

Student Mobility and Credit Transfer: A Case Study in Universiti Utara Malaysia (UUM)

Mobiliti Pelajar dan Pertukaran Kredit: Kajian Kes di Universiti Utara Malaysia (UUM)

M F RAJEMI, HENDRIK LAMSALI & HERMAN SHAH

ABSTRACT

Evolution in the Industrial Revolution has created a new phenomenon not only by industrial player across the board but also has impacted the institution of higher learning. It requires policy makers in the Higher learning institution to be more creative in providing flexible curriculum without compromising the quality of education that they offer. Interestingly, mobility student programme or popularly known as student exchange programme has become one of the central attractions among students. Even though this programme may not be able to be implemented for the whole university due to various reasons, yet, students are still interested to take part in this programme. For them, getting the opportunity to participate in mobility programme would be an added value to their transcript. The opportunity given will expose them to new experience studying abroad for a certain period and increase their graduate employability. This research highlighted a case study done in Universiti Utara Malaysia (UUM). Respondents were among those students who had enrolled in the mobility programme. An innovative credit transfer system for mobility programme has been introduced in UUM. Besides that, strong collaboration between participating institutions (home and host institution) involved in this programme is important to provide effective and beneficial learning environment to students. Findings from this study can be used as a guideline to solve issues on credit transfer system for mobility programme.

Keywords: Credit transfer; student mobility; graduate employability; research quality; institute of higher education

ABSTRAK

Evolusi dalam Revolusi Perindustrian telah mencipta satu fenomena baru bukan sahaja dalam bidang perindustrian tetapi ia juga memberi impak terhadap institusi pengajian tinggi. Ia memerlukan pembuat dasar di institusi pengajian tinggi untuk menjadi lebih kreatif dalam menyediakan kurikulum yang fleksibel tanpa menjejaskan kualiti pendidikan yang mereka tawarkan. Menariknya, program pelajar mobiliti atau lebih dikenali sebagai program pertukaran pelajar telah menjadi salah satu tarikan utama di kalangan pelajar. Walaupun program ini mungkin tidak dapat dilaksanakan kepada seluruh universiti kerana pelbagai sebab, para pelajar masih berminat untuk mengambil bahagian dalam program ini. Bagi mereka, mendapat peluang untuk menyertai program mobiliti akan menjadi nilai tambah kepada transkrip mereka. Peluang yang diberikan akan mendedahkan mereka kepada pengalaman baru yang belajar di luar negara untuk tempoh tertentu dan meningkatkan kebolehpasaran siswazah mereka. Kajian ini dilaksanakan di Universiti Utara Malaysia (UUM). Responden adalah di kalangan pelajar yang mendaftar dalam program mobiliti. Sistem pemindahan kredit inovatif untuk program mobiliti telah diperkenalkan di UUM. Selain itu, kerjasama di antara institusi peserta (home dan host) yang terlibat dalam program ini adalah penting untuk menyediakan persekitaran pembelajaran yang berkesan dan bermanfaat kepada pelajar. Penemuan dari kajian ini boleh digunakan sebagai panduan untuk menyelesaikan isu-isu mengenai sistem pemindahan kredit untuk program mobiliti.

Kata kunci: Pemindahan kredit; mobiliti pelajar; kebolehpasaran siswazah; kualiti penyelidikan; institusi pengajian tinggi

INTRODUCTION: STUDENTS TO THE WORLD (MOBILITY- OUTBOUND)

The expanding interest of implementing the student mobility programmes has gained interest by many parties including the government. For example, the

Australian Government encourages their students to be involved with student mobility programmes (Pasfield, Taylor et al. 2009). To their government beliefs that this activity will prepare their graduates with a global skill and knowledge to drive the country further as a developing country. This belief is also

shared by many other governments in Asia including Malaysia. This policy has always been as one of the Malaysian Universities internationalization agenda.

