



UNDERSTANDING THE NEEDS OF CHINESE PGT STUDENTS

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AUGUST 2019

INTRODUCTION

We surveyed 249 Chinese PGT students across all departments, asking them about their expectations and experiences across six domains of student experience: the academic domain, the social domain, the Students' Union (SU) domain, the global domain, the daily life domain, and the future prospects domain. Survey responses to questions in these domains were then transformed into domain scores, and retrospective expectations were contrasted with real experiences.

Among the students who took the survey, twenty were invited to a focus group to further investigate and to provide depth for the findings of the survey data. Three men and three women took part, two of whom were from the faculty of Social Science, two from Arts and Humanities, one from Engineering and one from the faculty of Science.

In the focus groups, students were asked to take part in three individual data elicitation tasks in order to generate data without strictly defined interview questions. The focus groups were conducted entirely in Mandarin by a native speaker, who then translated the data into English prior to analysis.

Task 1: Students were given photographs to look at and were instructed to pick one that 'jumps to them' when they consider the question of 'what's it like to be a Chinese PGT at the University of Sheffield'. Afterwards, the students were asked to explain their choices to the group.

Task 2: Students were given pens and paper to design a 'flyer' that would depict some of the things they were told about the University before their arrival to Sheffield. Afterwards, the students were asked to describe their flyer to the group.

Task 3: Students were given modelling-clay and Lego bricks to create a 'model' that would represent how they had experienced different parts of life during their studies at the University of Sheffield. Afterwards, the students were asked to describe their model and its meanings to the group.

Qualitative data was analysed by relating to the findings of the survey data as a thematic framework of reference.


KEY POLICY RECOMMENDATIONS

- 1. University marketing and support materials (both online and in person) would benefit from explaining more clearly the function and services that the Students Union offers, particularly with regards to mental health services.
- 2. The University and Students Union should continue to engage with the 'decolonising the curriculum' initiatives that have begun across different departments. In addition, it is important that these initiatives do not ignore or omit Asian scholarship, as Chinese students feel that their continent and culture is missing from their syllabus.
- 3. Chinese students can be made to feel less intelligent and discriminated against when support services are delivered in a highly targeted way (for example, English language support *just* for Chinese students), or when assumptions are made about their intelligence because of their English language speaking skills. This can also happen when teachers only group Chinese students together with other Chinese students in group activities in lessons. There needs to be greater awareness raised of how this impacts on students' experiences, social, and mental health.
- 4. Although befriending services are engaged with and receive positive feedback from Chinese students, there is little interest from Home students in making friends with Chinese students. Some services that focus on activities between Chinese students and Home students interested in China have seen more success, but the underlying problem may be that the specific knowledge that Chinese students have to contribute in lessons is not being valued due to a Euro-centric syllabus and the assumption that Chinese students are more comfortable working only with other Chinese students (as seen in recommendations 2. and 3.)

There is potential for the University to contribute to the overall experience of Chinese students positively, simply by encouraging home students and other international students to work with Chinese students in the classroom environments through group discussion and other group tasks. This can help

Chinese students to form friendships and other support networks during their studies.

- 5. Chinese PGT students often report feeling unsafe and uncertain in their transition, but this is often less to do with the lived environment than it is to do with the limited knowledge and support they receive with regards to services. This is particularly the case with regards to reporting criminal activity and hate crime, hate speech, or discrimination. Students may be unaware, for instance, how to report an incidence of discrimination to the University, or whether this is even culturally acceptable. Some kind of resource or support in this regard may hugely improve students' experiences in one of the lowest scoring domains (daily life).
- 6. The University may wish to engage more with high schools in China to ensure that students have realistic expectations of their studies, reducing the likelihood of dissatisfaction after they arrive.
- 7. Departments in the University may benefit from knowledge exchange arrangements, in particular between those that scored relatively well and those that score relatively less well. No single department was the 'best' universally in all domains.



“ Wherever I am, in China or in the UK, I feel like I am a global citizen. Nowadays, due to international cooperation in industry... we are all influenced by globalisation. [...] Academic life, social life, daily life, and other domains are all important to me. Social life is an essential part of my spiritual well-being. My career plan will form an economic foundation for my future. I place my social life and my future plans as priorities.

”

QUANTITATIVE FINDINGS SUMMARY

- Overall, the University and Students Union appear to do well meeting the needs of Chinese PGT students in all six domains.
- The daily life domain had the lowest average scores (3.49/5), followed by the social domain (3.52/5), the global domain (3.55/5), the academic domain (3.73/5) and future prospects domain (3.79/5). The SU domain had the highest scores (4.03/5) but was also quite variable. Survey instruments were designed specifically for this study, so may need some refining in future to make scores more comparable.
- All domains were strongly associated with one another, suggesting that a holistic approach to improving or maintaining positive student experience may be effective.
- Students expectations were not met in the Social, Global, Academic, and Future domains, with the biggest differences in expectations and experiences being in the Social and Global Domains. However, the SU domain far exceeded students' expectations and their experiences of daily life slightly exceeded their expectations.
- There were some apparent differences between departments, but the sample size precluded any strong conclusions. It is possible to point of some potential areas of cross-department learning, for example, Mechanical Engineering had particularly low daily life scores and a large gap in academic expectations and realities, but Sociological Studies had particularly high daily life scores and academic experiences that exceeded expectations.
- We were not able to find any convincing explanations for why students might have had expectations that differed significantly from their experiences using deciding factors for studying in the UK, gender, or previous UK study as predictors. Students who reported their High School was an important deciding factor for studying in the UK report tended to have academic expectations that were not met, and the SU tended to exceed the expectations of students who had not previously studied in the UK more than those that had previously studied in the UK.
- Specific themes from focus groups that add depth to some of these differences are outlined below in the breakdown of domains.

Table 1: Difference and ANOVA F-statistic significance for differences between mean expected and mean reality domain scores (Higher mean scores relate to better outcomes/experiences)

Domain	Mean Expectation	Mean Reality	SD Expectation	SD Reality	F	p
Academic	3.88	3.73	0.536	0.567	9.97	< .01
Social	3.93	3.52	0.672	0.706	46.44	< .001
SU	3.37	4.03	0.921	0.859	71.78	< .001
Global	3.84	3.55	0.709	0.719	22.10	< .001
Daily Life	3.39	3.49	0.458	0.528	5.26	< .05
Future	3.92	3.79	0.618	0.691	5.24	< .05

Distribution of Average Scores within 6 Subdomains of Student Experience for Chinese PGT Students



Figure 1: Distributions of scores in each domain.

BREAKDOWN OF DOMAINS

THE ACADEMIC DOMAIN

- Academic low scoring: English language difficulties, satisfaction with final degree classification, and non-personal tutor support (e.g. pastoral).
- Academic high scoring: Teaching quality was rated particularly highly, as was personal tutor support. Most domains were overall positive.

In reference to English language difficulties, the students indicated that they knew of and used the English language support services provided by the ELTC, 301 and the Students' Union (such as the Global Cafe).

Yet, it was often described as 'hard' and 'difficult' to practice English outside of formal examinations. Multiple reasons for this were given, such as there being many Chinese students in the University and lecturers and tutors therefore grouping Chinese students together in order to 'be helpful'. Counterproductively however, this meant that students had less opportunities to practice their language skills with other international or home students.

One student brought up that the lack of English language skills made them feel like their peers, tutors and lecturers perceived them as 'less intelligent' than other students whom could articulate their thoughts and ideas with more fluency and ease.

Another student was concerned about English classes designed particularly for Chinese students, as their tutor at the ELTC had turned a European non-native English speaker away from the class with a comment: "This is only for Chinese students. You don't need this." The comment had made the student feel like Chinese students were given extra tutoring because they are perceived as less intelligent in comparison to their peers.

The students considered it good that the University provides services that take particular interest into developing students' language skills, while being critical of the approach that Chinese students need a particular focus.

Students agreed that when personal tutor support was available, it was overall a positive experience. However, in some departments tutoring is largely conducted through MOLE and this was perceived as a negative, as the support given was not considered personal or particularly engaging.

