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Conference Programme: 3rd EU-Malaysia Higher Education Conference “Cooperation in Mobility for Students and Academics”

Kuala Lumpur, Malaysia. Monday 14 March 2016

Abstracts

09.35-11.15am: Roundtable on international mobility, repository of exchange programme opportunities, academic accreditation and credit transfer

Professor Dr. Hazman Shah Abdullah

Deputy Chief Executive (quality assurance), Malaysian Qualifications Agency

International or cross border mobility of students reflects the growing interconnectedness of global community and businesses. Intercultural competence is recognised as an important attribute of students to live, learn and work in this global village. Within Asia and ASEAN, inbound and outbound student mobility remains a key aspiration with many clear setting targets. Malaysian ranks within the top ten countries on international mobility. Since mid-1995, it has also sought to reverse this by offering attractive programmes and pathways for the rest to come here. We now host about 120,000 international students at the tertiary level. MQA as the accrediting body has clear vested interests in this development. We continue to observe developments in EU and other regions on mobility, and recalibrate our policies and rules accordingly.

The Malaysian Qualifications Framework and the quality assurance system provide the metaframework for all forms of cross border engagements. Two significant developments in which facilitates cross border mobility are the Malaysian Qualification Statement (MQS) – the Diploma Supplement equivalent and recently revised transfer credit policy. The MQS was developed, piloted and now promoted to all Malaysian IHLs is intended to provide complete information to IHLs for easier mobility of students. On transfer credit, MQA has a framework policy within which IHLs can manage their transfer credit policies and processes. In the recent past, MQA has extended credit transfer policies to allow international students to continue their current studies in Malaysia. MQA continues to monitor developments in student mobility and other related policies

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to tweak our own policies to remain flexible and reputable hub for higher education in this region.

However, IHLs must actively promote and support the international and intra-regional mobility of Malaysia and other students as part of the educational experience through curricular changes and innovative funding arrangements to avail this opportunity to more students. The Malaysian MOOCs can play a role in promoting the Malaysian destination.

11.35am-1.00pm: Parallel panels: Presentations by Malaysian and European Universities on ongoing projects/ exchanges

Panel 1: Mobility

Prof. Dr. Azirah Hashim

Asia-Europe Institute (AEI), University of Malaya

Title: The AEI-ASEM Summer Camp: Towards Balanced Mobility

This presentation focuses on the AEI-ASEM (AEI-ASC) Summer Camp that aims to contribute towards ASEM's vision to create a 'single higher education area linking Europe and Asia' where 'mobility of students, teachers, researchers, ideas and knowledge would be the core common goal'. Organised by the Asia-Europe Institute, University of Malaya, AEI-ASC targets students from Europe and other parts of the world to come to Malaysia to experience and discuss topics such as multiculturalism and multi-ethnicity. AEI-ASC aims to foster closer Asia and Europe ties and deepen understanding of the region's different national and cultural heritages imbuing experiential learning through local immersion, extracurricular activities and modules that encourage interactions between participants. In this context, participants would be encouraged to make comparisons in three main areas of study: socio-cultural, economic and business, and political/security.

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En. Yazid Hamid

Chief Executive Officer at Education Malaysia Global Services (EMGS)

Title: Malaysia: Your Preferred Education Destination

Malaysia offers a holistic education ecosystem for the acquisition of knowledge and personal development. Living in Malaysia amidst its multi ethnic communities is in itself, an enriching experience. The warmth of its people, the vibrancy of its cosmopolitan cities, the rich diversity of its culture, the dynamism of its education infrastructure, makes Malaysia the perfect destination to live and learn.

Learn about the vast opportunities and values that Malaysia offers to international students intending to pursue their educational aspirations and embark on a career especially in the Asia region.

Dr Guido Schnieders

Director, DAAD Information Centre Kuala Lumpur

Title: Malaysian-German higher education cooperation in mobility for students and academics –status quo, perspectives and funding schemes

The presentation gives an overview of higher education cooperation in mobility for students and academics between Germany and Malaysia, followed by a discussion of the future perspectives of the mutual collaboration and an overview of the most important funding schemes offered by German institutions for bilateral exchange. The presentation will also introduce the DAAD Information Centre in Kuala Lumpur as a non-profit facilitator and source for advice and consultation for bilateral cooperation and funding.





