

WONKHE SUs · STUDENT EXPERIENCE INSIGHT

Friends have benefits.

Findings on how belonging is produced, and the structures the higher education sector needs to build.

WONKHE



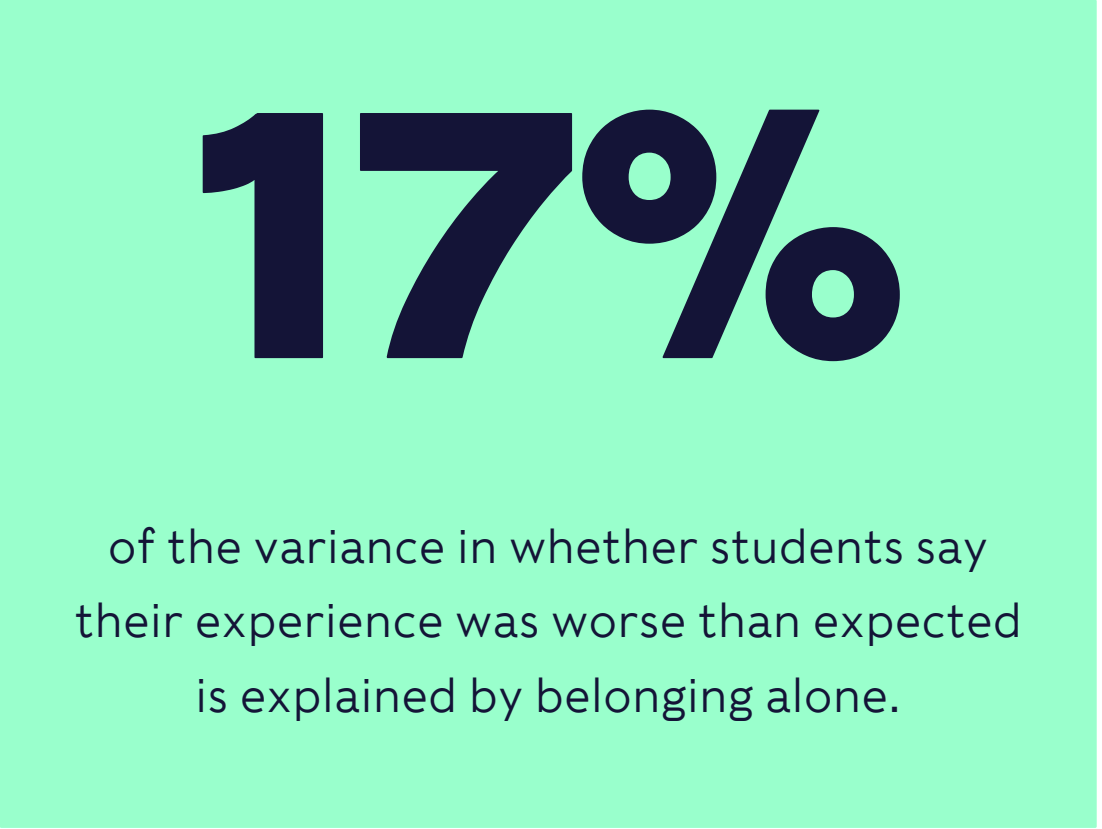
WHY THIS MATTERS NOW

Belonging is no longer pastoral decoration.

The emerging consensus

HEPI (SAES) positions belonging as nearly as vital as teaching quality. Belonging alone explains up to 17 per cent of the probability of saying the student experience was worse than expected.

It clusters tightly with value for money, comfort expressing opinions, and willingness to engage with academic staff outside timetabled sessions.



17%

of the variance in whether students say their experience was worse than expected is explained by belonging alone.

BUILDING ON

The four foundations of belonging.



Connection

Peer relationships, friendship, cohort identity.



Inclusion

Feeling welcomed regardless of identity or background.



Support

Knowing where help is and trusting it to be there.



Autonomy

Agency over learning and a voice in shaping the experience.

Wonkhe / Pearson, 2022. The first three are directly measurable in this dataset. The autonomy route is the one we cannot yet test directly.

Four questions most belonging analysis assumes away.

- 01 Is belonging one thing, or are different student populations reading the same question differently?
- 02 Which parts of the experience actually move it, once we account for the fact that they tend to move together?
- 03 Which way do causations run – are staff and voice producing belonging, or is belonging warming up the ratings on everything else?
- 04 Is belonging produced by a single channel, or by several substitutable ones?

The causation question is the hardest – and the one with the biggest policy consequences.

WHAT THIS IS BUILT ON

Nine waves. 178 institutions. 18,590 students.

18,590

responses across nine waves

178

UK higher education institutions

14,000+

free-text answers on community

9

free-text domains coded alongside

The proxy (old NSS) question

“I feel part of a community of students and staff.”

5-point scale, Strongly Agree → Strongly Disagree. DK/NA opt-out rate stable at ~3% across waves. Net positive 78.9 per cent.

Quantitative and qualitative as paired tools, not parallel streams.



Correlation and regression

Belonging tested against 55 other survey questions. Controls for subject and year of study.



Free-text coding

Human coding across ten domains. Same themes tracked across questions.



Off-diagonal cross-tabs

Reading students whose answers don't line up – the only test we have for causal direction.

The regression identifies which factors carry the strongest signal. The qualitative coding identifies how the signal travels – and the cases where it doesn't.



Findings.

From how the headline question is being read, to where belonging actually comes from, to what blocks it for the students it is supposed to reach.

Organisation and feedback usefulness track belonging hardest.

The split across the core academic experience. Timeliness and contactability hold up as belonging falls; course organisation and whether feedback helped fall fastest.

Net positivity (%) by belonging response →

TEACHING

- Staff explaining & engaging
- Course intellectually stimulating
- Course well organised
- Teaching changes communicated

ASSESSMENT & FEEDBACK

- Marking criteria clear
- Marking & assessment fair
- Feedback on time
- Feedback helped me improve

ACADEMIC SUPPORT

- Easy to contact staff
- Staff supporting learning



	I feel part of a community of staff and students			
	Strongly agree	Agree	Disagree	Strongly disagree
Staff explaining & engaging	97.4	90.6	75.4	55.0
Course intellectually stimulating	94.7	90.4	77.2	60.9
Course well organised	94.8	78.4	57.7	38.1
Teaching changes communicated	92.6	76.1	63.0	42.1
Marking criteria clear	92.1	81.8	66.8	52.0
Marking & assessment fair	95.4	89.1	76.1	62.1
Feedback on time	91.2	83.5	71.7	60.8
Feedback helped me improve	92.0	78.5	61.5	41.5
Easy to contact staff	97.1	91.1	80.3	67.2
Staff supporting learning	98.0	92.3	75.6	52.9

“Course well organised” falls 57 points; “feedback on time” just 30. Structural quality tracks belonging; logistics less so.

As belonging falls, voice and services collapse. Resources hold.

Net positivity on each measure, split by how students answered the belonging question. Every measure declines as belonging falls – but the gradient is far steeper for voice and services than for facilities.

Net positivity (%) by belonging response →

LEARNING RESOURCES

- IT resources
- Library resources
- Subject-specific resources

STUDENT VOICE

- Right feedback opportunities
- Opinions valued by staff
- Feedback acted on

WIDER SERVICES

- Wellbeing support communicated
- Support services sufficient
- SU represents academic interests



I feel part of a community of staff and students

	Strongly agree	Agree	Disagree	Strongly disagree
IT resources	97.0	92.6	82.2	69.4
Library resources	97.3	94.3	86.9	73.9
Subject-specific resources	96.6	92.4	84.1	66.8
Right feedback opportunities	95.7	87.1	74.2	54.8
Opinions valued by staff	95.1	84.7	66.8	42.0
Feedback acted on	87.6	68.7	44.6	26.6
Wellbeing support communicated	93.6	85.8	68.9	51.5
Support services sufficient	93.0	86.2	64.1	42.4
SU represents academic interests	92.5	86.4	62.3	44.9

“Feedback acted on” falls 61 points across the belonging scale; library resources fall 23.
Voice is belonging-sensitive; facilities are not.

79 per cent approval hides three things.

“I feel part of a community of students and staff” returns 79 per cent positive across 178 universities and nine waves. On its face, a community problem affecting one in five. It isn't – it's a single number standing in for at least three different things.

79%

say they agree or strongly agree
that they feel part of a
community of staff and students
– broadly stable across years and
demographics.

01

Belonging without close ties

More than four in ten students who say they belong also report frequent loneliness. Membership and close-tie connection are different goods.

02

Structural exclusion

A population whose academic offer works but whose community membership doesn't – commuters, distance, mature, PG.

03

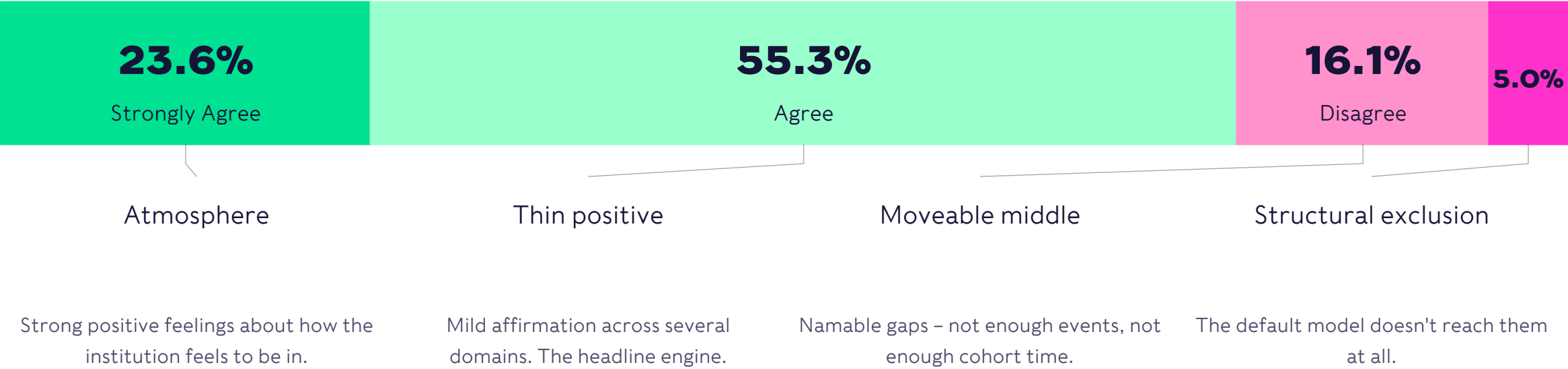
A friend-network architecture

Different kinds of friendship carry different parts of belonging – with one route delivering nothing on the academic side.