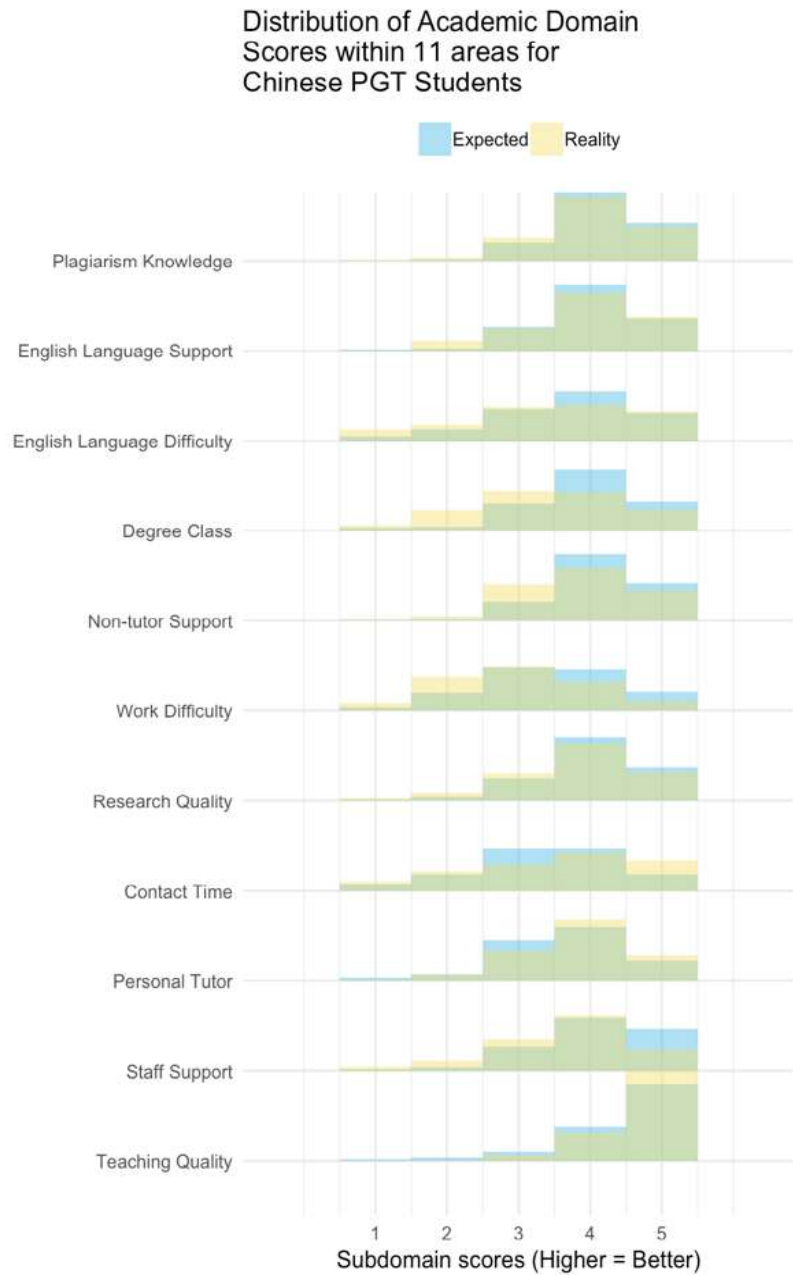
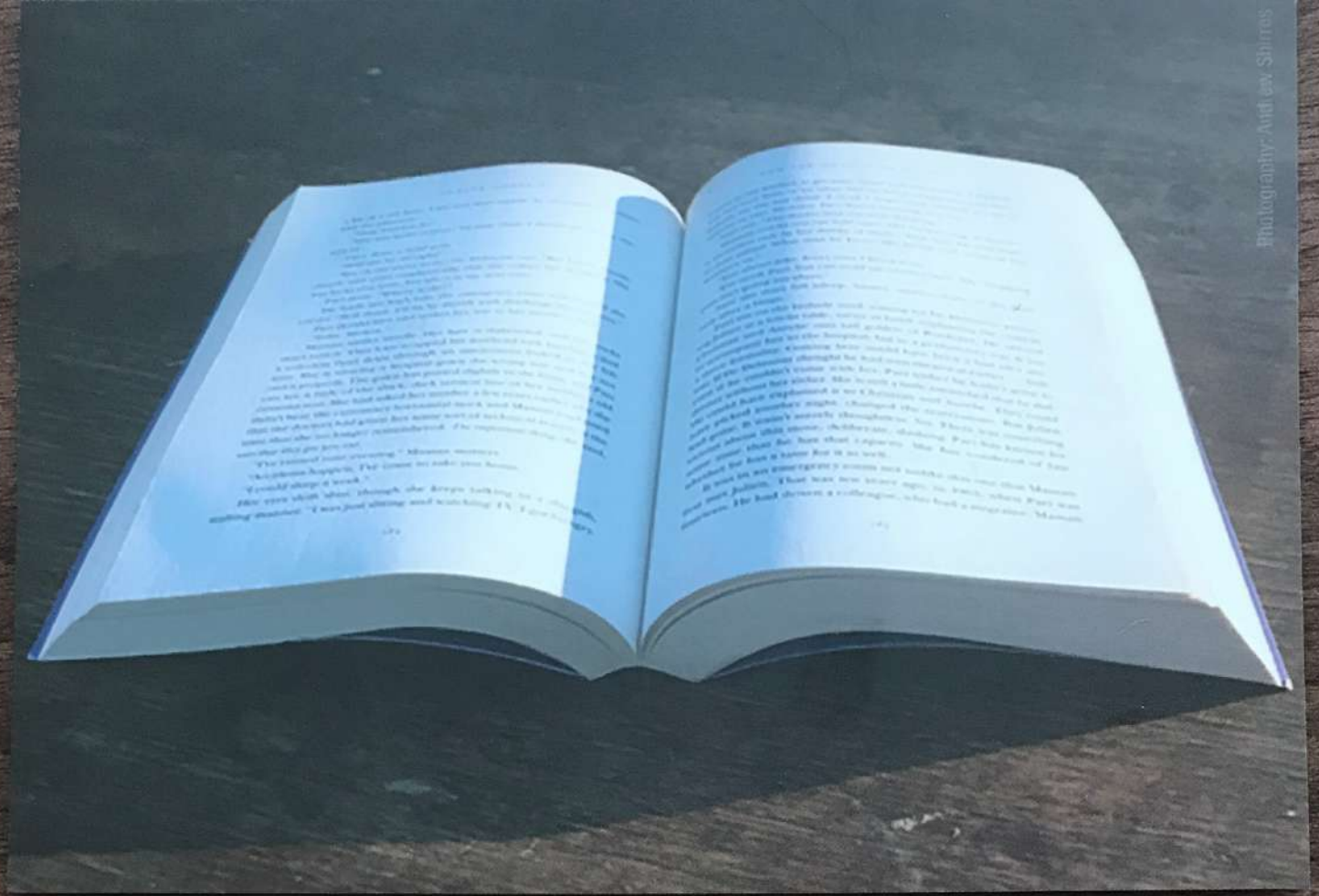


Figure 2

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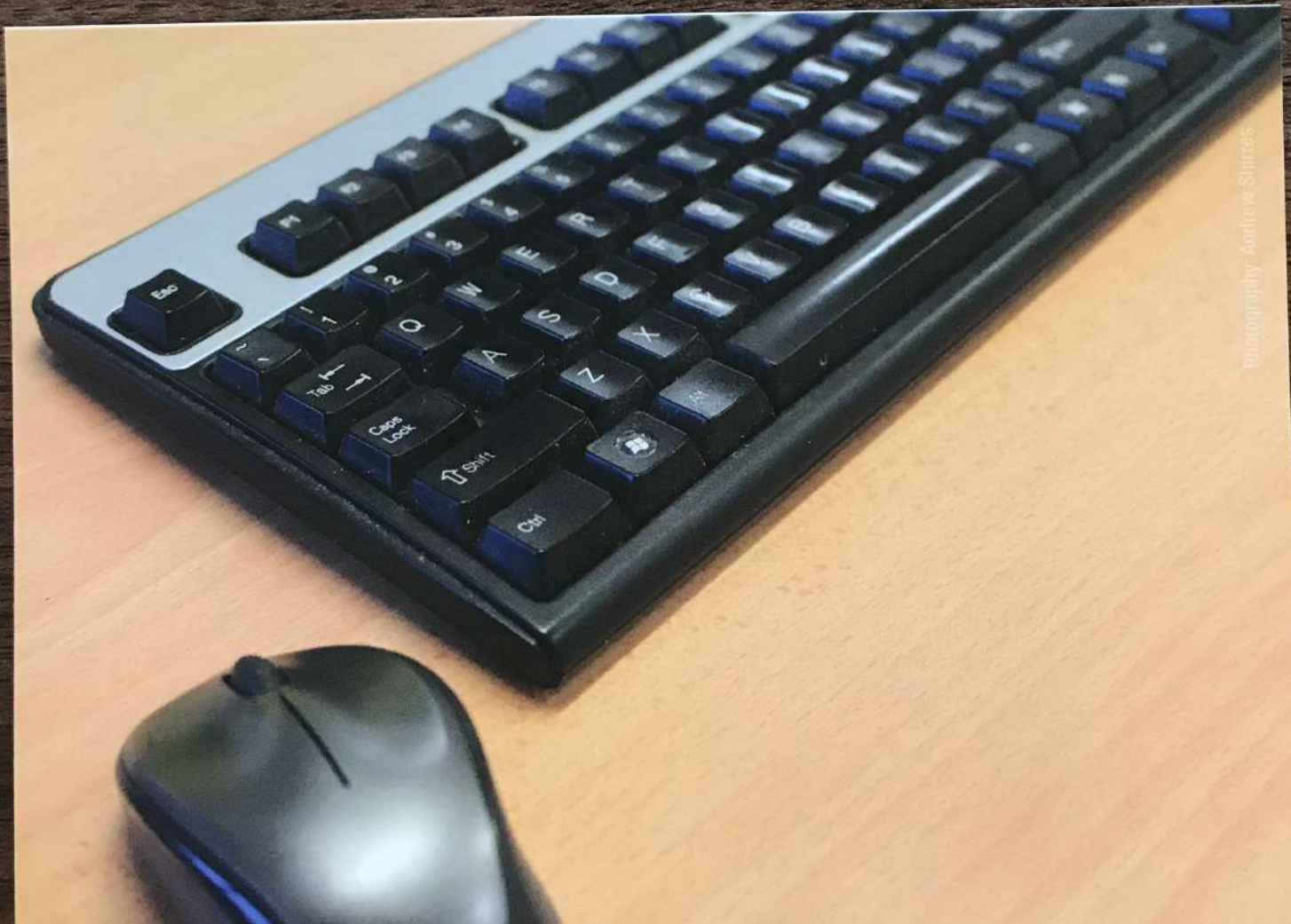
I am very satisfied with the academic challenges of my course. I feel like I've learned a lot and because of that I feel more passionate about my subject overall. I think that having English friends on my course helped me to succeed because I had a good support network and did not have to find solutions to problems entirely on my own.

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Photography: Andrew Shinn

Chinese students were often treated in ways that made them feel like there was a perception of them being less intelligent than home or EU students. Asian scholarship was rarely reflected in their curriculums.



Photography: Andrew Shinn

THE SOCIAL DOMAIN

- Social low scoring: Being able to participate in International events, being about to participate in local events, making new International friends (non-Chinese), and making new British friends.
- Social high scoring: support, opportunities, and services available for befriending; the sense that the country, city, and University is welcoming; and opportunities to meet new Chinese friends were highly rated.

In the focus groups it became evident that while the students were aware of the opportunities and services available for making friends with non-Chinese students, this was often considered 'difficult' and 'a lot of effort'.

One student explained that it was not solely up to them to make international friends; the non-Chinese student has to additionally be 1) willing to befriend a person who does not speak fluent English, 2) interested in having a friend from China and 3) willing to negotiate through the misunderstandings social and cultural differences will inevitably produce.

The easiest way to make international friends was through the Chinese-English corner, provided by the Confucius Institute of the University. It was seen as a good opportunity, as the non-Chinese students taking part were already invested in potentially befriending Chinese students, which was not seen as a possibility for the student population as a whole.

It was brought up that as international friendships take a lot of effort due to language, social and cultural differences, Chinese PGT students might not take the opportunity to form international friendships during their studies. One student said: "It's simply easier and less time consuming to make just Chinese friends."

It was indicated that departments that consciously facilitated connections between Chinese and non-Chinese students (often through group work that was not limited to classroom discussions) created an easier environment for Chinese PGT students to form friendships and other social networks with non-Chinese students.