In implementing this agenda, there is an increasing concern that the developed countries have a better advantage on university internationalization than the developing countries. However, there are studies that focused on developing countries in promoting student mobility as one of the main university internationalization agenda. This agenda supersedes the other criteria such as infrastructure or programmes for the international students and faculties (Kwon 2013). This highlighted the increasing interest by respected government in implementation student mobility programme especially for the developing countries. This directly proves the importance of international student mobility for the university and the country in general.

Exposing the local university to the world is an added value to the graduates. It helps graduates to be prepared for the challenges ahead after having their scroll (Dhanarajan 1999). Mobility programme should go beyond existing traditional objectives of mobility. The mobility programme should also integrate student's ability to plan for their future work paths (Findlay, King, Smith, Geddes & Skeldon 2012). Besides that, it will give advantages towards preparing graduates for the 21st century job skills (Farrugia & Sanger 2017).

Student mobility programme is the leading cause for equipping graduates with intercultural skills and international knowledge (Daly 2011). Students are exposed with a different ways or cultural experience while enrolling in this activity. Besides that, they can increase their international knowledge and expand their views about the world and not being limited with the boundary of their own country. This will result in with more matured graduates that could understand and respect the diversity of different culture besides their homeland. This factor is important for living in the global world without boundaries.

One of the most significant current discussions in the moral philosophy of a good quality graduates is their soft skills as an individual. Students must be able to imagine themselves in the future as a fully equipped diverse learners' that has the ability to think outside of the box and able to see the world in a different perspective (Tangen, Henderson et al. 2017). This quality can be achieved by having

to expose the students with the outbound mobility programmes.

Besides equipping them with soft skills, participating in this programme increases their graduate employability. Joining the outbound student mobility programme will develop their global competencies. This is one of the key factors that can motivate students to experience the cultural immersion, expanding their student networks, develop their soft skills and increase their desire to complete the course swiftly (Bretag and van der Veen 2017). This activity completes their circle of study to obtain their full degree. It also generates well-rounded, multi skilled graduates and prepares them for the upcoming challenges in their life.

The importance of soft skills to increase graduate employability is paramount for the future of the graduates. Graduates should be equipped with knowledge and training during their study in the University to increase graduate employability (Ishak, Rahmah & Robiah 2008). Malaysian universities always try their best in exposing their students for this kind of activity. Unfortunately, not all of the students in the university can enjoy this privilege (i.e. joining the mobility programme). Students who are lucky to be involved in this programme are exposed to different culture and way of life in distinctive parts of the world.

This paper begins by having to introduce the mobility-outbound programme. The mobility-outbound programme may differ from one university to another. In this paper the best practise for mobility-outbound programme in Universiti Utara Malaysia (UUM) is being highlighted. For a start, the mobility-outbound can be divided into two (2) categories, which are:

1. Mobility-outbound with credit transfer.
2. Mobility-outbound without credit transfer.

Both types of mobility-outbound programme are being discussed in the next section of this paper.

MOBILITY-OUTBOUND WITH CREDIT TRANSFER

What we know about university internationalizations is largely based upon empirical studies that investigate how it is being implemented. Progressing understanding on the academic student mobility programme is one of the most important criteria for the internationalization of higher education agenda (Pedro and Franco 2016). An academic institution

that manages and successfully implements this programme has a step ahead advantage in materialising this agenda. To ensure its success, a suitable student mobility programme policy must be put in place.

Before venturing further on the mobility programme, let's look into the definition of mobility-outbound programme with credit transfer system. Mobility-outbound is an activity where students spend a period of time away from their home university. In this program, students are required to take subjects that are transferable to their home University. Credit transfer is important to ensure that the period of study at home university remains the same. Nevertheless, there are cases whereby the subjects taken are not transferable in the home university. There are various reasons for it, one of the reasons is the subjects are not offered during the mobility period. Hence, students need to find alternative subject which may not be transferable to the home university. Nevertheless, students must discuss this problem with their supervisors at home university. A mutual stand between them must be decided before continuing with the programme.