FINDING ONE

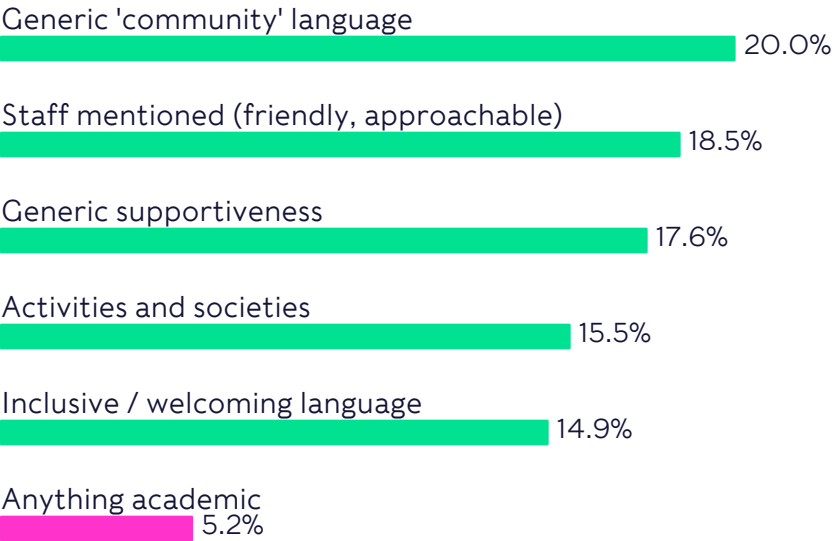
The headline conceals four different kinds of answer.

Students at the four points on the scale aren't grading the same thing. Each group is answering a qualitatively different question – about atmosphere, mild affirmation, namable gaps, or structural exclusion.



Atmosphere, not academic citizenship.

Dominant free-text themes



In their own words

“There's a great environment where I feel I could stop and talk to anyone... everyone is so approachable and kind.”

“The university has been excellent at creating an inclusive and welcoming environment for me.”

“We are all treated equally and fairly. I feel there is a sense of togetherness.”

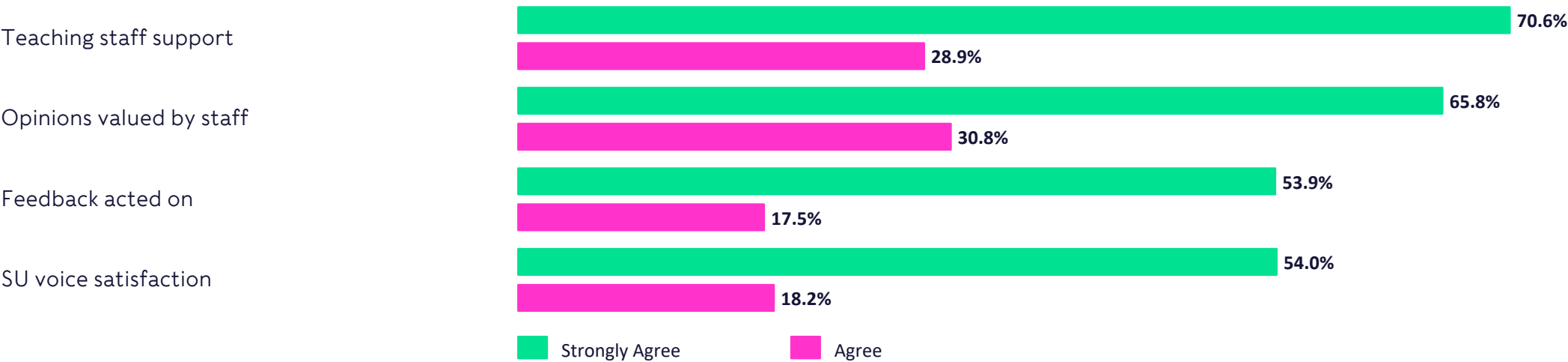
The Strongly Agree answer is mostly about how the institution feels to be in – not about being a known academic citizen of it.

FINDING 1 • AGREE – 55.3 %

The thin-positive majority. The engine of the headline.

The Agree group accounts for over half of substantive respondents. They are demographically the sample. Their free-text rate is the lowest of any group (51 per cent), and 18.5 per cent give responses of three words or fewer.

Top-box ('Very well' / 'Very good') rates by group



The Agree group produces its positive belonging answer through mild affirmation across several domains – not strong attachment to any one of them. “Never lonely” rate (8%) sits closer to Disagree (7%) than to Strongly Agree (19%).

The moveable middle. The strategic prize.

14.4%

use hedging language – higher than any group, including Strongly Disagree

11.7%

mention cohort or classmates – higher than Strongly Agree

4.2%

name 'lack of opportunity / not reached' – the highest of any group

39%

feel lonely weekly or more – the highest weekly loneliness in the dataset

“Almost, not quite.”

“There aren't many events that bring students together so I don't often get to meet new people... uni feels like a different and distant part of myself at times.”

“There isn't much encouragement for getting to know each other.”

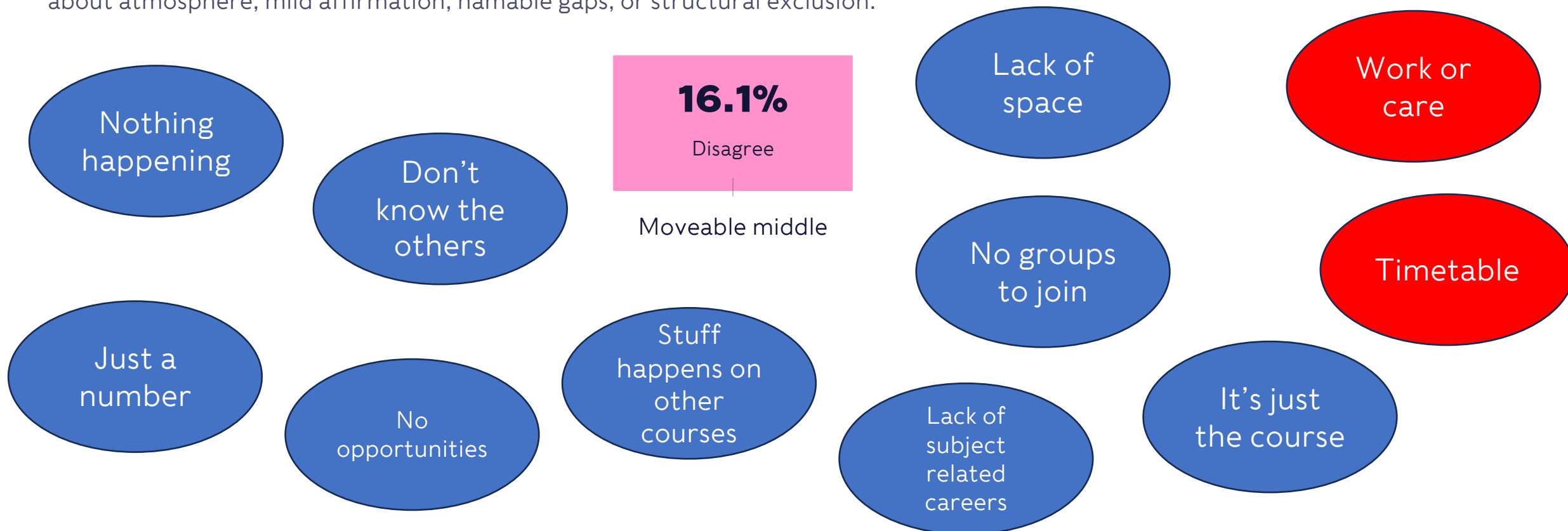
“I feel that I could create more community vibes if I were to be present more often.”

Not the most acutely lonely. The most chronically under-connected – and the ones who can name what would close the gap.

FINDING ONE

The headline conceals four different kinds of answer.

Students at the four points on the scale aren't grading the same thing. Each group is answering a qualitatively different question – about atmosphere, mild affirmation, namable gaps, or structural exclusion.



FINDING 1 • STRONGLY DISAGREE – 5.0 %

Structural exclusion. The default offer doesn't reach them.

Wellbeing : Strongly Agree v Strongly disagree

Life satisfaction **7.3** → **4.6**

Daily loneliness **9%** → **41%**

Anxiety (vs SA) **+1 pt higher**

Who they are

Less likely to be first-year (17% vs 29%). More 25–44. More mature, distance, commuter, PG, part-time. More likely to be carers. Concentrated in subjects with looser cohort structure.

In their own words

“When lecturers talk about how everyone should be living in halls and getting together, it makes me feel more secluded as I have caring responsibilities.”

“There is no community. We distance students are left outside looking in.”

“Very hard for PhD students to integrate. Grey area where we are not considered students but also not full staff members.”

“I am a single parent and have not been able to attend anything organised as it has all been in the evening.”

Four groups. Four different policy responses.

Strongly Agree	Agree	Disagree	Strongly Disagree
WHAT THEY'RE TELLING US Atmosphere is working. WHAT TO DO Not where the design problem sits.	WHAT THEY'RE TELLING US Fragile. Could move either way. WHAT TO DO Protect by improving the rest of the academic experience.	WHAT THEY'RE TELLING US Knows what's missing. Has capacity to engage. WHAT TO DO The strategic prize. Structural investment will move this group most reliably.	WHAT THEY'RE TELLING US Default model doesn't fit them. WHAT TO DO Redesign the default offer – not improve its quality.

One number. Four populations. Aggregate analysis misses where the work needs to land.

More than four in ten students who say they belong also feel lonely.

Crossing the belonging question with weekly+ loneliness produces four populations. The 35 per cent in the top-right – belonging without close ties – is the largest non-default group, and the one a belonging score wouldn't reach.

LONELY HIGH

LONELY LOW

BELONGING LOW

BELONGING HIGH

Outside and alone
Belong low, Lonely high
12.7%

Teaching quality positive
69%

Career confidence (0–10)
5.5

OVER-REPRESENTED

LGBTQ+ (+11pp), non-binary, declared disability, White, UK-domiciled, Psychology, Computing. Specific, raw, self-diagnosing. Explicit isolation language at 11 per cent and "no community" at 6 per cent – the highest of any quadrant. "It feels very isolating." "I don't tick a box for them, so I'm forgotten."

Belonging without close ties
Belong high, Lonely high
35.0%

Teaching quality positive
90%

Career confidence (0–10)
7.1

OVER-REPRESENTED

Under-25s (+6pp), first years (+5pp), LGBTQ+, White, Design & Creative Arts. Anxiety high; close ties absent. The same warm themes as Both Working – friendly staff, close cohort, societies – but with quiet hedges threaded through. "I feel comfortable here, but sometimes it's difficult to connect." Mature-student voices are present alongside under-25s.