Distribution of Social Domain Scores within 9 areas for Chinese PGT Students

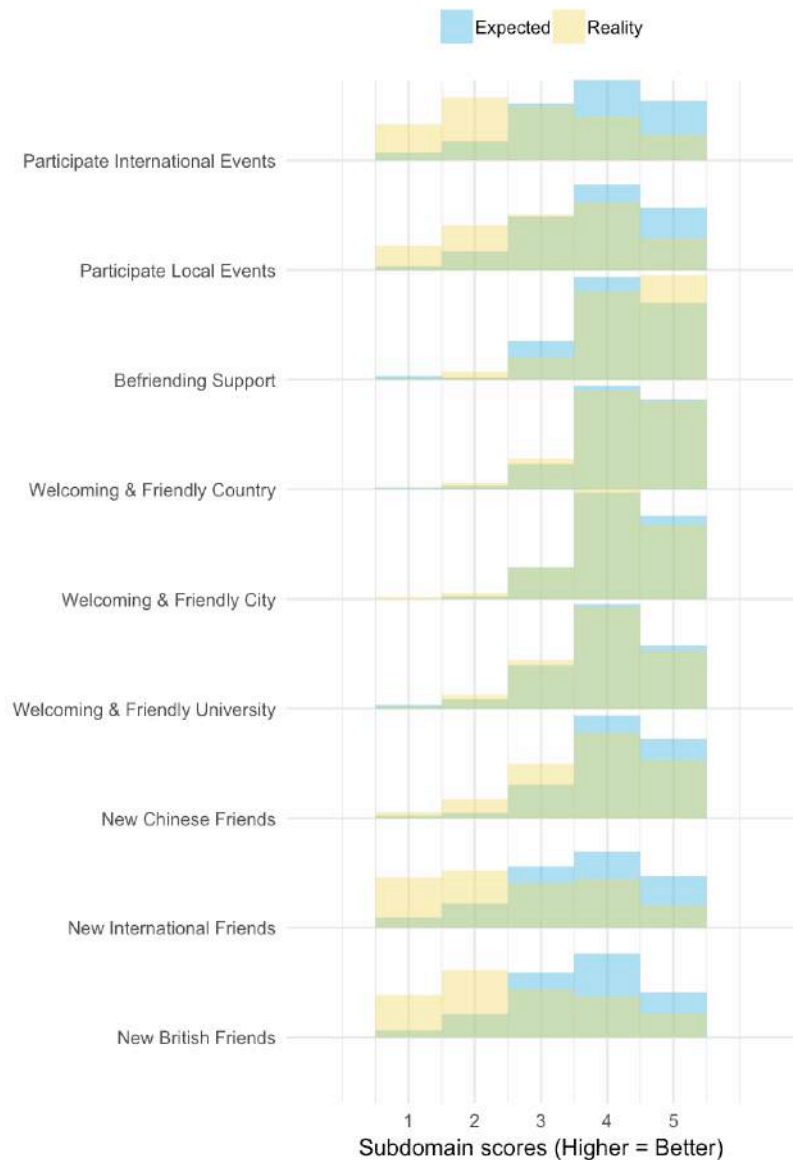


Figure 3

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I've been volunteering in museums in Sheffield, but I feel slightly alienated as people always want to talk about politics with me and I'd really rather not. Politics is such an uncomfortable topic. I feel like I've tried my best to become a part of Sheffield but have not yet succeeded.

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LAST DAY OF RAMADAN

RED NOSE DAY

Students often reflected on how busy they were with postgraduate study and their new environment, and how the pressure was often placed on them to build friendships with non-Chinese students, which often did not help the problem.

They appreciated things like the Students Union emailing them about events.

THE STUDENTS UNION DOMAIN

- SU low scoring: No particularly low scores in any one dimension but quite variable responses in knowledge of the role and services offered by the SU.
- SU high scoring: All SU dimensions were highly rated, including: students feeling like International and Home students were treated equally, knowledge/communication of SU student-led activities and of SU services, as well as the clarity of the role of the SU.

For Chinese PGT students, the Students' Union was mostly not considered as a factor when applying to the University of Sheffield. The role and purpose of the SU was not clear and even after their studies a large part of the services provided were considered 'unfamiliar' and 'strange'.

For example, the SU provides a service that a student can take a taxi and leave the taxi company just their U-Card as a temporary payment. The student can then collect their U-card by paying the taxi at the SU. Services like this were described as 'culturally alien', while explaining that in the Chinese context Students' Unions function differently. Therefore, the students experienced some fear and lack of trust to use some of the SU services as they were considered transgressing a social norm, or just being very unfamiliar/confusing as a concept.

The students expressed satisfaction in relation to the emails they received from the SU outlining events that might interest them. Additionally, they would consistently bring up the excellent support for mental health provided by the University and the SU.

Some of the students expressed feeling very lonely and as 'complete outsiders' in Sheffield due to their ethnicity and nationality. In this context, being offered the opportunity to talk to someone professionally, was considered overall a positive experience and for some, a huge 'relief'.

Students who had conducted their undergraduate studies in the UK were more likely to use the services provided by the Students' Union than students that had not previously studied in the UK.

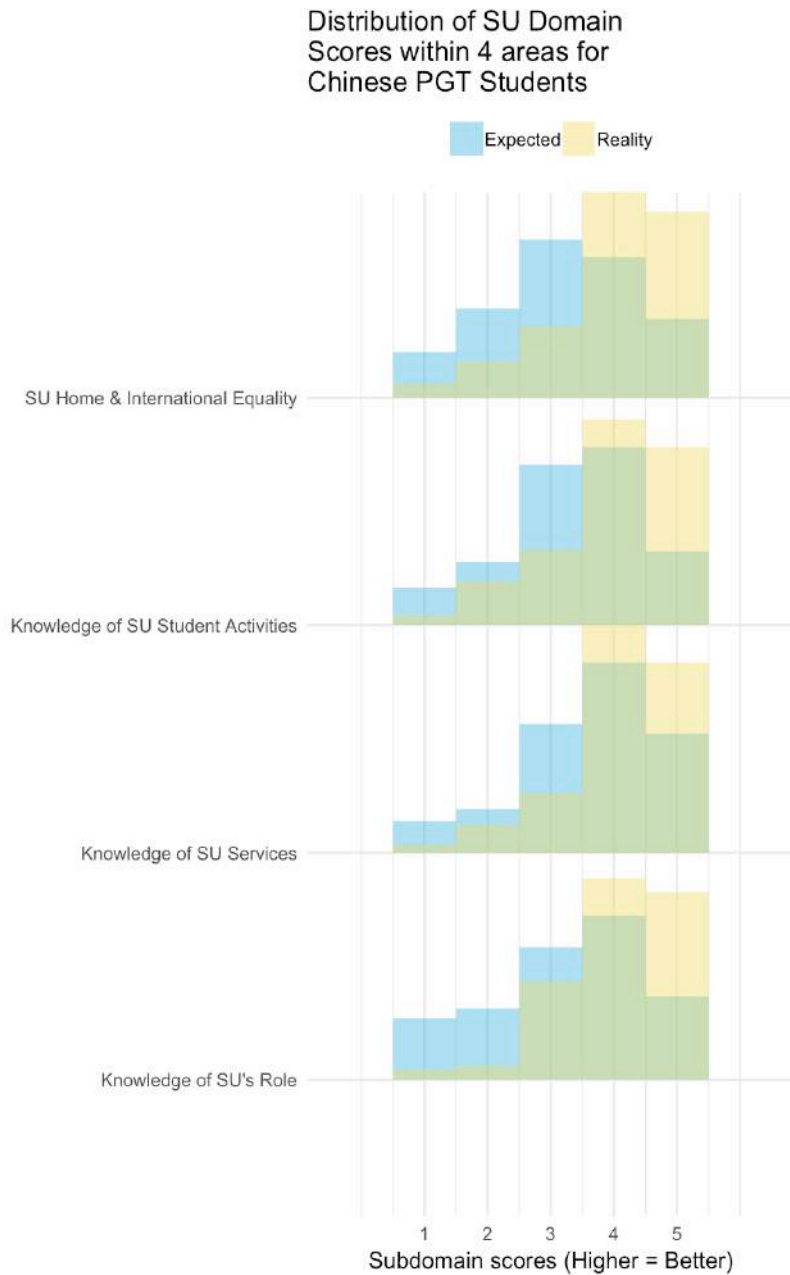


Figure 4

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I've got to know about the SU's activities through emails and I've participated in things I found interesting, such as painting and language courses. I also saw my friends' pictures of the Colour Run, which looked nice.

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学业
学 = xué
业 = yè
dué = dué
dué = dué

语音
语音 = yǔ yīn

朋友
朋友 = péng you



羊头火锅

雪菲尔

钢铁
青客集
C60

谢村

文化
文化 = wén huà



思想
思想 = sī xiǎng
disadvantage
advantage

视野
视野 = shì yǎn
德国
德国 = dé guó

Students had diverse expectations about the University and the country, but often expected to be treated unequally and often had almost no knowledge about the role of the Students Union.

工作 ???
未来 ???

THE GLOBAL DOMAIN

- Global low scoring: Strong sense of a lack of international scholarship (range of research topics/perspectives); low opportunities to explore outside of the UK (Europe) independently.
- Global high scoring: Highly rated international business/partnership opportunities; highly rated staff and student diversity.

Overall the students were content with the global opportunities offered by the University and the SU. They were impressed with the modern languages programme, studying an additional entry level course of another European language during their studies and were overall motivated to utilise fieldtrips and other global activities provided by their individual departments.

However, there was additionally a sense of a clear Euro-America centrism in the academic perspectives and training. One student explained:

“ *While many minority issues and social justice topics are studied and discussed in the global contexts, Asia as a continent disappears. There is hardly any content from Asian scholars, despite the huge population of China alone, and while ‘Global South’ and ‘Global North’ are taught and talked about, the focus of the syllabus is clearly very Euro-centric. [...] Asia does not seem to exist at all.* ”

Another student stated that while there is a lot of knowledge and research published in Asia in their discipline, this knowledge is not taken into consideration. This scholarly oversight can easily translate into feelings of being forgotten and ignored in the Chinese PGT student experiences, as their own contexts are not mentioned in the discussions of ‘the global’, which in turn makes them wonder how the knowledge and skills they have learned at the University of Sheffield can be applied after they return back home.