The mobility with credit transfer period for UUM students can run from a minimum of ONE (1) semester and maximum TWO (2) semesters. Students are encouraged to take at least 12 credits for each semester at the host university.

In UUM the number of students undergone the outbound mobility is shown in Table 1.

TABLE 1. Number of UUM outbound mobility students

No	Year	Number of outbound mobility students
1	2015	82
2	2016	150
3	2017	129
4	2018	85

The total number of students that has undergone the outbound mobility programme from the year 2015 until 2018 are 446 students. The trends showed that there are many students interested in participating with the mobility programme. Reports from students who has completed the programmed showed that they really appreciate it. The exposure studying in a different university increased their self-confident and created better graduates.

Despite the encouraging trend and advantages, there are still problems faced by the prospective

students which hinder them from participating in the mobility programme. The most significant challenges are the funding issues for this programme. In UUM, this problem can be solved by having to manage it properly. Further discussions on funding issues will be discussed later in this paper. It is the authors hope that, this method can help the students and interested parties to be more active in participating with the mobility programme.

SELECTION OF SUBJECTS IN THE PROGRAMMES

Traditionally, studying in reputable university have subscribed to the belief that the education quality is at it's best. However, one must not ignore that there are thousands of different universities that have better quality in their own academic field around the world. The outbound mobility programmes gave the chance for the students to study beyond their university compound which in turn will exposed them with the increasingly important to stay interconnected in the globalised world (Cole 2018). Having this chance makes them to believe that there are always rooms for improvements at their home university to make them a better graduate. This will prepare them for a better global experience and increase their graduate employability qualities in this multitask jobs seeking world.

In UUM, prior enrolling to outbound mobility programme, candidates were asked to discuss with their respective head of department (HOD) on the academic subject's selection at the host university. With a well plan selection of subjects can safeguard their credit transfer after completing the outbound mobility programme. Students need to ensure subjects suggested by their faculty HOD must be taken during the mobility programme at Host University. Failure to take the subjects may affect their credit transfer at home university. Hence, this situation may prolong their study at home university.

UUM allow their mobility students to take selected subjects offered at host University and substituted it with an elective subjects in their programme at home university. This method ensures that subjects taken at the host university are transferable in UUM. However, these subjects must be approved by their faculty HOD prior enrolling to outbound mobility programme.

Most of the curriculum does offer elective subjects that can be taken outside original degree programme. Usually there are on average three to four elective subjects in a programme that can

be used to substitute subjects taken at the host university. These elective courses are aimed to increase quality of the graduates. It is an advantage for students if they take the elective subjects outside of home university through outbound mobility programme and exposed themselves in a different study environment.

Taking elective subjects which is not offered in their respective programme will not differentiate them from the Programme objectives. The reason is that the numbers of elective subjects taken are usually limited to certain number of credits. The core subjects for the programme course remain prominent in completing the study. The elective subjects are aimed to prepare the students to become a well-rounded graduate who would be able to expand their knowledge beyond their respective programme. Besides that, it will also increase the quality and improve the graduate employability of the students.

FUNDING

Funding is one of the important factors that determine the sustainability of the mobility program. For the host university, the mobility program may become one of the integral part for the university financial income generation activity (Choudaha & Chang 2012). Hence, the cost imposed for the mobility programme must be borne by students or their home institutions. Furthermore, students need to have enough financial support to sustain themselves throughout the mobility period. The fund is being used to support their health insurance, daily consumption, and other related activities for the whole period of mobility. In UUM, students may consider obtaining sufficient fund from three main sources:

1. Personal funding – Their mobility programme cost is being borne by themselves.
2. Sponsors – Funding from home university may be given in full or partial sponsorship. In full sponsorship, university will fund all the related cost for the mobility period. This may include transportation, meal, accommodation allowances and free tuition fee waiver at home university for the specified semester. Only cream of the cream students is offered with full sponsorship. The candidates, who are

being offered, have passed all the necessary requirements and interviews set up by the respective responsible departments/ faculty.