Detached but coping
Belong low, Lonely low
6.7%

Teaching quality positive
74%

Career confidence (0–10)
6.1

OVER-REPRESENTED

Final years (+9pp), 25–44s, men, Black students, Social Sciences. Mature, distance, commuter at 17 per cent. Mature/distance/PG/commuter identifiers at 17 per cent – three times any other quadrant. Matter-of-fact, often unemotional. "I commute, I'm an older student, I don't belong to any particular communities. I come in for lectures and go home."

Both working
Belong high, Lonely low
45.6%

Teaching quality positive
94%

Career confidence (0–10)
7.7

OVER-REPRESENTED

Asian (+4pp), non-UK domiciled (+4pp), straight, men, Business & Management. Best wellbeing in the sample. Warm and atmospheric, often non-specific. Activities and societies at 19 per cent, inclusive/welcoming language at 10 per cent, friendly staff at 9 per cent. "Friendly and welcoming." "Small classes, close to staff."

Improving the belonging score wouldn't move the 35 per cent. The intervention is connection, not perception.

WHERE BELONGING COMES FROM

Friends drive belonging far more than staff support.

Two waves asked students where their friends come from. Aggregated three ways against belonging and staff support:

Has subject friends

66% of sample



Off-course only

29% of sample



No friends at uni

5.5% of sample



Belonging net positive

Staff support net positive

-33pp

belonging fall from subject friends to no friends. Staff support falls just 13 points across the same range.

3-4% → 12.5%

the no-friends rate roughly triples between students who rate staff support positively and those who rate it “not very well.”

Subject friends and off-course friends do different jobs.

Splitting friends four ways (Autumn 2023) shows that the discriminating measures separate cleanly – on some, having any friend is what matters; on others, only subject friends will do.

	Both 57%	Subject only 8%	Off-course only 29%	No friends 5.5%
Belonging (net positive)	87.6%	79.1%	78.8%	53.3%
People I can call on	90.1%	69.1%	75.6%	29.5%
Lonely daily	12.9%	20.9%	19.9%	44.4%
Career confidence (O-10)	7.42	7.39	6.64	6.57
Free to express ideas	90.6%	90.6%	84.2%	74.4%
Life satisfaction (O-10)	6.59	6.16	5.94	4.98

Career confidence and freedom of expression are binary on having subject friends (highlighted): Subject-only behaves like Both, Off-course-only like No-friends

Three layers, three different carriers.

“Belonging” is three goods delivered by three differently-structured peer networks. They differ sharply in how substitutable the route is.

L1

Social-tie infrastructure

Loneliness, anxiety, wellbeing, someone to call on.

HIGH SUBSTITUTABILITY

Any friends carry it

On most measures off-course friends come close to what subject friends deliver on social availability. What matters is that there's someone.

L2

Institutional membership

The felt sense of being part of the community of students and staff – the belonging question itself.

PARTIALLY SUBSTITUTABLE

Off-course carry most; subject friends best

Off-course friends carry 79% to a positive answer vs 87% for subject friends. Societies, identity and accommodation networks all contribute.

L3

Academic citizenship

Being on an academic trajectory: career confidence and freedom to express ideas in academic settings.

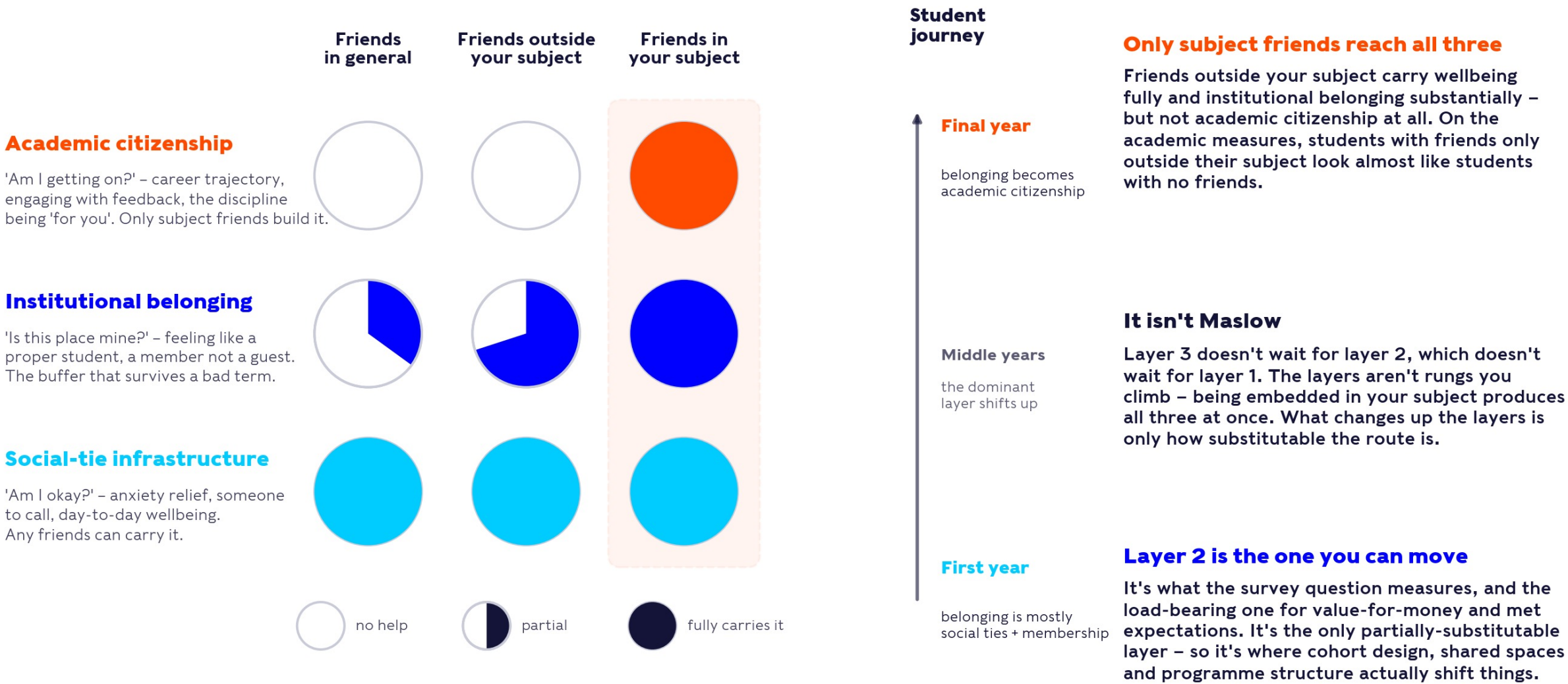
NON-SUBSTITUTABLE

Only subject friends

Subject-only matches Both (7.39 vs 7.42 career confidence). Off-course-only matches No-friends. Off-course friends cannot give an academic trajectory.

Belonging is three layers, not a ladder

Each layer is produced by a different mix of friendships – and the higher you go, the fewer friend types can build it

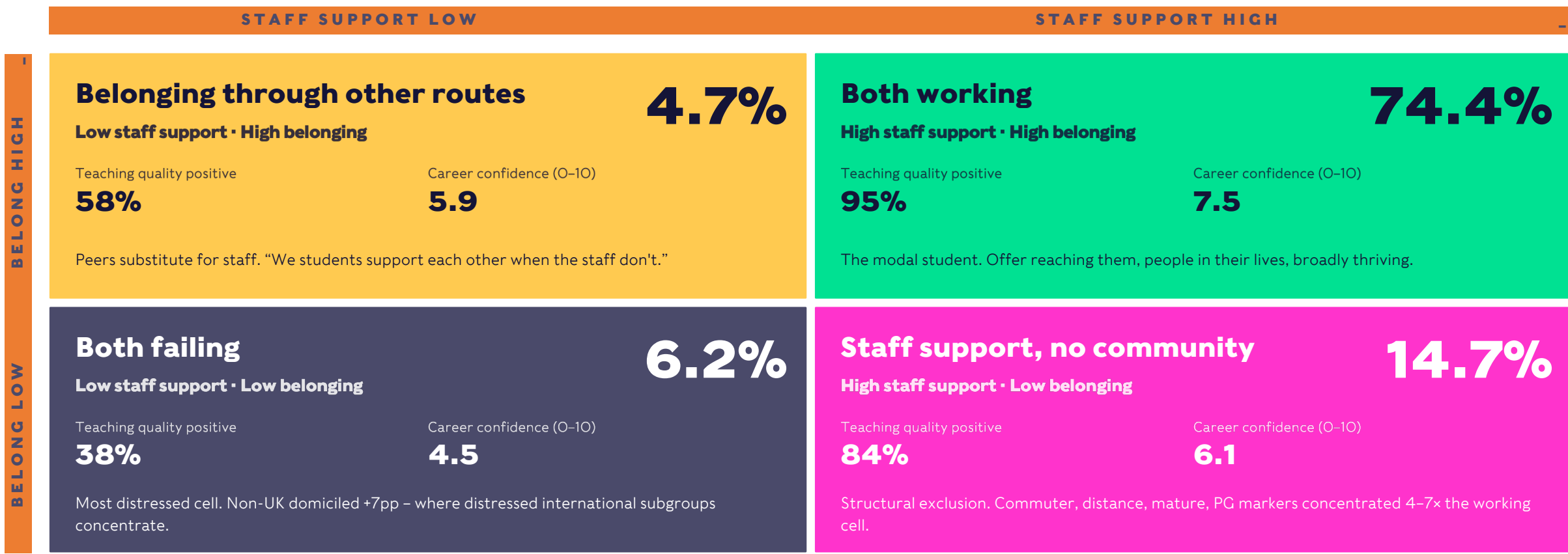


Subject-embeddedness is the common cause: the same structural condition produces social ties, institutional membership and academic citizenship together.
Source: Wonkhe SUs Student Experience polling, friend-network analysis. Relationships are correlational.

STRUCTURAL EXCLUSION

Cross belonging with staff support and the excluded appear.

Belonging and teaching staff support move together far more tightly than belonging and loneliness. Three quarters sit in the working cell. The off-diagonal cells are small but decisive – one is structural exclusion at its purest.



High support but failed belonging = a presence problem. Low support but intact belonging = peers substituting.

WHAT THE FREE TEXT SAYS

Structure produces both. Friends make staff navigable.

Reading where students' answers don't line up, and where they describe sequence directly, three patterns emerge from the free-text responses.

