provide and maintain a high level of service to our community partners.
- Help you to develop skills in your volunteering role.
- Reimburse appropriate expenses incurred through volunteering - keep all receipts.
- Keep all personal information confidential.

### **Placement Duration & Details**

The duration of the Social Innovation Programme is [date]

I understand that this agreement serves as a memorandum of understanding of the roles and responsibilities of both parties during the programme period and have provided accurate and up to date information to the best of my knowledge.

**Name: Signed: Date:**

Volunteer agreements may also include information regarding training, confirmation of adherence to policies (such as safeguarding), and other details relating to data protection and use of equipment.

# Bibliography

Bocock, Manuel Del Pozo Segura and Hillary, NFER (2024) 'The Skills Imperative 2035: Rethinking skills gaps and solutions'

Available at: <https://www.nfer.ac.uk/publications/rethinking-skills-gaps-and-solutions/> (Accessed 20/08/2024)

Dickerson and Rossi, University of Sheffield, Bocock, Hillary and Simcock, NFER (2023) 'The Skills Imperative 2035: An analysis of the demand for skills in the labour market in 2035'

Available at: <https://www.nfer.ac.uk/publications/the-skills-imperative-2035-an-analysis-of-the-demand-for-skills-in-the-labour-market-in-2035/> (Accessed 20/08/2024)

Student Hubs (2024) Our Impact Report 2023-24

Available at: <https://www.studenthubs.org/our-impact/>





**Student Hubs is a registered charity in England and Wales, no. 1122328.**

This report was authored by Fiona Walsh McDonnell, with support from Simran Dhanjal-Field and Sophie Payne in Autumn 2024.

With special thanks to contributions from:

- The Student Hubs Staff Team;
- The Student Hubs Trustee Board;
- Contributions from our Student Roundtables, conducted Summer 2024;
- Contributions from alumni to our active citizen legacy survey.

This report was designed by Simran Dhanjal-Field.

**Visit [www.studenthubs.org](http://www.studenthubs.org) to learn more about our legacy work**

This resource has been created by student social action charity Student Hubs. The aim of this resource is to support the delivery of high quality student social action. Please use, apply and share this resource as you see fit and credit Student Hubs as relevant to recognise the support our frameworks and resources have provided for your activity. Whilst you may make use of all intellectual property set out here, you do so entirely at your own risk. Student Hubs provides this intellectual property "AS IS" and without warranty of any kind. To the maximum extent by law, Student Hubs expressly disclaims all representations, warranties and conditions in relation to the intellectual property set out here, whether express or implied