Dr Dave Morland

**International Development Coordinator, School of Social Sciences, Business & Law,
Teesside University, Middlesbrough, UK**

Title: Internationalising the student learning experience: Reflections on introducing international work experience opportunities in Malaysia for students in the social sciences

This presentation aims to communicate and share the experience of both students and academic staff involved in the introduction of international work experience opportunities in Malaysia for social science students in the UK. By drawing on qualitative interview data from students participating in the international work experience opportunities (WEOs), this session will outline the motivations, concerns, expectations and challenges faced by students engaged on a six-week volunteering WEO at two separate organisations in Malaysia in the summer of 2014. This paper will explore issues relating to the method of establishing and advertising the WEOs within the University, and comment on how well the project addressed the development of employability skills in students, and the challenges presented to academic staff. The session will focus on how well the WEOs met the students' original expectations, what motivated them to apply, what challenges they faced, and ultimately why the experience for some students at one organisation proved too difficult to deal with.

Panel 2: International cooperation in higher education

Prof. Dr.-Ing. Dr. h.c. Axel Hunger

Faculty of Engineering, University of Duisburg-Essen, Germany

Title: Case Study of the Partnership between Universiti Kebangsaan Malaysia and University of Duisburg-Essen, Germany

In 1998, University of Duisburg-Essen (UDE) presented their new international degree program "ISE - International Studies in Engineering" at an educational fair in Jakarta. From this fair, first partnership in Southeast Asia developed with Universitas Indonesia





(UI) which still is active with Double Degree and Exchange programs, with exchange in both directions on a level of about 10 students per year in both directions.

In 2000, UDE extended its activities to Malaysia and started cooperation with Universiti Kebangsaan Malaysia (UKM). Also here, double degree and exchange programs were initiated. These programs have today ~ 20 to 30 students from UKM attending the Double Degree program in Bachelor per year and stay at UDE in Germany for their last year of studies. In the other directions, ~ 30 to 40 Germany students per year come to UKM for a stay abroad of one semester. Since 2010, UKM and UDE operate a Double Degree program on PhD level, offering PhD/Dr.-Ing. based on joint supervision and mobility scheme of at least one year at both partners.

The extensive cooperation is based on the fact that both partners work together on eye level. The universities acknowledge each other and identified common goals, adding greater value to the partnership. The collaboration is strongly supported through institutionalization by way of the UKM-Mercator Office as well as the UI-Mercator Office, outposts of UDE, established in 2002.

Results of the programs are more than just student mobility. From alumni it became clear, that the UKM students who graduated from the Double Degree have better chances to get a job in short time and with better salaries compared to their fellow students at home.

As an additional attractive offer, UDE operates "ISE – International studies in engineering", a set of 14 Bachelor and Master degree courses, all bilingual English/German, with actually more than 2,300 student at UDE. Students from Asia form 2/3 of this student population. So, ISE at UDE is not only the structural basis of all that Double Degree and Exchange programs, ISE is also a magnet for degree seeking students from Asia.

Mercator Offices are outposts of UDE in Southeast Asia, with head-quarter in Malaysia. Even more, the office acts as information center for Malaysian students for study offers in German and also as valuable link between Malaysian partners and UDE, also as valuable link between ISE and the joint study programs in Malaysia.

Mrs. Angela Pok

Vice President, Student Experience, Taylor's University, Malaysia

Title : Taylor's University: A Case Study of Partnerships and International Cooperation

This paper is to present a case study of partnerships and international cooperation of Taylor's University, Malaysia. In 2010, Taylor's University has established a dedicated



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unit to support the internationalization efforts for international cooperation and partnerships that is in line with the University Strategic Plan 2012-2016. The Global Mobility Office has been set up to provide the support and opportunity for students to develop cross-cultural competencies and networking opportunities via international experience and exposure which will subsequently help to broaden their mindset. The Global Mobility Office has been actively soliciting partnerships with international universities around the world for student exchange and mobility initiatives.

Taylor's University has achieved some key mobility milestones with its long-standing academic partners; University of Toulouse-Jean Jaurès and University of The West of England. To date, Taylor's University has been in partnership with The University of Toulouse-Jean Jaurès for 30 years and University of The West of England, Bristol for more than 10 years. These successful partnerships allow for several dual-award Bachelor and Postgraduate programmes as well as strategic mobility opportunities. Subsequently, the momentum catches on and have seen other articulation partners across 98 programmes participating in this initiative, as well as a healthy increase of new international university partners for mobility.

Further exploring other avenues of internationalization, Taylor's University actively participates in global associations to enhance cooperation, exchange and mobility, and student learning. International conferences and EXPOs also allow Taylor's University to pursue partnerships and network with universities from around the world, keeping abreast with the latest developments and ideas in international education.

The dynamic growth of Taylor's University international collaborations can be charted to several success factors. A key factor to this is in working closely with government agencies as well as promotion of the country via external collaborations and partnerships. A thriving network of partner universities is also crucial to the internationalization of the university. At its very core, the programmes offered for student exchange and mobility must be unique for it to do well internationally. An active participation in international conferences is also vital to establish a strong presence in the regional and international education circles.