Common cause

Structure produces both

Small cohorts, group work, shared space and persistent year-groups produce friends and warm staff relationships at once – neither precedes the other.

“We didn't have any group projects so I never really had any reason to interact with my classmates or teachers.”

Small-cohort responses

The anxiety bridge

Friends → staff engagement

Where students describe a sequence, it more often runs from peers to staff. Friends provide the social scaffolding that lowers the barrier to using the staff route.

“I am able to contact staff should I need to and have good support from members of my cohort.”

Friends make the offer navigable

The cascade

No friends → withdrawal

The absence of peer ties is described as causing withdrawal from the academic environment – which then makes the staff route inaccessible.

“I am working on my own and rarely see staff and don't know who I could ask questions if I have them.”

Withdrawal-cascade responses

FINDING TWO

Belonging is produced by several substitutable routes.

To separate cause from halo, look at students whose answers don't line up – the ones who rate a predictor high but say they don't belong, or the reverse. Read what they actually wrote.

STAFF HIGH · BELONGING LOW

Among high-staff-support students, 16% still rate belonging low. For high voice satisfaction, 14%. For high SU activities, 14%.

Free text is dominated by structural-exclusion themes. Mature, PG, distance, commuter at 4x the rate of the matching positive-positive group. Isolation language at 8x.

“There is no sense of community for older students.”

STAFF LOW · BELONGING HIGH

Among low-staff-support students, 41% still belong. For low voice satisfaction, 62%. For low SU activities, 52%.

These students give specific reasons. Another route is doing the work – peer cohort, PGR community, WhatsApp groups, committee membership.

“Other PhD students have been a lifeline. I do not feel connected to staff at all.”

Four routes a student can use. They only need one or two open.



Staff route

Teachers who know students individually. The strongest single predictor in the data.



Peer route

Cohort, classmates, WhatsApp groups, sub-discipline networks – often student-organised.



Voice route

Reps, SSCCs, feedback acted on. Citizenship and the experience of being heard.



SU / activities route

Societies and activities as belonging infrastructure – especially for international students.

Where one route is low and belonging is also low, the failure isn't any single channel – it's that structural exclusion blocks all four routes at once.

FINDING THREE

Students read the question at two different scales.

Around one in five mentions course, department, cohort, classmate, seminar or programme. Around 17% mention university, campus or wider community. When belonging works, students don't disambiguate. When it fails, they often diagnose which level it's failing at.

SUBJECT-LEVEL

“I feel part of the community within the course, not within the wider university.”

More reliable lever. Closer to the academic experience, closer to peers, closer to the place where teaching happens.

INSTITUTION-LEVEL

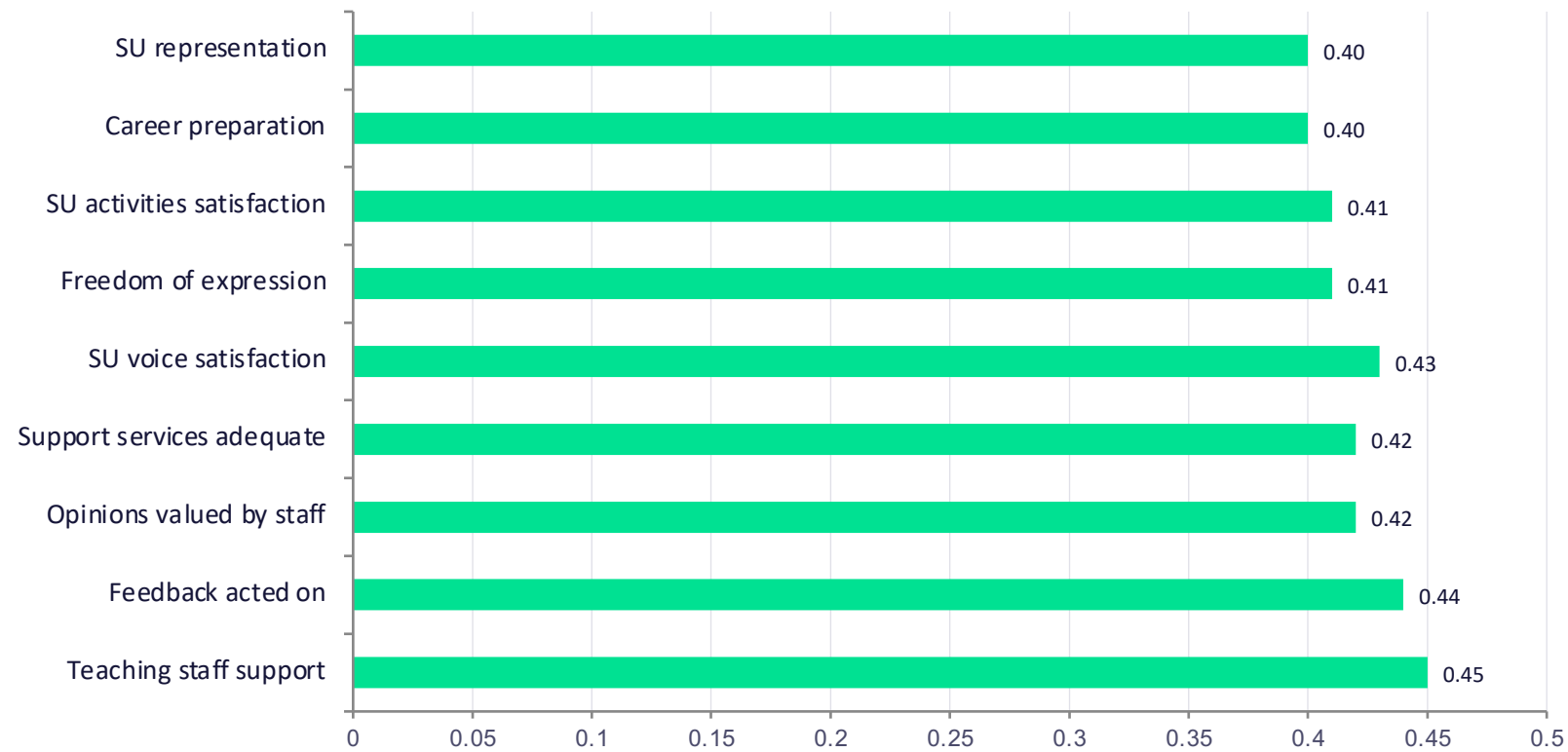
“Good student experience and small course knowing each other but often moments of isolation at university.”

Reaches students for whom the subject route isn't working. Complement, not substitute.

Two institutions comparing themselves are partly comparing how their students are reading an ambiguous question.

FINDING FOUR

Teaching staff support is the strongest single predictor.



In the full model

42%

of variance in belonging explained by all predictors together.

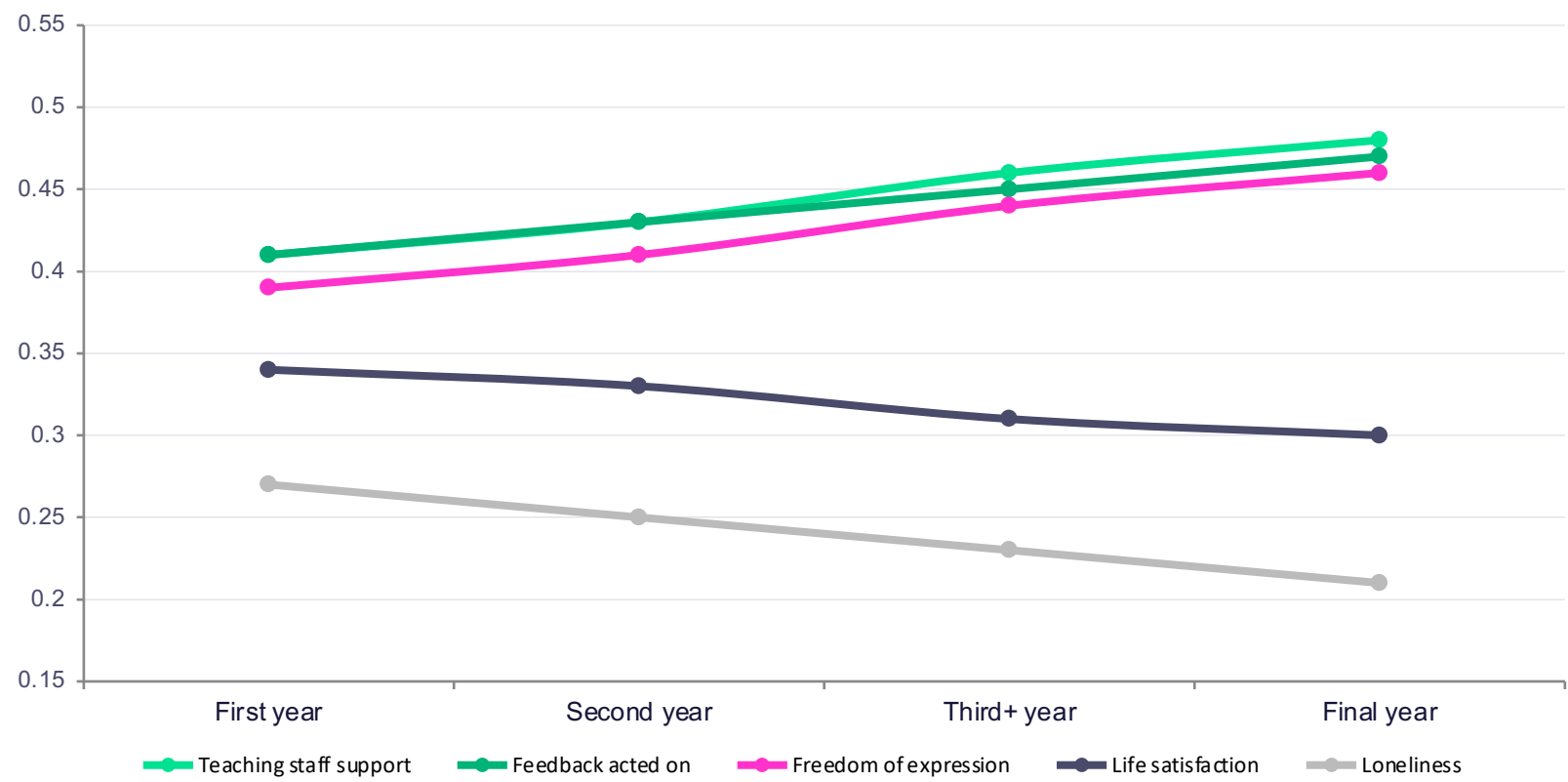
36%

from academic questions alone – 86% of what the full model gets in explanatory power (not 86% of the causal story; blocks overlap).