Distribution of Global Domain Scores within 5 areas for Chinese PGT Students

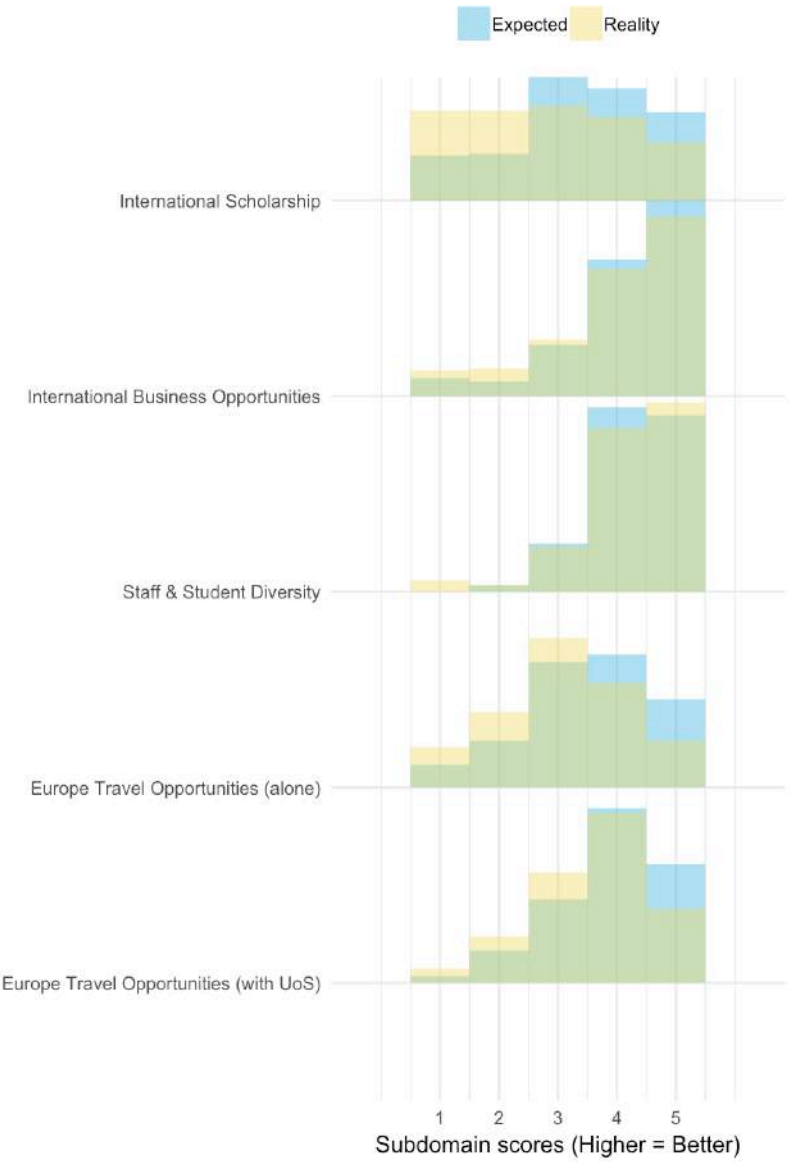
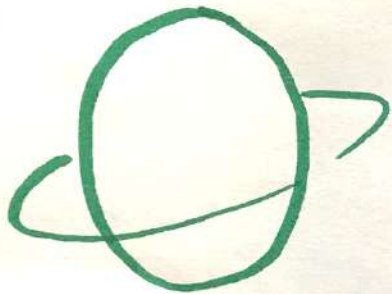


Figure 5

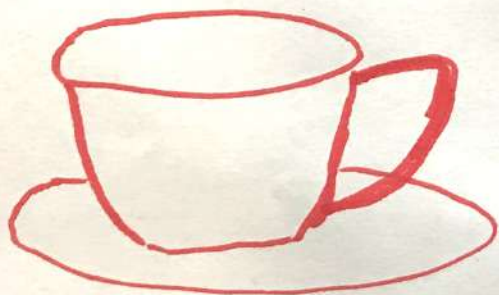
International Environment
Different ideas.



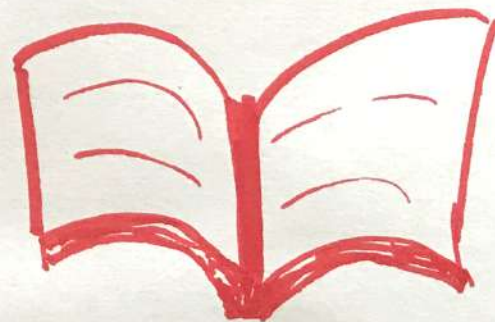
Improving English.

E

Although opportunities were available for Chinese students to befriend UK students, many UK students showed little interest in becoming friends. Perceived barriers were not matched with perceived strengths, partly due to the Euro-centricity of the syllabus.



Have a rest 



Systemical knowledge on Mechanical
Engineering.

THE DAILY LIFE DOMAIN

- Daily Life low scoring: The majority of students reported feeling unsafe in Sheffield, they also often felt sad, lonely, and that they didn't have adequate mental health services (although this was variable). Reported feelings of being treated equally were highly variable.
- Daily Life high scoring: The majority of students reported feeling that their physical healthcare services were adequate, that their stress levels were overall good, and that people tended to act kindly towards them. Few had difficulties with money or housing.

The feelings of being 'unsafe' were discussed in relation to two different themes 1) life in Sheffield being uncertain and requiring adjustment, and 2) ethnicity/racism outside of the University.

The students spoke about feeling unsafe in relation to not knowing how basic services such as reporting a crime or calling an ambulance could be made in Sheffield. The lack of street lights was also a surprise to many and created some feelings of 'unsafeness'.

Two students brought up the ethnic makeup of Sheffield as a city and had experienced racism in the city, but outside of the University. Neither had knowledge on how to report or where to find help or support after the incident. Other four students had no experiences of racism during their studies at Sheffield.

In relation to mental health, students that attended the focus groups were either very familiar or not familiar at all with the provided services. People who were familiar expressed satisfaction, while people who were not familiar lacked the knowledge that the services even existed. This can be explained by cultural differences as in the Chinese context mental health services would not easily be sought after by students due to social stigma.

Distribution of Daily Life Domain Scores within 12 areas for Chinese PGT Students

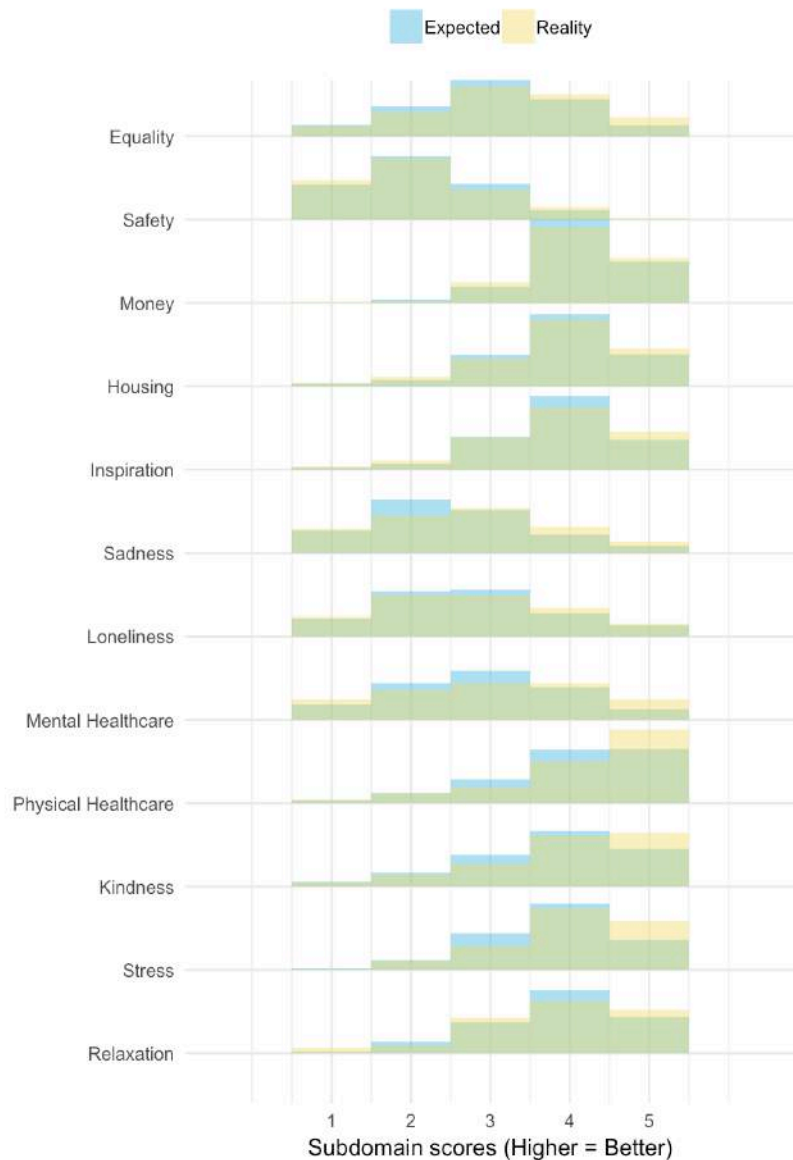


Figure 6

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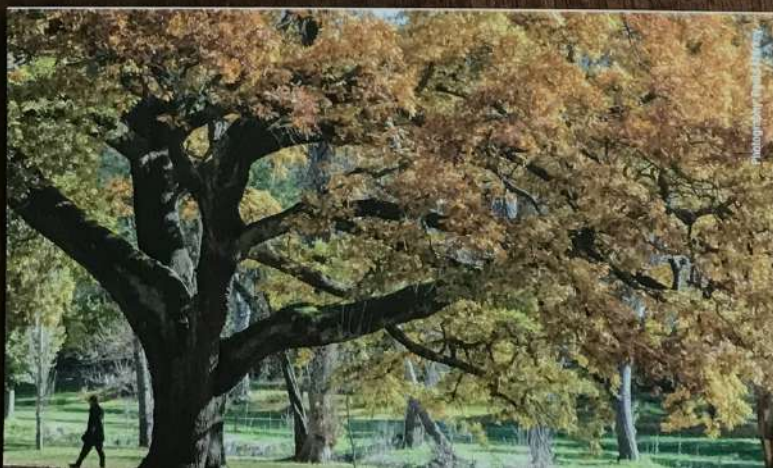
I have more than ten Chinese classmates. Half of them have had to ask for help for their mental health and are now on medication. This is a very serious problem. Usually they [Chinese students] do not realise they have a problem, and they need friends to tell them to go to the NHS.

”

“

I feel lonely, but not because I am alone, I have friends. I feel lonely because I do not think I belong here.

”



Students frequently reflected on daily life when asked to think about their transition into studying in the UK.

Feelings of uncertainty were often compounded with not knowing about processes for support in the country, such as for reporting hate crime or finding support for mental health.