To conclude, Taylor's University with its long standing legacy as a pioneer private education provider has gained much international experience via its internationalization strategy aligned toward its purpose of educating the youth of the world to take their productive place as leaders in the global community.

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Ms Laura Torres

Alliances and International Promotion Unit, Universitat Politècnica de Catalunya – BARCELONATECH

Title: 5 years of Malaysian UPC Bachelor Engineering Program: A case study of lessons learned from UPC experience

This presentation will summarize the main aspects faced by UPC during the 5 years of implementation of the University of Kuala Lumpur Program, consisting of the integration of a group of Malaysian students (annually from academic course 2010-11), with the aim of studying a full bachelor degree (4 years) in Industrial Engineering at UPC BarcelonaTech.

These selected Malaysian students are prepared in University of Kuala Lumpur during two academic years for admission to a foreign university through university entrance British exams (A levels). Depending on the country chosen as destination, they are prepared in the language of that country (Universiti Kuala Lumpur Malaysian Spanish Institute). Regarding Spain, UPC has been the first Spanish university participating in this project, together with Universidad Politécnica de Madrid.. Most of these students are granted a scholarship from MARA (Ministry of Rural and Regional Development of Malaysia) for the whole bachelor degree. At present more than 50 Malaysian students are pursuing a bachelor degree in engineering at our university.

Through this report we will outline the major obstacles UPC has faced in the implementation of the program, and how they have been turned into learning opportunities. These challenges (mainly academic, social and organizational) range from the complexity of access to the Spanish university system at the Bachelor level, to the normal language and cultural barriers, to specific social integration issues due to the long term duration of the program (4 years), for students with such a different culture, habits and traditions.

To conclude, we will also analyze the positive consequences and beneficial impact of this program, both for the students involved and for the host university, laying emphasis on its big contribution to the internationalization of the schools receiving the students





2.15 – 3.15 pm: Parallel workshops on practical issues concerning mobility and international cooperation

Workshop 1

Mr. Ezral Mokhtar

Multimedia University, Malaysia

Managing International Cooperation & Student Mobility Within the Constraints: A Malaysian Private University Perspective

From observation, most private universities in Malaysia would have some form of internationalisation strategy and initiatives that guide its action and operational plans. However, as most of these private higher learning institutes are profit oriented international cooperation in particular student and staff mobility tend to take the back seat if compared to other activities within the sphere of international education in particular international student marketing and recruitment.

The Malaysian Ministry of Higher Education, particularly through its international education wing known as Bahagian Education Malaysia, has outlined student mobility as the key strategic area for 2016 onwards; that focused toward establishing and enhancing further the involvement of local public and private institute of higher education in international cooperation particularly in student mobility.

This workshop intended to be a knowledge sharing session and practical guide for the management and professionals in private and public universities alike; who wishes to embark on or enhance its international cooperation and student mobility activities in Malaysia. With Multimedia University (MMU) as the main Case Study, the various areas within the broad spectrum of international cooperation activities will be identified. From this the workshop would focus on international student mobility where issues and challenges from Malaysian will be discussed. The lessons learned will be highlighted in order to equipped the participants to plan and implement immediately for their way forward in international cooperation and student mobility.





Workshop 2

Mrs Anaïs Bouquelloen

Head of students affairs at Network « n+i » - engineering institutes

Network « n+i » is a consortium of 50 French engineering institutes, offering attractive and innovative programmes to international students and academics. The institutes are located all around France and cover all fields of engineering. Agreements have been signed with 70 universities in the world (including Asia Pacific University in Kuala Lumpur) to develop cooperation programs for high potential students and academics, notably the International Bachelor Mobility and the Pre-doc program.

International Bachelor Mobility 3+1+1 = bachelor + masters degrees. This program aims to offer a fast track in France to high profile undergraduate students (Bachelor plus master in 5 years instead of 6 years). During their first 3 years of bachelor in their university in Malaysia, students will benefit from French language classes, in addition to their scientific curricula, in order to prepare their future stay in France. At the end of the 3rd year, best students (grades more than 85%) with a good knowledge of English (B2 level) and French (B1 level) will participate to the mobility program in France in one institute of Network “n+i”. They will spend one year, corresponding to their last year of bachelor in Malaysia (getting credits) and then just one year more to get a master degree in France.