Correlations move by at most 0.007 once subject and year of study are controlled for. The mechanism operates within subjects, not because of mixing between them.

FINDING FOUR · DETAIL

The question isn't measuring the same thing across the journey.



Two stories

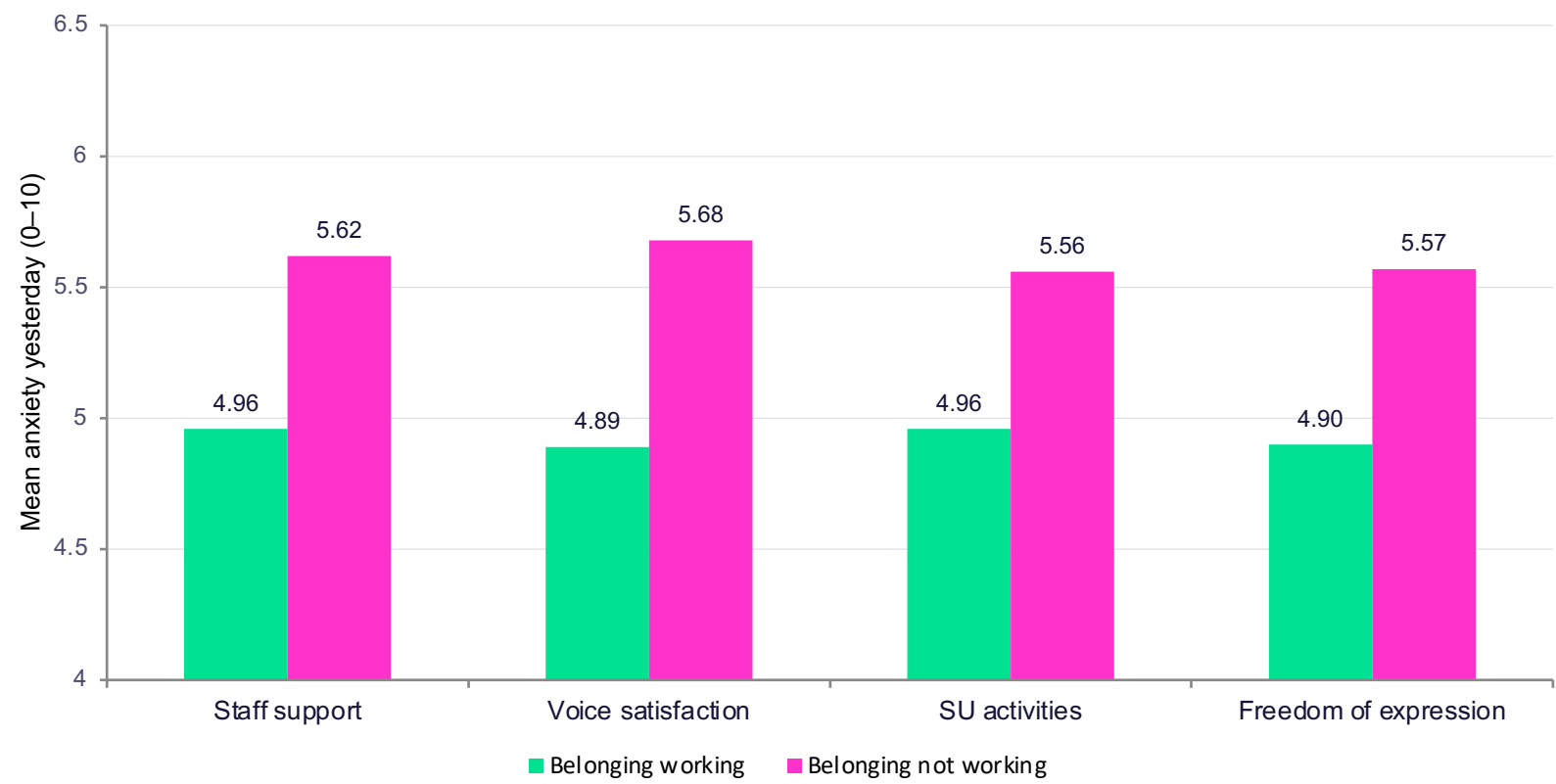
Year 1 belonging is partly a feelings state.
Loneliness and life satisfaction do real work.

By final year it has become an academic-citizenship judgement. Teaching support and feedback acted on do most of the work.

Treating belonging as a single thing addressed by a single approach across all years will systematically miss what students are actually telling the question.

FINDING FIVE

When the offer works but belonging doesn't, anxiety appears to be doing the blocking.



The pattern

Across every predictor, students whose institutional offer is working but whose belonging isn't are systematically more anxious than those for whom both are working.

+15pp

on daily loneliness in the offer-working-but-belonging-not group.

Belonging-as-rated = routes provided × the student's ability to use them. Opportunity alone doesn't dissolve the anxiety bridge.

Anxiety-targeted, not opportunity-targeted.

Peer infrastructure that doesn't handle the anxiety bridge will land only for the students who would have engaged anyway. What the qualitative free text keeps asking for:



Group social mentoring schemes

That cause students to know others before they have to walk into something alone.



Subject focused induction activity

Students get to know others who share an academic identity



Anticipatory accessibility

Disabled students are 10pp more likely to cite anxiety at the same level of interest. Reasonable-adjustment duties under Equality Act apply at the level of participation design – not just venue access.

FINDING SIX

FoE is a seminar-climate question. Rep work is invisible community infrastructure.

FREEDOM OF EXPRESSION

6.8% of FoE free text uses 'welcomed, included, accepted, safe space' language – higher than any other non-community question. And higher than the same theme rate in the community question itself.

“Seminars are safe spaces to express beliefs, ideas, and opinions.”

“My fellow course mates are all very accepting.”

FoE is a function of whether your classmates and the seminar room feel like a safe space. At the level of how students explain them, belonging and FoE are much the same question.

REP WORK

9.6%

of voice free text mentions reps, SSCCs or student-staff committees – the highest mention rate of any institutional mechanism in any free-text column.

13.4% → 6.2%

Rep mention rate from Strongly Agree to Strongly Disagree on belonging – it scales with belonging.

The mechanism functions. The attribution doesn't.

FINDING SEVEN

Strong subject communities can suppress dissent within them.

FoE correlates with belonging at 0.41 – on a par with the strongest predictors. But the cross-tab is asymmetric in a way that reveals what the question is measuring.

HIGH FoE · HIGH BELONGING – 72 %

The expected case. Communities of disagreement built on trust.

HIGH FoE · LOW BELONGING – 14 %

Atomised settings. FoE rating is high because there is little meaningful peer community in which disagreement could have consequences. Free speech as the negative space of an absent community.

LOW FoE · LOW BELONGING – 7 %

The fully disconnected. Excluded from community and unable to speak inside it.

LOW FoE · HIGH BELONGING – 7 %

Cohort-tight, discursively narrow. Political constraint mentions 4.5x higher than the both-positive group. Medicine, Maths, Bio, Engineering over-represented. The community has a dominant view that can't safely be challenged.

Any structure that intensifies subject identity has to scaffold disagreement inside it – not just deepen identification with it.

THE BOTTOM LINE

Design for the architecture, not the headline.



Conventional belonging strategy – more events, more societies, more wrap-around – moves the social-tie and membership layers. It won't move academic citizenship for the off-subject-only population (29 per cent, over-represented among disabled, mature and commuting students). Conventional academic strategy won't reach the no-friends population whose withdrawal has already happened.

The intervention that does both: subject-level structural design that lets subject friendships and staff relationships co-emerge, deliberately combined with SU-owned off-course infrastructure. Complements, not substitutes – the students who do best get both; the worst, neither.



PART THREE

What needs building.

Joint, programme-anchored, multi-functional. The missing structural layer that makes the seven findings add up.

The UK has the routes – atomised. Several European systems bundle them.

UK – ATOMISED

- Four routes owned by different actors – course teams, central SU, academic societies, careers services.
- No joining structure at programme level.
- SSLCs often function as feedback ritual.
- Zero student responses can be treated as tacit agreement.
- Activities, voice, welcome and academic identity run on separate tracks.

ELSEWHERE – BUNDLED

- Dutch educational officers hold scheduled meetings with programme directors.
- Dutch thuisbasis: recognisable physical space close to the academic department, funded as a default.
- Estonian institute associations supply a fifth of council membership.
- Rep, society, social and welcome under one programme-anchored body.
- Students experience one community – not four channels.

The joining structure is what the evidence points to as the missing layer – and where every finding starts to add up.

Every finding above runs through it.



Staff route

—— Sits inside the programme, close to teaching teams.



Voice route

—— Reps live inside it. Attribution is built in.



Peer route

—— Welcome and social activity are part of its remit.



Activities route

—— Subject identity is what the body is for.



Anxiety bridge

—— Trusted peers are already part of the community.



Bi-scaled belonging

—— Course-anchored but visible – a subject home.

THE CONTEXT

The staff route is the one massification erodes most directly.

Larger classes, fewer staff per student, less individual contact time, less responsive feedback at scale. The mechanism the model says does most of the work is the one under most pressure.

The cheaper, structural levers

Seeded peer-organised digital cohort infrastructure

WhatsApp groups, Teams channels, asynchronous study spaces. Close to zero marginal cost. Already happens bottom-up – just not for late arrivers, transfers, part-timers.

Stable sub-cohort structure

Persistent seminar groups across modules. Subject- rather than module-level identity. Sustained co-teaching by the same staff teams across years.

Visible voice work

“Your SU course rep raised X, here's what the department has agreed to.” Communication, not new provision. Uses existing labour and existing infrastructure.

Caveat: the worst use of constrained funding is to treat scaffolding as a budget-neutral substitute for the staff route.

THE RECOMMENDATIONS

Five things follow. All rest on one organising point.

The thing the evidence points to isn't an SU initiative or a university initiative. It's a joint structure. Neither partner can deliver it alone.

The university brings

Programme structure
Staff time
Physical estate
Academic governance roles

The SU brings

The rep system
Activities infrastructure
Community-building tradition
Democratic legitimacy

What the evidence points to building.

- 01** | Universities and SUs should jointly build subject-level bodies rather than running parallel belonging initiatives.
- 02** | Those bodies should combine representation, society and activity, welcome, peer support and academic governance under one roof.
- 03** | The default offer should be redesigned through these bodies for commuters, mature, distance, PG, disabled and time-constrained students – without branding it as remedial.
- 04** | Those bodies should stage belonging across the journey: peer connection first, academic citizenship later, both through the same body.
- 05** | Those bodies should deliberately scaffold disagreement where strong cohort identity risks becoming conformity.