Students also spoke about the beauty or cultural history of the surrounding areas, and for some mature students the opportunity to study was seen as a way to take a break and reflect while gaining opportunities.

THE FUTURE DOMAIN

- Future (the rest of my life) low scoring: Highly variable responses about whether students felt like the skills they had learned would be valuable for their future, as well as whether their PGT degree would be useful for their career (although expectations for this were also quite low).
- Future high scoring: Students reported that they had gained international opportunities, future options for working in the UK, and had developed friendships and networks they would retain for their life.

In relation to their futures, the students were either hopeful and optimistic, or very pessimistic.

Older students and students that had studied a postgraduate degree in China prior to Sheffield had less optimistic expectations and explained that contemporarily in China a degree from UK university is no longer considered 'better' than a Chinese degree (excluding Oxford and Cambridge).

One student expressed that they actually found the academic level of Chinese students in Sheffield lower than in their university in China, and that the process of applying to postgraduate study in the UK was easier and less stressful process than in China.

Younger students were more optimistic and thought that the degree from the UK most likely will contribute positively overall to their future.

Responses were varied between age, previous experiences and the reasons for coming to do a postgraduate degree in Sheffield. Notably, three of the students expressed that their horizons had broadened and that thanks to their experiences in Sheffield they would be more open to apply to jobs outside of China, or to jobs in China that require interactions with non-Chinese colleagues or customers.

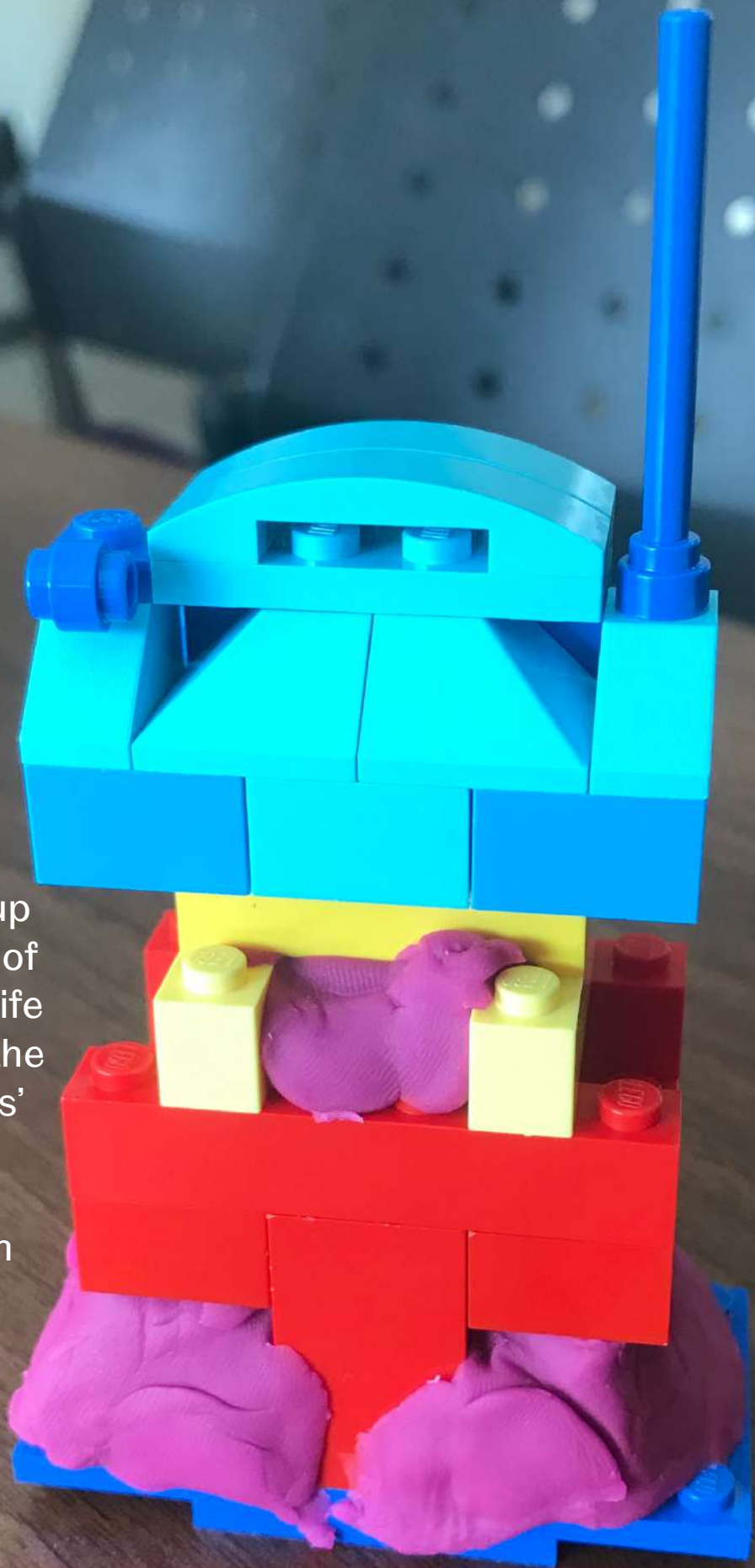


Figure 7

“ In front to me, there are two pathways. One is going back to China, which is more familiar, and where I can proceed safely, step by step and know that I will get good results. However, I will lose my international identity. Or, I can stay in the UK, but that future is totally unknown. ”

“ I'm hoping to make a more organised career plan, but currently, it is still rather idealistic which is why I have not achieved what I've wanted. So, I am trying to make it better. ”

A feature of models created by focus group participants was that of the anxieties of daily life (purple) taking over the structures of students' social (yellow) and academic (red) lives, which need to work in tandem to support their future (blue).



ARE GOOD EXPERIENCES SHARED ACROSS DOMAINS?

The areas of priority that the SU have identified appear to correctly represent a holistic view of student experience for Chinese PGT students. Students who have better experiences in one domain also tend to have better experiences in all of the other domains. A confirmatory factor analysis confirmed this to be the case, that underlying Academic, Social, Global, Daily Life, and Future (Rest of my life) scores captured an underlying construct of student experience (TLI = .947, SRMR = .036). The correlations between domains are shown in Table 2.

This suggests that different parts of the University and the SU may be able to improve scores in all domains by focusing directly on one or two specific domains. For example, a concerted effort focused on improving the daily lives or social networks for students is likely to lead to better perceptions of their academic experiences and future prospects. This might even be achieved by balancing certain high scoring and low scoring criteria across domains, for example, most students are very satisfied with contact time but fewer are satisfied with the social or global opportunities, which might suggest that lowering contact time in some courses and replacing this with greater befriending and international travel opportunities may actually be beneficial in improving feedback in the academic domain.

Table 2: Correlations between differences in experiences in each domain

	Academic	Social	SU	Global	Life	Future
Academic	1					
Social	0.50*	1				
SU	0.52*	0.46*	1			
Global	0.45*	0.53*	0.44*	1		
Life	0.53*	0.54*	0.40*	0.53*	1	
Future	0.41*	0.37*	0.46*	0.36*	0.47*	1

* = p < .05

The relationship between the domains is shown in Figure 8 and is viewable in an interactive plot. It scores in all domains are overall positive, but that higher scores in one domain are associated with higher scores in all other domains. This was also a feature of focus group discussions and models.

“ For me, health is the most important thing in my life. Academic [domain] and future [domain] are the same as they interrelated. Professional knowledge will help me to find a job. Due to my personality, I might not need a large social life. At the moment, I do not consider myself a global citizen, but this domain may be intertwined in the future with all of the other domains.

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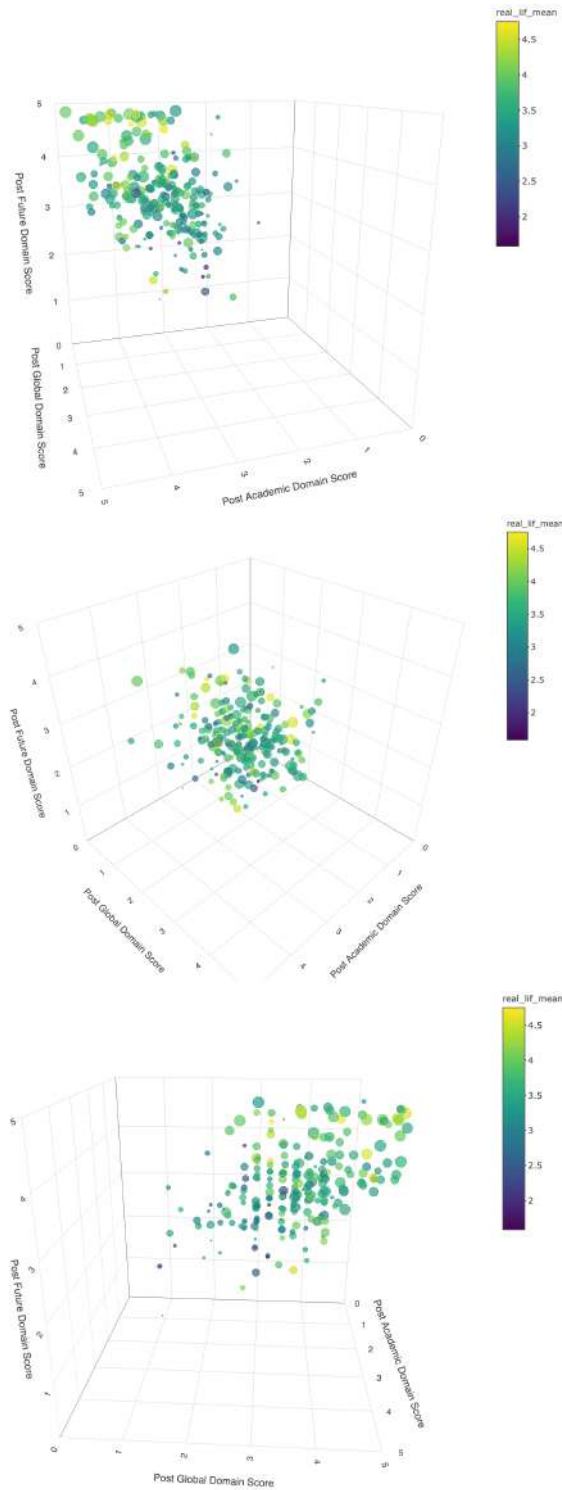


Figure 8: The relationship between domains of student experience. Future prospects, global citizenship, and academic life scores are plotted on the three axes, the colour of the points represents the student's daily life score and the size of the points represents their social domain score (larger points = more positive social domain score). An interactive version of this plot is viewable here: <http://calumwebb.uk/StudentDomainsMultidimensional.html>



The models that students made often emphasized daily life being a 'foundation' for the rest of their activities which linked together to their future aspirations*.

