

Background

Internationalisation of HE

→ **motivates students to study abroad**

- International Cooperation
- International Competition

Increasing Chinese Students Studying at UK HE

- Pull factors: bring people with prestige (Mianzi); social mobility
- Push factors: inherited Confucian ideology of education; global context

Research Questions

1. What do Chinese students experience during their initial stage of transitions?
2. How do Chinese students develop intercultural adjustments to meet these challenges during their transition?
3. What outcomes do students achieve at the end of their transitions?
4. What are the recommendations for supportive policies that might enhance international students' transitional competence at UCL?

Methodology

Methods

- Qualitative study
- Semi-structured interview

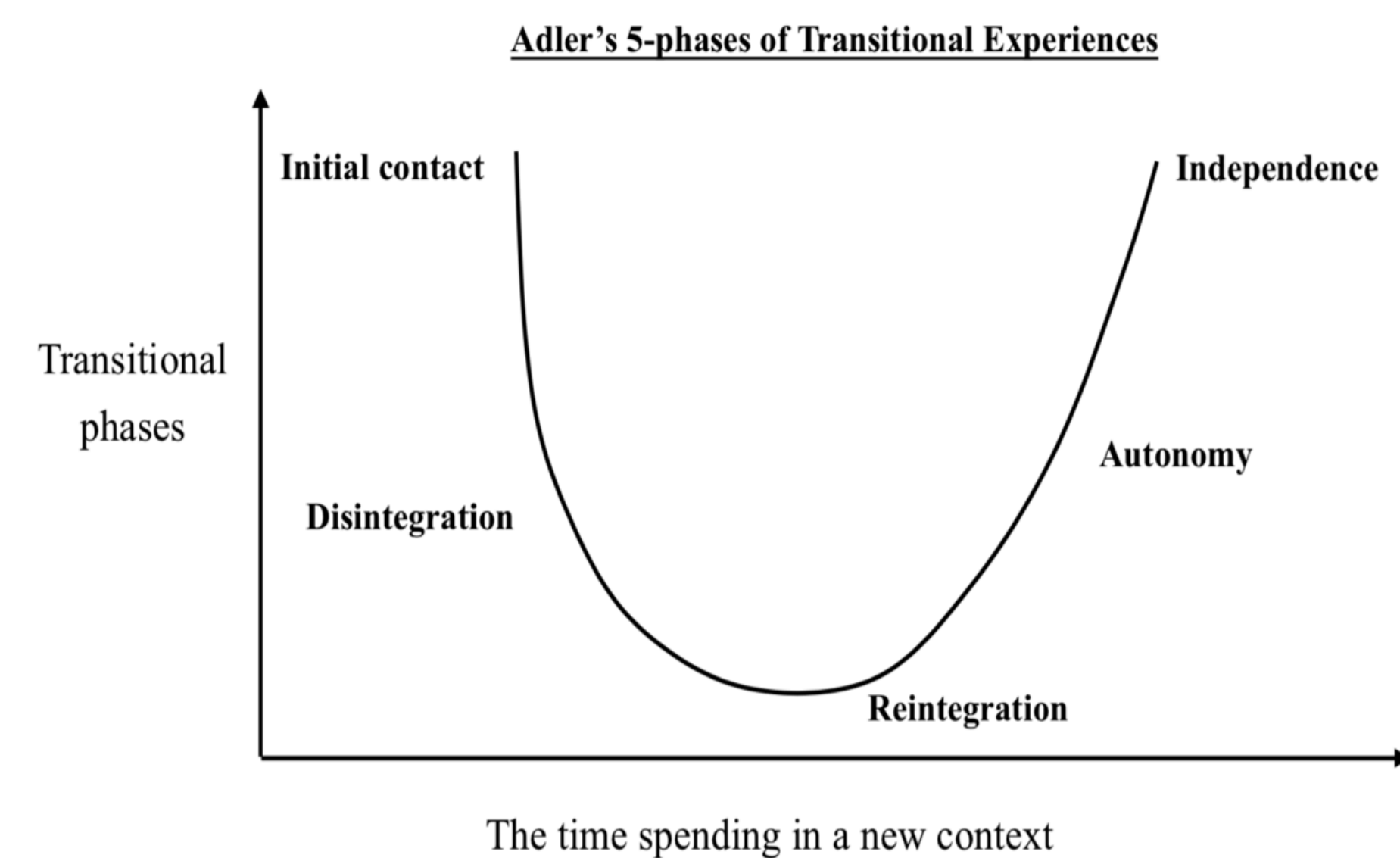
Sample Selection

- Purposive sampling
- 10 UCL students from different programmes
- Come from mainland China
- Graduated from English-speaking international high schools

Data Collection & Analysis

- Online, audio-recorded, Microsoft Teams, Chinese
- Thematic Analysis

Theoretical Framework



Findings & Discussion

Early Arrival Stage



- Feelings: Excitement & Nervous
- Challenges
 - intensive workload
 - insufficient academic English skill
 - hard to integrate into the socialisation

Coping Strategies

- Spending more time and efforts on studying
- Friendship patterns

Outcomes

- Obtained better academic development
 - passive learner → autonomous learner
 - professional knowledge
- Significant personal development on various aspects
 - cultural awareness & sensitivity & inclusivity
 - religious identity
 - development of life skills
- Pressure on Masters' and job application

Implications



1. Provide students with more academic support within each module
2. Internationalised curricula



1. More activities and socialisation within each programme → only for the international students
2. International students' office → particularly helpful during the early stage of students' transition

Limitations

Small & Limited Sampling

- cannot generalise a larger population
- The study might be limited because only Chinese participants were included

Data inaccuracy

- The interview data might not be accurate because they were reflected based on participants' memory.
- The transcribing and translation of interview data from Chinese to English might also cause inaccuracy.

Future Research Direction

- **Conducting a mix-method research**
- **Adding the views of other international students and teaching staffs at UCL to get a holistic understanding about the supportive policies.**