Four levers that sit inside university authority.



Subject- and discipline-level organisation is the primary belonging lever

Persistence of sub-cohorts, continuity of teaching teams, relational quality between staff and identifiable students. In the UK, the relevant unit is subject or discipline rather than individual course title. Subject-level structure is the policy variable – not strategy documents.



Governance rights matter as much as governance roles

Subject- and school-level rep bodies need written rights in programme review, module change consultation, and QA processes. The rep system being inside academic governance is what gives reps something meaningful to do at the level students actually study at.



Space, time and recognition need to be made available

A recognisable physical space close to the department. Time allowance for serious involvement. Credit-bearing recognition where the framework allows. Portable digital credentials.



Welcome is a joint, subject-anchored design – not a central week-one event

Peer-led mentor groups of five to fifteen students, fused with academic and administrative content, trained leaders, often spanning weeks not days. The single biggest lever on first-year belonging.

Four levers that sit inside SU authority.



Reframe rep coordination as community convening

Train reps in groups, present feedback to groups, give budgets to groups, ask groups to develop year-long agendas. A group with a name, a logo, a shared identity and a remit beyond representation is a fundamentally different proposition.



Treat the academic society and the rep system as one subject-level community

The attribution gap is solved by community, not by communications. “You said, we did” only works when there is a recognisable, continuous “we” doing the saying.



Treat anxiety-mediated peer scaffolding as core SU work

Named-buddy schemes, peer-led welcome-back at the start of each academic year, social infrastructure that doesn't require introducing yourself to strangers. Operated inside the subject-level body.



Recognise activities as one strand of subject-level community

Activities don't independently predict belonging much once satisfaction is controlled. But they are the channel through which the SU becomes visible. International students are the clearest case.

Three implications for the wider policy debate.

Don't recommend 'designing belonging in' without naming the structural form

Sector framing that prescribes the direction but not the form risks each institution building partial solutions that the data say won't hold up.

Stop reporting belonging as a single number

The headline conceals at least three distinct populations. The policy direction is different for each. Measure and model the question separately by year of study, and at both subject and institution scale. Model freedom of expression and belonging together – in a sizable sub-population they are inversely related.

Add autonomy to survey instruments as a direct item

Co-creation, agency over learning, structured participation in shaping the academic environment. Surveys often capture the other three Pearson foundations but proxy autonomy through voice and consultation – which isn't the same thing.

Three things worth arguing about.

Q1

Where in your institution does a subject-level body of this kind already exist in embryonic form? What's stopping it being built out?

Q2

Which of the four routes – staff, peer, voice, activities – is most fragile in your setting right now, and is anxiety-mediated scaffolding doing any of the bridging work?

Q3

If you reported belonging separately by year of study and by subject-vs-institution scale, which numbers would you stop trusting?



StartWeek

 > [Studying](#) > [Programmes](#) > [Bachelor](#) > [Assessment Year in Economics and Law](#) > [StartWeek](#)

The StartWeek 2025 takes place from 8 to 12 September.

StartWeek

[Home](#) > [Studying](#) > [Programmes](#) > [Bachelor](#) > [Assessment Year in Economics and Law](#) > [StartWeek](#)

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StartWeek – the beginning of your studies

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The beginning of studies initiates an exciting period of life for new students. However, the transition to university also raises many questions and presents various challenges. The StartWeek is designed to introduce first-year students to their new surroundings, the university's requirements and their fellow students.

Administrative introduction

New students become familiar with the HSG campus, what is expected of them in their new role and the organizational aspects of studying. Learning modules designed to support this administrative integration include "Digital Onboarding", "Studies & Examinations", "Library Introduction" and "HSG Services" as well as an introduction to bidding (the course allocation system at HSG).

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Case study

The interdisciplinary case study introduces new students to doing scientific work in an academic context. Networked thinking and good teamwork are vital to successfully tackling the case. As part of their academic integration, students' capacity for critical self-reflection and their sense of responsibility, cooperation and team spirit are promoted, in addition to various subject-specific and methodological skills. Key success factors for university studies can be tried out and applied in a safe environment.

Social interaction

Friendships are a central element of student life. They make it easier to work together on challenging tasks and greatly enrich student life outside of classes. Promoting students' social integration is an essential goal of the StartWeek. It is not uncommon for friendships formed during the StartWeek to last through the course of studies and beyond.

Student project managers of the StartWeek

Before the academic year begins, we prepare new students for the transition to university life.

The StartWeek



Maurino Buzzi B.A. HSG served as a Supervising Tutor in StartWeek 2022. He has been part of the StartWeek student team since February 2025. Together with Maria Thalian, Maurino Buzzi is responsible for recruiting, organizing and managing the Supervising Tutors. He is currently completing his master's degree in Business Innovation at the University of St.Gallen. In addition to his studies, he plays the drums and enjoys various sports.

StartWeek is supported by two students from higher semesters. These students provide new students with valuable tips along the way.

The bidding system for studies at the University of St.Gallen (HSG).

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StartWeek

Home > Studying > Programmes > Bachelor > Assessment Year in Economics and Law > StartWeek

The StartWeek

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Students from higher semesters. These students with valuable tips along the way.

Worked thinking and good critical self-reflection and methodological skills. Key

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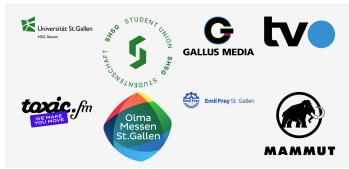
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StartWeek

Studying Programmes Bachelor Assessment Year in Economics and Law StartWeek

The StartWeek 2025 takes place from 8 to 12 September.

Start week = 1 x ECTS
1 x ECTS = 30 hours of work
Pass/Fail
(Knocked off the diss)

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For students, by students

New students are divided into 70 groups, each accompanied and supported through the week by two students from higher semesters. These Supervising Tutors share their personal experiences, answer all kinds of questions and provide new students with valuable tips along the way.

Case study

The interdisciplinary case study introduces new students to doing scientific work in an academic context. Networked thinking and good teamwork are vital to successfully tackling the case. As part of their academic integration, students' capacity for critical self-reflection and their sense of responsibility, cooperation and team spirit are promoted, in addition to various subject-specific and methodological skills. Key success factors for university studies can be tried out and applied in a safe environment.

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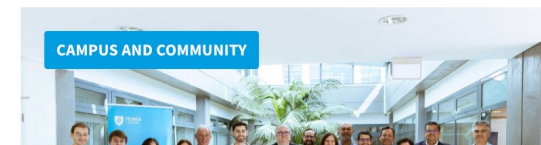
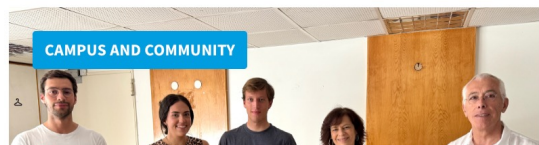
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NEWS

ISTSat-1: The first satellite built in Portugal celebrates one year in orbit

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NEWS



Courses

Técnico offers a wide range of academic programmes (1st, 2nd and 3rd cycles), attempting to respond to market changes and investing in continuous training.

Técnico has increased its innovation capacity over the past years, namely through the development of new technologies that will bring added value and generate economic development.

In this context, postgraduate training appears as an experimental field on technological innovation and scientific research. Técnico has had a prominent role in this area, standing out from other higher education institutions.

[!\[\]\(e78f798d4ea5c530c9db49e7d26e6b95_img.jpg\) Our training offer](#)

Study at Técnico

Study at Técnico is an experience for life. Técnico promotes excellence in teaching, counting on a highly qualified faculty, and provides a unique training offer that was considered the most comprehensive in the country.

Técnico offers a whole range of international programmes aimed at mobility in Master and PhD programmes, internships and research projects. Several supporting structures are provided, whose main purpose is to contribute to a full integration of students, promoting their academic success at Técnico.

The employment rate is one of Técnico's success factors: 91,4% of IST graduates get a job within 6 months after graduation; 44,1% of IST students get a job even before graduation; and 73% of the 2nd cycle graduates (masters) are employed in their field of study.

[!\[\]\(aa53ad6fea213b8b2226d3077e30533a_img.jpg\) Learn more about Técnico](#)



COURSES

Undergraduate Programmes

Undergraduate Programmes (1st Cycle)

Técnico offers a wide range of 1st Cycle degrees based with a basic training in **Fundamental Sciences** such as Mathematics, Physics, Chemistry, Computation, Biology and Engineering Sciences. The curricula of our degrees has a set of specific courses and also training in **Humanities, Arts and Social Sciences**, offered in various faculties of the University of Lisbon, which prepare the graduate to pursue studies in a master's programme.

To know more about the courses, day-to-day life at Técnico and applications:

[Applications](#)[Talk with Students](#)

Courses List:

Course	Campus	
Aerospace Engineering	Alameda	>
Environmental Engineering	Alameda	>
Biological Engineering	Alameda	>
Biomedical Engineering	Alameda	>
Civil Engineering	Alameda	>
Electronics Engineering	Taguspark	>
Electrical and Computer Engineering	Alameda	>
Engineering Physics	Alameda	>
Industrial Engineering and Management	Taguspark	>
Computer Science and Engineering	Alameda Taguspark	>

UNDERGRADUATE PROGRAMMES

Aerospace Engineering

Alameda Campus

Programme Overview

Aerospace Engineering has played an increasingly important role in the 21st century, through the development of different types of vehicles such as airplanes, helicopters, robotised aircraft and the air traffic management itself. It also brings us closer to Space, particularly through the development of rockets and satellites, thus contributing to the improvement of communication channels. The role of an Aerospace Engineer is to design and conceive air and space vehicles, as well as to develop all associated support and control systems.

Programme Structure

The 1st cycle in Aerospace Engineering has a duration of **6 semesters** (3 years), equivalent to **180 ECTS**. The structure is depicted below.

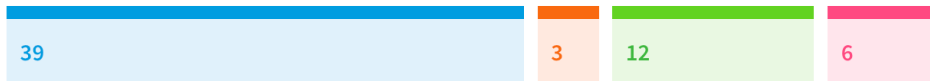
1st year (ECTS)



2nd year (ECTS)



3rd year (ECTS)



[Study Plan](#)

The curricula of the 1st and 2nd cycles were reformed in the 2021/2022 academic year, following Decree-Law 65/2018 and the implementation of a new teaching model. The Aerospace Engineering undergraduate programme derives from the former [Aerospace Engineering Integrated Master's programme](#).