*Purple = Daily Life
Blue = The rest of my life
Red = My academic life
Yellow = My social life
Green = My place in the world



EXPLAINING UNMET EXPECTATIONS

On average, Chinese PGT students' expectations were not matched by reality in the Academic, Social, Global, and Future domains, this was shown in Table 1. On a five point scale, expectations were 0.4 points higher on average than reality for the Social domain; 0.3 points higher on the Global domain; 0.2 points higher on the Future domain; and 0.15 points higher on the Academic domain.

However, expectations for the Daily Life and the SU domains exceeded Chinese PGT students' expectations. The SU by almost 0.7 points on the five point scale, and the Daily Life scale by 0.1 points (a small but significant difference, if the survey does represent a random sample of the student population).

Table 3 shows the correlations between the differences in expected experiences and actual experiences. It shows that differences in expectations and experiences are not necessarily as closely related to each other as the domains in general. Some, however, are reasonably strongly associated. Students with larger differences between their academic expectations and experiences tended to also have larger differences between their social and global domain expectations and experiences. Larger differences between social domain expectations and experiences were associated with similarly larger differences between global and future domain differences.

Table 3: Correlations between differences in expectations and reality in each domain

	Academic	Social	SU	Global	Life	Future
Academic	1					
Social	0.25*	1				
SU	0.17*	0.06	1			
Global	0.31*	0.49*	0.14*	1		
Life	0.03	0.21*	0.15*	0.21*	1	
Future	0.16*	0.33*	0.17*	0.38*	0.25*	1

* = $p < .05$

An interactive version of this relationship is also available. We attempted to explain differences in expectations and experiences by department, sources of information that influences decision-making on studying in the UK, and personal characteristics (gender and previous study in the UK).

While there are too few respondents to detect significant differences between departments, most of these other explanatory factors did not significantly predict differences in expectations and experiences. The two exceptions were that students who reported that their high school was important in their decision making and students who reported having previously studied in the UK at Undergraduate level.

Table 4: Difference and ANOVA F-statistic significance for differences between expected and reality domain scores (Positive numbers means that reference group had experiences that were closer to or exceeded expectations, negative numbers mean that the reference group had experiences that did not exceed as much or were lower than expectations)

Department	Academic	Social	SU	Global	Life	Future
	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
Source of Information						
Friends & Family	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
High School	0.203*	n.s.	n.s.	n.s.	n.s.	n.s.
Private Edu. Institution	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
UoS Marketing (in person)	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
UoS Marketing (internet)	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
Other source (e.g. THE, DfE)	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
<i>Ref group: Not important</i>						
Personal Characteristics						
Gender	n.s.	n.s.	n.s.	n.s.	n.s.	n.s.
<i>Ref group: Male</i>						
Previous UK UG Study	n.s.	n.s.	-0.496*	n.s.	n.s.	n.s.
<i>Ref group: Prev. UK UG</i>						

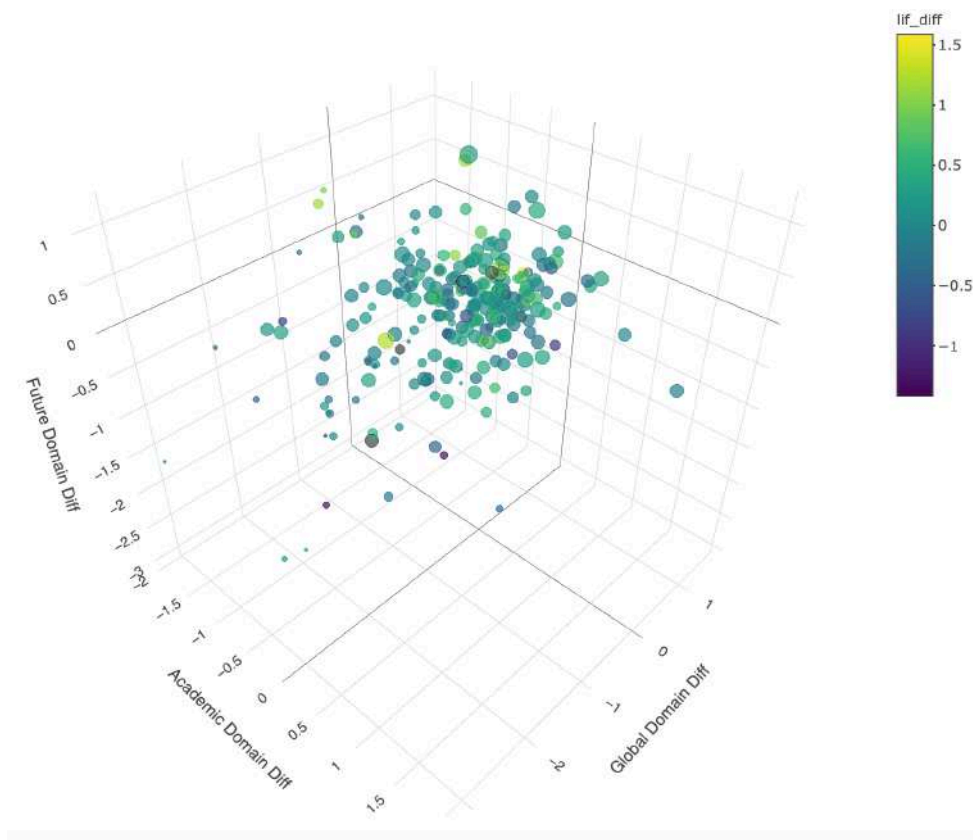


Figure 9: The relationship between differences in expectations and experiences. Interactive version: http://calumwebb.uk/diff_3d.html

Distribution of Average Scores within 6 Subdomains of Student Experience for Chinese PGT Students

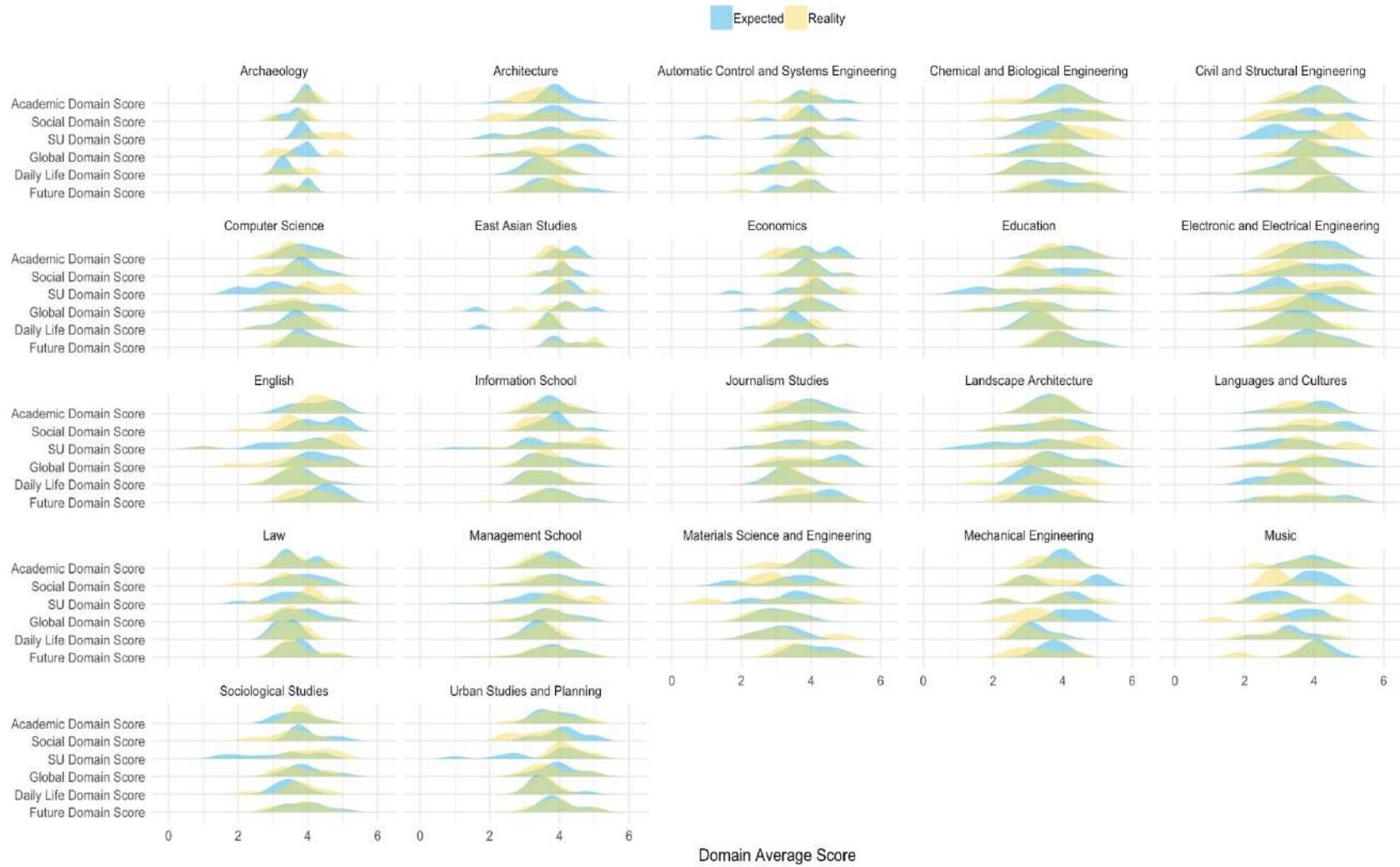


Figure 10: Student experience domain breakdown by department

Students who reported that their high school was an important source of information in their decision making were also more likely to have academic experiences that did not meet their expectations. Students who had previously studied in the UK were less likely to have their expectations for the SU exceeded by such a large magnitude.

This suggests that the University may need to engage more with Chinese High Schools to ensure that students do not have unrealistic expectations about postgraduate study in the UK. It is an important reminder that greater differences between expectations and reality in the academic domain were also associated with more unmet expectations in the social and global domains, which may raise concerns about the social relationships and sense of being a global citizen that students with unmet expectations informed by high school information may have.

Further, although the number of respondents within each department was too low to confidently identify any significant differences, there are some interesting differences that emerge from the visualisations of each department in figure 10. It is important to state that there are no particularly poor departments and no department scores universally well in all domains, one department that score well in the academic domain may score poorly in the daily life domain, and so on.