Pre-doc program. Network “n+i” receives demands from universities abroad to increase the skills and qualifications of their academic staff by a PhD in France. A doctoral student is no longer a student but a member of a research team. To help the student to find the most appropriate laboratory and supervisor in France, Network “n+i” proposes him/her to spend a 6 month period in France composed of classes, research and conferences in a laboratory of one of the 50 engineering institutes of Network “n+i”, either as a part or as a complement to his/her master degree. This 6 month program will be the occasion to prepare him/herself to the Phd : to meet with research teams, to discuss research subjects and possible thesis projects, and to discover the environment of his/her future everyday life, where he/she will spend 3 years of his/her life. For academic staff, the Pre-doc program should be made in cooperation with the university in Malaysia. In this case, a joint supervision (co-tutelle) is possible.





Workshop 3

Professor Dr. Wahid Razzaly

Wahid Razzaly, UTHM

Title: UTHM-Bremen University International Collaboration: Does individual role matter?

When a few UTHM researchers joined consortia of researchers from Germany, Spain and Indonesia in an international research grant in teacher education in TVET in 2005, little did we realized that the small research project could have a long-lasting impact on the university as a whole and on other facets of education. The formal relationship signed in 2006 between the Vice Chancellor of UTHM and the Rector of Bremen University was the starting point of an International PhD Joint Programme. The Faculty of Technical Education Universiti Tun Hussein Onn Malaysia (UTHM) and Institut Technik und Bildung, Universität Bremen, Germany (ITB) set up a joint PhD programme in TVET, to design a collaborative doctoral degree after the minimum period of four years of study in both countries. It was part of the capacity building for the newly introduced National Dual Training Scheme (NDTS), this programme also provide a direct exposure to the actual system of traditional dual training system in Germany. The specific focused research themes generated by the students, also provide new and useful insights for both countries. For Malaysia, it is useful in providing concurrent awareness on how best to fit the newly NDTS in the country. A number of other activities sprouted from this collaboration over a period of about 10 years were; Staff exchange Programme, Establishment of World Congress of TVET Teacher Education, Visiting Professor appointments, Supporting in the World Bank Consultancy project in Jordan, Journal Publication, and finally setting up of offices of Bremen University in UTHM and vice-versa.

However, the highly active collaboration suddenly took a slow dip when an instrumental individual representing the Bremen University retired from the university. The working relationship between the institutions continues but at a much lesser scale. There are possibly other factors that may lead to this collaboration downturn; budget rationalization, institutional priorities, leadership, availability of sustainable programmes, physical distances, academic calendar and other gaps. Whilst there are list





of factors, it is highly likely that individual role in this particular collaboration would have the greatest contribution to its sustainability; thereby suggesting that individuality attributes of key persons in the context of international collaboration is an area of concern.

Workshop 4

Professor Alain Trémeau, Dr. Vineetha Kalavally & Mr. Thomas Chaumont

University of Saint Etienne, France and Monash University Sunway Malaysia

Title: Lessons learnt from Erasmus+ programs to initiate and sustain EU ↔ Malaysia students and academics exchanges

Erasmus + represents a key financial and technical leverage for Malaysian Higher Education Institutions (HEIs) to further cooperation with European counterparts by increasing academic and student mobility opportunities.

University Jean Monnet is at the forefront of Erasmus+ programme, being the first European HEI to be granted as coordinating institution two Erasmus+ Erasmus Mundus Joint Master Degree (E+EMJMD) during the first Call for Proposal of the new Erasmus+ program in 2014, and to manage currently 3 ongoing E+EMJMD projects. University Jean Monnet have also experience in other actions of the Erasmus+ program which Malaysian stakeholders can benefit from: international credit mobility and capacity building.

Drawing from 8 years of experience as the Coordinating Institution of E+ EMJMDs, including Malaysian academic and industrial partners, we hereby suggest a workshop to:

1. Introduce quickly the different cooperation instruments available within Erasmus+ to initiate, consolidate and sustain EU-Malaysian cooperation (e.g. associated partnership membership within a E+ EMJMD consortium, funding of both incoming and outgoing visiting scholars, coordination role a Malaysian HEIs can hold within a capacity building project, ...)
2. Share lesson learnt and good practices with workshop participants, notably with regards to benefits and challenges from cooperation with EMJMD consortia, capacity building projects rationale, regional / country priorities and student



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international credit mobility challenges, and how to sustain such mobility flow in the long run.

The workshop aims to be as participatory as possible to give participants a relevant outlook and stakes with regards to Erasmus+ projects building that could directly be used during the matchmaking sessions directly following the workshop. Participants could be asked for instance to present current main institutional challenges that currently prevent them to increase mobility flows with European HEIs, providing the basis to analysis root problems that could in turn lead to the design of an Erasmus+ capacity building project.

We propose a joint workshop moderation by both an EU higher education practitioner and a Malaysian counterpart (from Monash Malaysia University, a partnering university of one Erasmus+ Joint Master Degree)

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