Basic Sciences (60 ECTS)



Core Structure (93 ECTS)



Pre-Major Options (12 ECTS)



Humanities, Arts and Social Sciences (9 ECTS)



Integrative Project (6 ECTS)



Students' Organisations

Técnico students autonomously and proactively stimulate projects that complement their academic background. For example, Students' Organisations provide them with skills and added value making them more competitive in the labour market.

Aerotéc is the main structure for Aerospace Engineering students, which promotes activities such as:

- Prototype development projects
- National and international competitions
- Training actions for Técnico students
- Workshops for high school students
- A repository of study material
- Revista Aeroespacial, the course journal
- Summer internships within Técnico Summer Internships
- The organization of the Aerospace Week

[AeroTéc](#)

[Técnico Students' Organisations](#)



NÚCLEO DE ESTUDANTES DE ENGENHARIA AEROESPACIAL DO TÉCNICO

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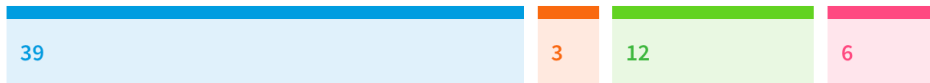
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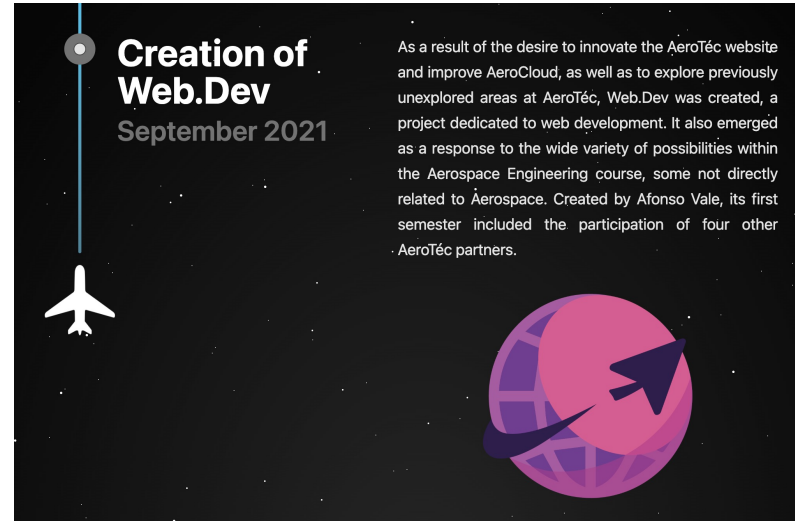
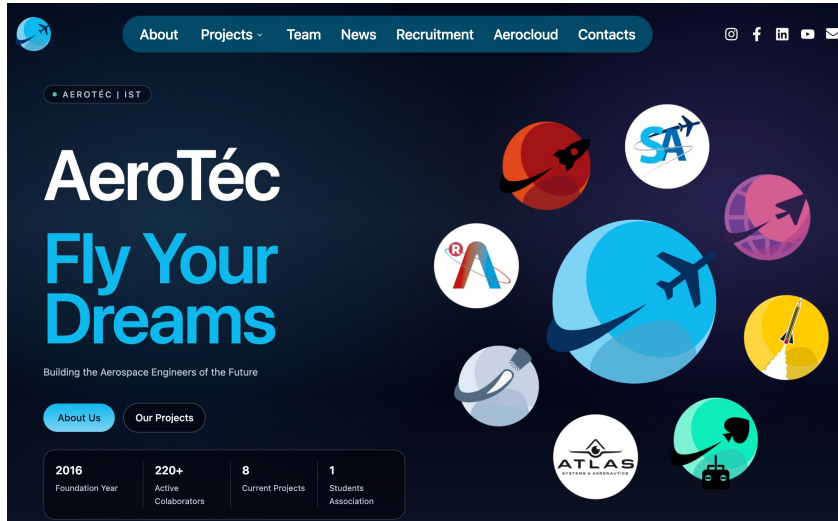


Integrative Project (6 ECTS)



Welcome to Tecnico

- Programme-level associations (núcleos) like AeroTéc anchor each course in academic and social life
- AeroTéc runs prototype projects, competitions, a course journal, Aerospace Week, internships
- Others exist on every course. All seem to represent a typology of activity.
- Faculty bodies above them
- A central SU supports all of that to succeed





Aerotech and the rest

- Students belong as aerospace engineers, not just as "students at Lisbon"
- Deliberately part of a university strategy on belonging and the “rounded graduate”
- One architecture delivers voice, identity, careers, peer support and curriculum reform together
- Responsible for things that universities (and SUs) would centralise and do for them
- Why, how, what etc

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Student Support

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Event

Annou

Five frames

1. Consequentially collaborative – students as stakeholders whose consent and insight legitimise decisions
 2. Consumerist – students as fee-payers entitled to influence the quality they purchase
 3. Democratic – students as citizens of the university with rights to govern alongside staff
 4. Consequentialist – student involvement justified by the better outcomes it produces
 5. Communitarian – students as co-producers of a shared academic community of reciprocal obligation
- UK rep work leans heavily on the consumerist and consequentially collaborative frames
 - European programme bodies are unmistakably communitarian – belonging, co-production, reciprocity, shared identity
 - Academic communities operationalise the communitarian case more fully than any rep structure can
 - They then “own” the other frames in interesting ways that (can) fit the culture and subject
 - The frame you lead with shapes the structures you build – and the students they produce





What we see

- Programme activity is run by standing bodies with boards, committees, spaces and budgets
- Datasektionen at KTH has 1,500 members, 650 in some kind of position, 21 committees
- It turns over around £800k a year, mostly from events, sponsorship and a student shop
- Twente study associations have offices and common rooms inside their own academic departments (“home base”)
- The capacity, memory and pipeline an individual rep cannot sustain, a body easily can
- They tend to all have “fixtures” – key events or projects that are annual and that they seek to improve on



Flowing upwards

- Central SUs typically emerge from programme bodies rather than the other way around
- KTH chapter reps elect the Union Council, the SU's highest decision-making body
- CBS course-level study boards (50% student) elect the senate that elects the sabbs
- Vilnius University SU is built on fifteen faculty "units" running effectively as mini SUs
- Central bodies coordinate and serve the sub-units rather than directly representing all students





Organisation of the student body

- UK SUs operate at the level of the individual rep and the level of the central organisation
- Almost nothing sits between – no funded, identifiable, autonomous school or subject body
- The Dutch study association, Swedish chapter, Portuguese núcleo is the missing meso layer
- That layer is where collective identity, continuity, distributed leadership and pipeline actually live
- Without it, sabbs become committee junkies and rep coordinators support 1,500 lonely individuals



Inside the academy

- Dutch study associations hold formal roles in QA with direct lines to programme management
- Their educational officer holds regular scheduled meetings with the programme director
- French students sit with voting rights on the conseil académique and CFVU
- English SUs sit outside programme governance; SSLCs often function as feedback ritual
- Zero student responses to programme modifications is frequently treated as tacit agreement
- Often there's a national link to disciplines (Poland, Germany, Austria) that has a QA and/or industry facing role





A typology

- Subject-anchored bodies deliver eight functions at once, not eight separate teams
- Representation and Advocacy – ongoing evaluation, peer info on rights, first-line problem-solving
- Welcome and Identity – belonging at entry, a shared sense of "us" around the discipline
- Becoming and Confidence – subject-specific induction, study skills, assessment support
- Social and Careers – locally meaningful sociality, smaller subject-specific employability activity



1. Representation

- Programme-level voice that frames itself as ongoing evaluation, not one-off feedback
- Standing bodies, not individual reps, with continuity, memory and distributed leadership
- Formal roles in QA, curriculum review and programme governance, not adjacent to them
- Educational officers with scheduled meetings with programme directors, embedded in academic life
- The first port of call for course-level concern, before formal complaint or central SU escalation





1. Representation

- Scintilla's STUDI committee maintains exam databases and feeds into the Programme Committee
- KTH chapter study committees collect course-level feedback as the official representation route
- Dutch educational officers hold monthly Convention meetings to coordinate cross-association advocacy
- Estonia – institute associations supply one-fifth of institute council membership by design
- CBS course-level study boards are 50% student and elect the senate that elects the sabbs
- Austrian versions sit on the body that approves electives for the year ahead
- Both student led and university led activity



1. Representation

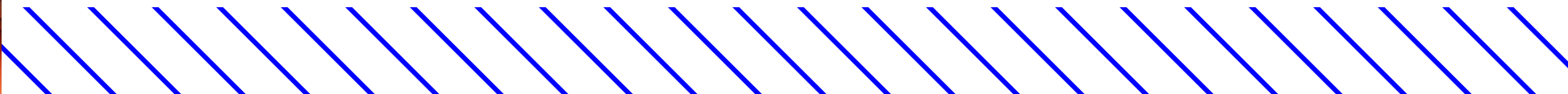
- Representation that lives in a body outlasts representation that depends on one tired individual
- Subject identity gives reps something concrete to defend – not generic "student voice"
- Evaluative (against quality criteria) rather than feedback – aiming at quality not being heard
- Treat reps as a group, not an individual – the Vilnius "never singular" rule applies here first
- Negotiate written rights into university quality handbooks – first contact, validation, modification consultation
- Without statutory backing, infrastructure has to be designed deliberately – it won't emerge by accident





2. Advocacy

- Peer-distributed information about rights, alongside first-line resolution of smaller problems
- Volunteers within trusted communities catching issues before they escalate to formal casework
- Reduces pressure on professional advice services; raises the floor of student knowledge
- Confidential contact persons embedded in associations, not just available through central services
- An "informed peer infrastructure" that complements rather than replaces qualified advice



2. Advocacy

- Twente Confidential Contact Persons sit inside every association, trained and supported centrally
- Dutch study associations handle low-level signposting support before students reach formal advice
- Twente runs bystander intervention training and stress management through the associations themselves
- Somewhere between a complaint and feedback – and “shop steward” in nature
- Coimbra nuclei run pedagogical departments specifically tasked with student advocacy on course issues





2. Advocacy

- Peer support embedded in trusted communities reaches students central services don't
- Concerns about volunteers carrying welfare are real – they need training, supervision and clear scope
- Distinguishing first-line peer support from formal casework is a design task, not an accident
- An association is a better referral pathway than a leaflet – students already trust it
- This is the function UK SUs are most nervous about delegating – often inherited risk, not evidenced risk

3. Welcome

- Belonging actively constructed at the point of entry, through small peer-led groups
- Fusion of social, academic and administrative integration in a single coherent programme
- Mentor groups of 5-15 students with trained older students, often spanning weeks not days
- Welcome as education rather than entertainment – substantive intellectual work as scaffolding
- Subject-anchored welcome that builds course identity from day one, not just university identity