Many departments appear to have quite worryingly unmet expectations in the academic domain, namely: mechanical engineering, languages and cultures, journalism, electrical engineering, education, economics, East Asian studies, computer science, and architecture. Here, simply including Asia and China into the syllabus through scholars, case studies or contextual information might help Chinese PGT students to feel that their academic expectations are being met and that they are gaining valuable education for their future contexts.

Music, Urban Studies & Planning, and Education also appear to do particularly badly in the social domain gap, and the gap between expectations and experiences in the global domain is very large for mechanical engineering. Here, simply encouraging Chinese PGT students to make friendships and other social networks with home and other international students in the classroom environment might help the Chinese PGT students to feel more positively about their social life and help them facilitate global opportunities.

By contrast, some departments seem to exceed expectations, although these are sparse. Sociological studies exceeds expectations for the academic and daily life domains. Languages and cultures, landscape architecture, architecture, computer science, law, and management school students appear to do well in exceeding their daily life expectations. Chemical and biological engineering and the management school do well at meeting or exceeding global domain expectations. Overall, figure 10 raises the concern that there may be highly variable experiences across difference ranges of student experience depending on department, but also potentialities for

departments with larger unmet expectations to learn from departments that are meeting or exceeding needs.

Appendices: Codebook for dimension questions & Breakdowns by source of information, gender, and previous UK Undergraduate study

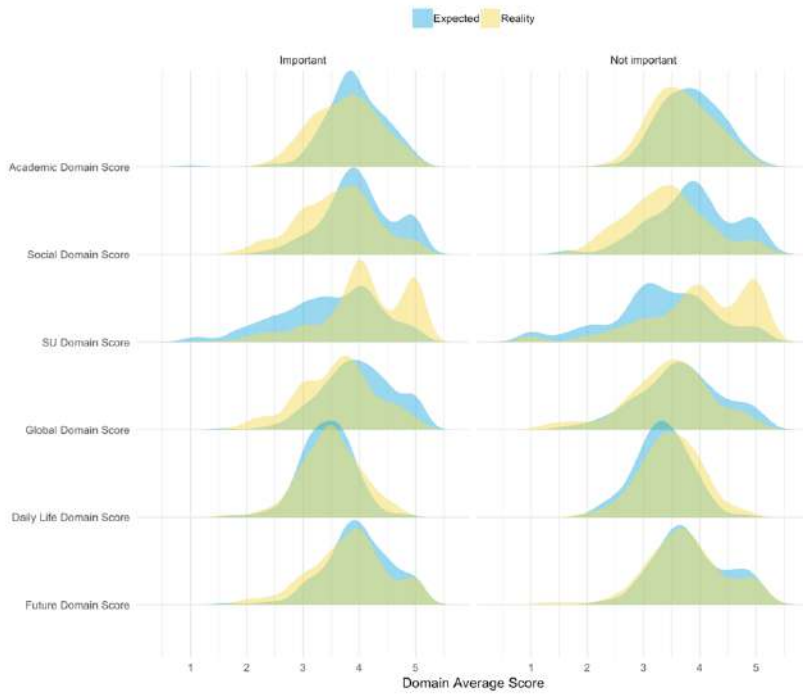
How much Chinese PGT students agree with the following statements	Dimension name
(real_aca1): 29a. The quality of teaching at the University of Sheffield is very high	Teaching quality
(real_aca2): 29b. The amount of support from staff at the University of Sheffield is very high	Staff support
(real_aca3): 29c. I have a dedicated personal tutor that I can go to for support with my studies	Personal Tutor
(real_aca4): 29d. I have received a lot of classroom time (contact time)	Contact time
(real_aca5): 29e. The quality of the research at the University is very high	Research quality
(real_aca6): 29f. The academic work for my course is very difficult	Work difficulty
(real_aca7): 29g. There is a high level of support from University services (not tutors)	Non-tutor support
(real_aca8): 29h. I am not expecting to receive as high a grade in my postgraduate degree as I expected before I came here	Degree class
(real_aca9): 29i. My English language skills are sufficient for the completion of my course work	English language difficulty
(real_aca10): 29j. I receive a high level of support for the development of my English language skills	English language support
(real_aca11): 29k. I understand UK universities' rules about plagiarism (copying from other texts)	Plagiarism Knowledge
(rel_soc1): 30a: I have had many opportunities to make new friends with British students	New British Friends
(rel_soc2) 30b: I have had many opportunities to make new friends with people from around the world	New International Friends
(rel_soc3) 30c: I have had many opportunities to make new friends with other Chinese students	New Chinese Friends
(rel_soc4) 30d: I have found that there is a welcoming and friendly environment in the University	Welcoming & friendly university
(rel_soc5) 30e: I have found that there is a welcoming and friendly environment in the City of Sheffield	Welcoming & friendly city
(rel_soc6) 30f: I have found that there is a welcoming and friendly environment in the UK	Welcoming & friendly country
(rel_soc7) 30g: I have experienced a high level of support that has helped me meet and become friends with new people	Befriending support

(rel_soc8) 30h: I have had opportunities to celebrate UK holidays with home students	Participate local events
(rel_soc9) 30i: I have had opportunities to celebrate many different holidays with people from all over the world	Participate International Events
(rel_SU1) 31a: I know the role of the Students' Union at The University of Sheffield	Knowledge of SU's role
(rel_SU2) 31b: I know all of the support and guidance services offered at the Students' Union	Knowledge of SU Services
(rel_SU3) 31c: I know that the Students' Union functions as a hub and supports students' social activities and hobbies such as clubs, societies, and sports	Knowledge of SU Student activities
(rel_SU4) 31d: The Students' Union treats International students and Home students equally	SU Home & International Equality
(rel_glo1) 33a: I have had opportunities to travel to different parts of Europe with the University	Europe Travel Opportunities (with UoS)
(rel_glo2) 33b: I have had opportunities to travel to different parts of Europe on my own during my studies	Europe Travel Opportunities (alone)
(rel_glo3) 33c: I have found that there is a diverse staff and student body from many different parts of the world	Staff and Student Diversity
(rel_glo5) 33e: I have had the opportunity to work with organisations or companies that have a presence all over the world	International Business Opportunities
(rel_glo6) 33f: I have been taught about what scholars all over the world think about my course subject area	International Scholarship
(rel_lif1) 34a: My life in Sheffield is very relaxing	Relaxation
(rel_lif2) 34b: My studies at the University of Sheffield are stressful	Stress (reverse coded)
(rel_lif3) 34c: I have been treated kindly and in a friendly way by the people in Sheffield	Kindness
(rel_lif4) 34d: I have access to healthcare for my physical health if I needed it	Physical healthcare
(rel_lif5) 34e: I have access to healthcare for my mental health if I needed it	Mental healthcare
(rel_lif6) 34f: I often feel lonely while studying at the University of Sheffield	Loneliness (reverse coded)
(rel_lif7) 34g: I often feel upset or sad while studying at the University of Sheffield	Sadness (reverse coded)
(rel_lif8) 34h: I often feel uninspired while studying at the University of Sheffield	Inspiration (reverse coded)

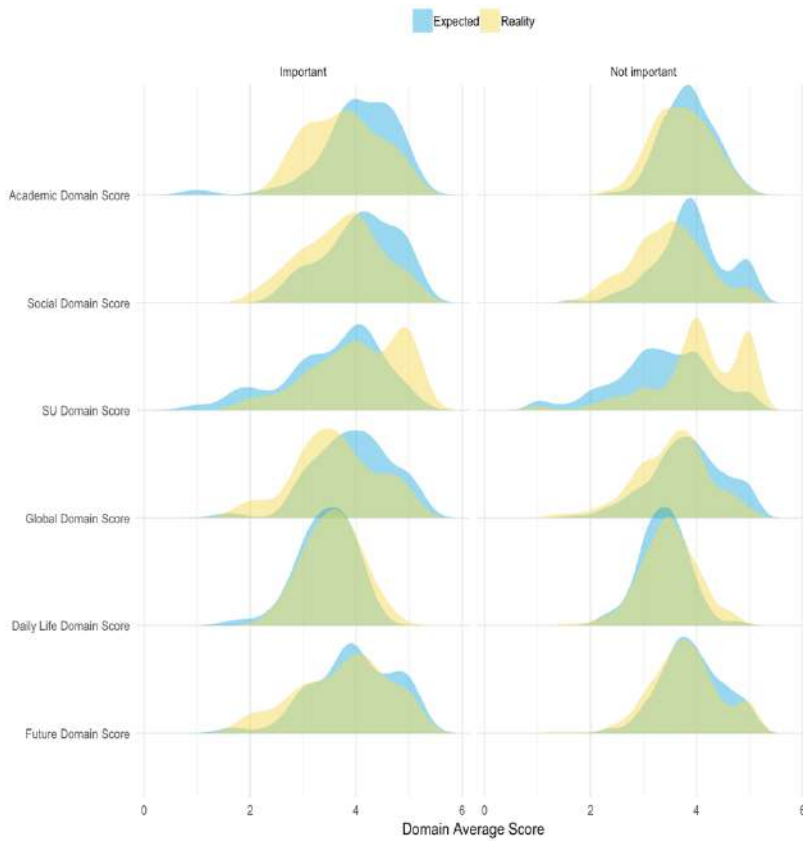
(rel_lif9) 34i: I have had no problems with my housing in Sheffield	Housing
(rel_lif10) 34j: I have had no problems with money while studying	Money
(rel_lif11) 34k: I feel safe living in the City of Sheffield	Safety
(rel_lif12) 34l: I feel like the University treats International and Home students equally	Equality
(rel_fut1) 35a: My postgraduate degree will support my future career	PGT Career Value Added
(rel_fut2) 35b: I have learned skills that will help me in my future life	Skills Development
(rel_fut3) 35c: I have made friendships and networks that I will retain through my life	Future friendships
(rel_fut3) 35d: My experience studying at the University of Sheffield has made me a more independent, resourceful, person	Future independence
(rel_fut4) 35e: Studying at the University of Sheffield has made it easier for me to have a career anywhere in the world	Gained international options
(rel_fut5) 35f: I will be able to live and work in the UK after studying at the University of Sheffield, if I want to	Future UK options

BREAKDOWN BY SOURCE OF INFORMATION

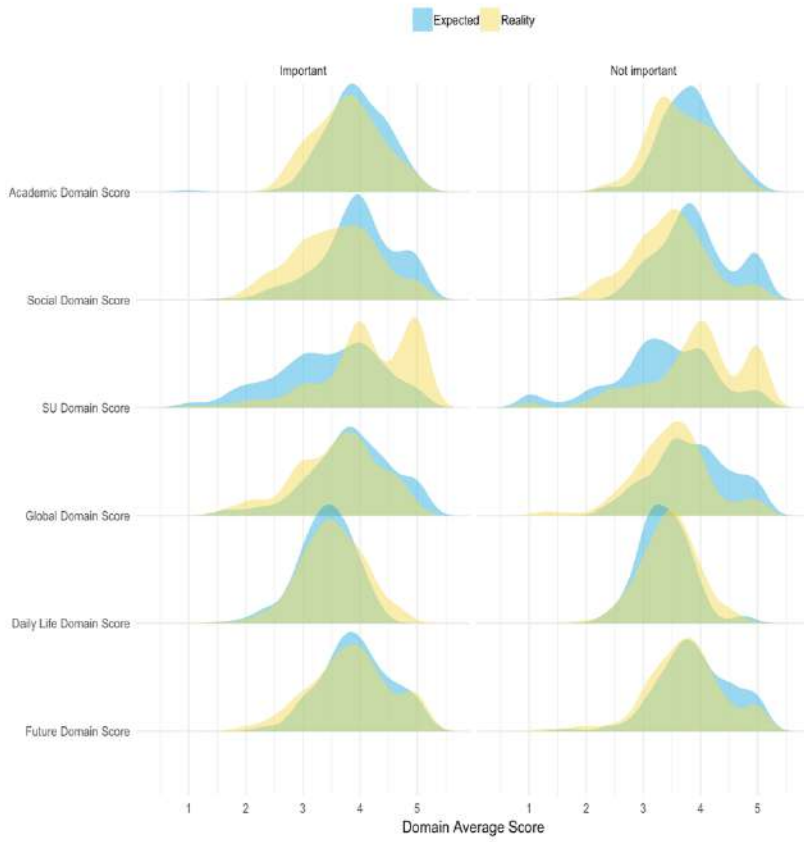
Distribution of Average Scores within 6 Subdomains of Student Experience for Chinese PGT Students by Friends/Family source of information importance



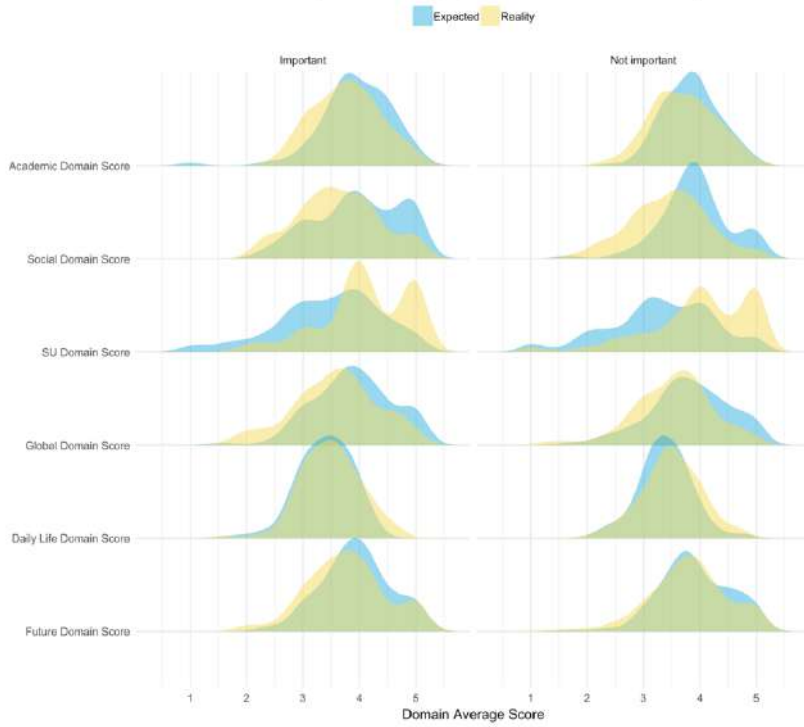
Distribution of Average Scores within 6 Subdomains of Student Experience for Chinese PGT Students by High School source of information importance



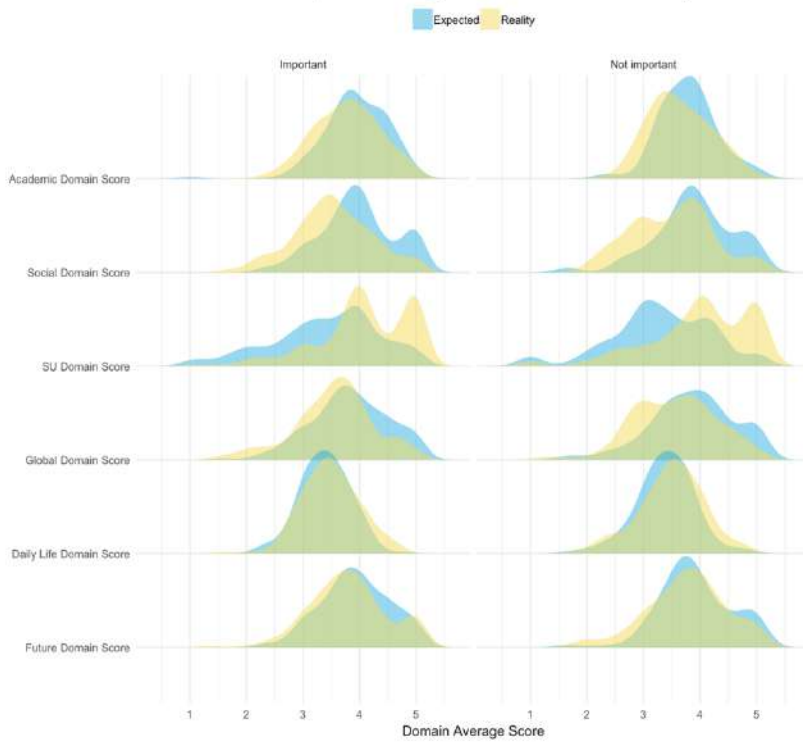
Distribution of Average Scores within 6 Subdomains of Student Experience for Chinese PGT Students by Private Educational Preparation source of information importance



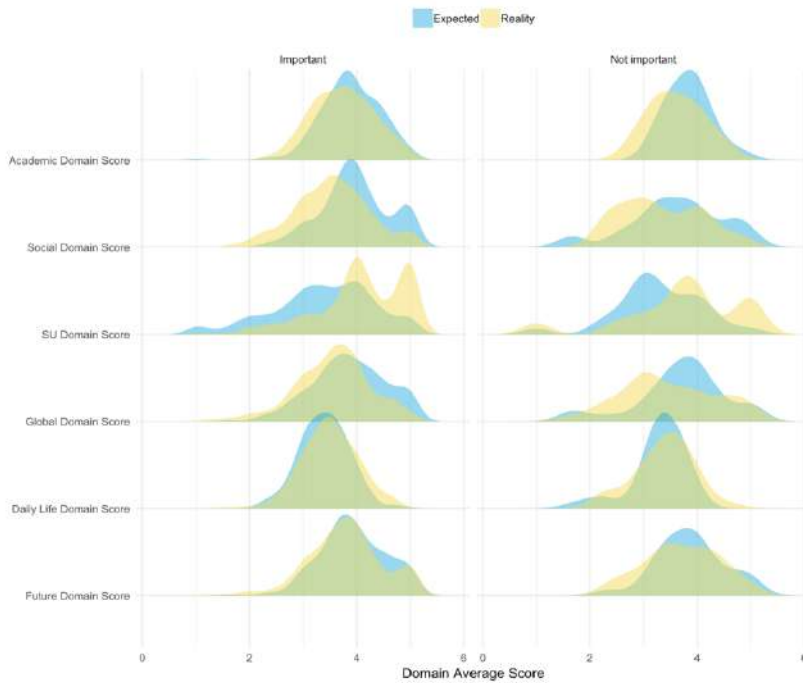
Distribution of Average Scores within 6 Subdomains of Student Experience for Chinese PGT Students by UoS Marketing in-person source of information importance



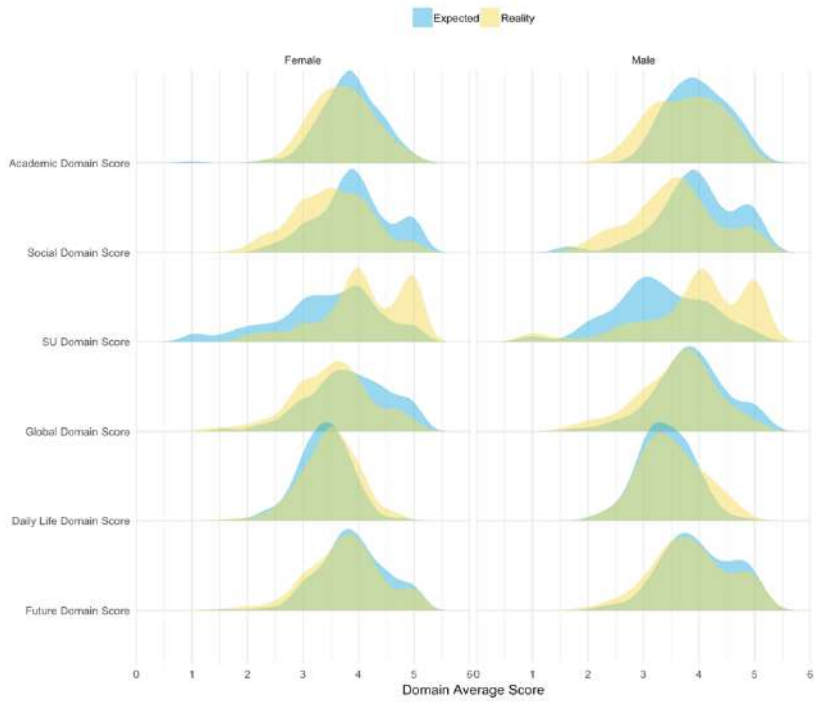
Distribution of Average Scores within 6 Subdomains of Student Experience for Chinese PGT Students by UoS Marketing Internet source of information importance



Distribution of Average Scores within 6 Subdomains of Student Experience for Chinese PGT Students by UoS Marketing Internet source of information importance



Distribution of Average Scores within 6 Subdomains of Student Experience for Chinese PGT Students by Gender



Distribution of Average Scores within 6 Subdomains of Student Experience for Chinese PGT Students by Previous UK UG Study