3. Welcome

St Gallen Start Week – 72 groups of 25, two trained tutors each, five days, public presentations

VU Amsterdam – 16-student mentor groups, with parallel tracks for masters, internationals, first-in-family

Roskilde mentors look after 3-5 new students before and throughout the first semester

Poland: Subject groups at camps

Aarhus: Groups lead new students to explore cultural sites or leisure activities together

Luleå's two-week induction explicitly aims to "create community in the subject area"



3. Welcome

- Welcome week shouldn't end on Sunday – it should taper into rolling first-term contact
- "Throw 500 people in a lecture hall" is not, by international standards, even trying
- Trained peer leaders are the multiplier – Start Week prepares tutors over two semesters
- Subject-anchored welcome doesn't compete with university-wide welcome; it grounds it
- Loneliness data tells us this matters – 19% daily loneliness nationally is a design failure





4. Becoming

- Subject-specific induction into what it means to study and practise this discipline
- The know-how, handbooks, apps, talks and informal advice that turn novices into participants
- Helping students see themselves as "a historian", "an engineer", "a midwife" – not just a student
- Built from accumulated peer experience that no central induction can manufacture
- Anchored in the discipline's actual practices, expectations and unwritten rules

4. Becoming

- NOVA's pedagogical nuclei run TecTalks, internship testimonials and weekly news updates
- AeroTéc runs prototype projects, an Aerospace Week, a repository of study material, a course journal
- Coimbra nuclei have dedicated pedagogy departments alongside careers and recreational arms
- Twente study associations run subject-specific lunch lectures and study trips as embedded learning
- Dutch publications and magazines provide sustained subject journalism with editorial succession





4. Becoming

- The UK already does this informally – course WhatsApp groups, year-above advice, course chat
- Formalising it lightly preserves the energy while adding continuity across cohorts
- Some concerns over its power over norms (ie drinking) underlines its power!
- Identity as a "historian" or "engineer" predicts retention, satisfaction and academic confidence
- UK SUs rarely see this as their job – it gets ceded to the department, then often doesn't happen
- Programme bodies bridge SU and department in a way central SU services cannot



5. Confidence

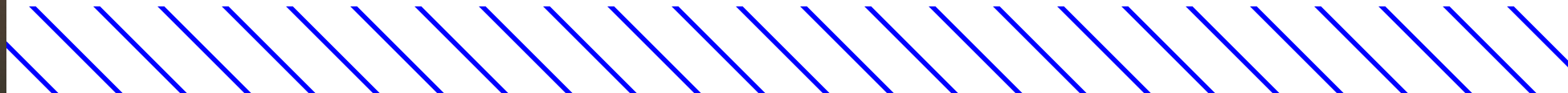
- Peer-developed and peer-delivered study skills and assessment support
- Aimed squarely at academic completion – getting students to the finishing line
- Built on shared experience of the same assessments, modules and pressures
- Embedded in the community where students naturally seek help, not a separate service
- A response to the group, not the individual – tutoring as social mentoring, not 1-1 instruction
- Wikis, guides, events, revision sessions





5. Confidence

- NOVA's BioMed Explica is a tutoring programme run by the Biomedical Nucleus itself
- NOVA BioBuddies pairs students through the same nucleus as a peer mentoring scheme
- Datasektionen runs mock exams, study groups and skills practice through its committees
- Law/Stockholm runs “how to approach your first assignment” sessions
- ETH Zurich – groups run “imposter syndrome” catch up sessions
- Freshman Learning Communities (US) produce higher GPAs, retention and graduation through peer engagement



5. Confidence (peer support)

- UK fixates on the tutor as a role; the research says it's the group that matters
- Tutoring as social mentoring works because the peer group is the unit of motivation
- This function is closest to what universities already pay learning developers to do
- Programme bodies multiply learning development capacity for free, at scale, with credibility
- A natural partnership conversation with academic skills teams – not a turf war





6. Careers

- Subject-specific careers activity built around the actual graduate destinations of that programme
- Smaller, more proximate, more relevant – students more likely to attend because it feels theirs
- Industry connections sustained through the association across cohorts, not rebuilt each year
- Often run with external partners (employers, alumni) the association maintains relationships with
- Career-relevant volunteering itself – board work, event delivery, sponsorship negotiation as CV

6. Careers

- KTH chapter career fairs feed THS Armada – one of Sweden's biggest careers events
- Örebro's Qultura runs a professional gig brokerage placing music students with external clients
- Örebro's TekNat runs Ingenjörsmässan, connecting engineering students with regional employers
- Uni of Reykavik Friday evening “trips” to employers
- KTH's Doktorandsektionen runs an annual fair for PhDs who don't want academic careers
- Coimbra nuclei have dedicated career opportunities departments embedded in each subject





6. Careers

- UK careers services struggle to be subject-specific at scale – associations can be by default
- Industry relationships built by associations outlast individual staff or officer turnover
- Subject pride opens doors – Lisbon's taxi drivers know what aerospace engineers at Técnico do
- Alumni connection through the association, not the central office, sustains mentoring relationships
- This is where SU work and employability work most obviously converge – worth a joint conversation



7. Identity

- A shared sense of "us" anchored in course, school, subject or future profession
- Distinct from interest-based identity (a society) and characteristics-based identity (liberation group)
- Created through ordinary, repeated, recognisable moments – not branded campaigns
- Visible signals – overalls, colours, names, logos – that broadcast belonging beyond events
- The foundation on which all the other seven functions ultimately rest



7. Identity

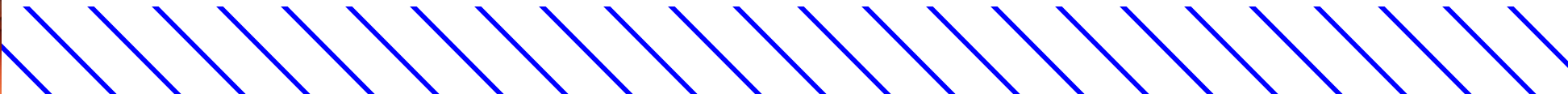
- KTH chapter overalls function as ice breakers and "provide a sense of belonging" across Stockholm
- Örebro section colours (Qultura pink, etc.) signal disciplinary identity across campus
- Vilnius web buttons marked "your reps" go to images of groups, not individual faces
- Finnish applied sciences, Midwifery Section shared professional identity drives engagement despite extraordinary barriers
- Twente's "home base" concept creates recognisable physical spaces tied to the discipline
- Representation "to" rest of the student community





7. Identity

- Identity work is often invisible until it's absent – then everything else gets harder
- UK SUs do bonding well (identity groups) and linking well (formal channels) – bridging is the gap
- Subject identity creates natural bridging because diverse students share one academic context
- "School plays sell out" precisely because the audience knows whose play it is
- This is the function least amenable to staff delivery and most dependent on member energy



Learning from Iceland

Study Tour Spring 2026: Reykjavík/Iceland

There is magic in being a little angry but not alone

Plus:

Fish Balls Served with onion butter and potatoes

Before learning becomes only for the chosen ones

The playfulness of the fishing goddess

Do you have a 2,000,000 kr. idea?

A strong public university that is funded by the government and not by the students

The competitors are offered milk from Hvanneyrarfjós

I prefer the abnormal one

The harbourmaster harbours no doubt





8. And finally... social

- Smaller, more regular, more locally meaningful sociality than mass entertainment
- Often blended with the academic – lunch lectures, study trips, subject parties, course socials
- Lower production values, higher ownership – "school play" rather than Broadway
- Embedded in the rhythms of the academic year and the life of the cohort
- Often the entry point through which students discover the other seven functions exist

8. And finally... social

- Datasektionen runs the Plums bath-house party, METAspexet theatre show, ski trips, study trips
- Coimbra nuclei have recreativo lúdico-cultural and recreativo desportivo departments by design
- Aalto subject associations and Helsinki nations provide communal space for leisure, studying, socialising
- Subject sections at SSE run pop up “pubs”
- Balls, Festivals, Parades frequently feature “each” doing their version of “X”





8. And finally... social

The UK has become bad at silly – not because silly is risky, but because no one has permission

Mass-entertainment freshers crowds out small subject sociality that builds longer-term connection

"Going rogue" is often the system telling you what it actually needs

Production values are a poor proxy for belonging – ownership matters more than polish

Protect informality – over-formalisation at this stage kills the energy that sustains everything else



What is going on?

Self-determination theory

- Intrinsic motivation is highest when autonomy, competence and relatedness are all satisfied
- Autonomy – students write the script, choose the activity, set the direction
- Competence – students get visibly better at running things across the year
- Relatedness – students do it together with people who share their academic identity
- Subject-anchored bodies satisfy all three by design; centralised programmes often satisfy none



What is going on?

Social capital and academic capital

- Bonding capital (time with similar others) is well served by UK identity societies
- Linking capital (engagement with mediating structures) is partly served by UK rep systems
- Bridging capital (time with people not like us) is the yawning gap in UK provision
- Programme communities create bridging by default – mixed students meeting around shared discipline
- Academic capital is built by working with peers and academics to immerse in a subject



What is going on?

It's the meso

- Individuals have weak agency – thin authority, thin resources, thin continuity
- Centres have authority and resources but discretion is constrained by risk concentration, standardisation and prioritisation
- Meso bodies resolve the tension – meaningful enough to act, bounded enough to fail survivably
- This is what every Dutch study association, Swedish chapter or Portuguese núcleo actually is
- Without a meso layer, agency, identity and capacity cannot combine at the right scale

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How we got here

Until the 1990s many UK SUs ran large rep councils combining course reps and societies

Student and society expansion made holding all of that in one room structurally impossible

Universities also shifted toward managerial decision-making, with thinner democratic governance

Committee scrutiny replaced decision-making, leaving less space for student challenge or ideas

Hollowing out of interim positions between course rep and sabb broke the leadership pipeline

Voice and activities emerged as separate professions with separate logic – and community building expertise (usually) didn't feature in either





How we get there

Never refer to rep roles as singular – always refer to the group

Train in groups, present NSS data to groups

Let each group pick a name and logo

Invest in a residential for each group; give the group, not individuals, a budget

Ask each group to pick one of the eight functions and trial a project (fixture)

This is the cheapest, fastest, lowest-risk start – it works inside existing structures



Questions



Thank you.

Questions, pushback, requests for follow-up
analysis – all welcome.

Wonkhe SUs Student Experience Survey

2023–2026 · 178 institutions · 18,590 responses