Due to the limited financial resources from the university, students may also be awarded with partial scholarship from the University. In this case, students are exempted from paying their tuition fee at the home university. This will give students some extra money to be spent at the host University. UUM did subsidises the students according to the Table 2 below:

TABLE 2. Partial funding for outbound mobility programme

No	Region	Amount from UUM	Student funding
1	Indonesia & Thailand	82%	8%
2	Japan, Korea & Brunei	90%	10%
3	Other countries	10%	90%

Beside the University funding, students can also apply grants from special programmes such as Asean Student for International Mobility (AIMS) programme or Erasmus grants.

3. Personal loan from the corporate bank – In this case the university needs to collaborate with financial institution to give special loan for students to participate in the mobility program. Banks are advised to offer the mobility student with an interest-free loan. They can start to pay back their loan as soon as completing their study at home university. With this kind of loan, more students can participate in the mobility programme.

In order to assist students, usually home university will collaborate with partner University that waives their tuition fee. The mobility agreement is based on a reciprocal basis and benefits both universities. This is where the importance of signing memorandum of understanding (MOU) between universities is essential to ensure the success of the mobility programme. Tuition fee waiver will help the mobility student to ease the financial burden while participating in this programme.

For a wealthy family, sending their children for international mobility programme without any financial support from the university is not a huge problem. In UUM a handful of students are in these criteria applied for this programme. For such cases,

the university will encourage them to participate in it. However, they still need to undergo a compulsory interview to have the guarantee that they can financial support themselves while undergoing this programme at host university.

Besides that, there are cases whereby students are willing to go for the mobility even though the host university does not give any tuition waiver. Usually, the students will take this option if they are offered by prestigious host universities example Oxford, Cambridge, Harvard and others. For them having to gain experience while studying in a top-ranking university is more important compared to the financial investment for the programme.

The discussions above showed that, financial problems for taking part in the mobility programme can be solved by various methods. The most important thing is the high student's interest towards the programme.

CREDIT TRANSFER

Recent developments in the university internationalization agenda have heightened the need for expanding the international student outbound mobility. However, students will always be the decision maker before deciding to join this activity. This decision relates with the student mobility exchange policies and programmes at their home university (Daly and Baker 2010). These mobility policies will determine whether the students have a full benefit after completing the outbound mobility programme. It is unfortunate for the students with a poor home university mobility policy that can penalise them who has joined this activity. Example of poor policy is by having to require the students to prolong their studies at home university due to the failure of doing the subject credit transfer. This problem must be avoided to encourage students actively involved with the mobility programme.

Credit transfer is very important for the mobility students. UUM ensured that their students can transfer all the subject credits taken at the host university. In UUM, to secure credit transfer, there are generally several options to be taken into considerations.

The subject taken at the host university must have some similarity with the subject at home university. Usually, some universities do impose up to 70% similarity between subjects taken at host and home university. If the subjects are similar than the

credit transfer can be done. University that has been accredited by an international body, for example, the Asean University Network Credit transfer system (ACTS) can also ensure the credit transfer for their mobility students. UUM is one of the members for the Asean University Network (AUN). Under AUN, the AUN ACTS is one of the thematic network for UUM. At this moment 5 programs has been accredited by the AUN-QA hence is eligible for the AUN ACTS credit transfer program.

If both options were not suitable, UUM has the approval from the University senates to implement credit and grade substitutions (Refer Figure 1) manually. In this method, subjects taken, which do not comply with A & B (as above) can also be transferred using the elective subjects. If the students obtain grade B and above, UUM will give credit transfer with grades. Hence this will improve the student CGPA grade. If the student obtains grade B- and below, then UUM will only give the students credit transfer without grade. This give a lot of advantages to the student since their grade will not affect their overall CGPA. It will ensure that students who involve with the mobility programme can always graduate on time. However, students must ensure that they have enough elective subjects that are transferable. Faculty can advise their students in this matter.

The credit transfer options given to the students encourages them to participate actively in the international mobility programme. There are cases in UUM, that some of the participants is willing to take more than 12 credits hours of classes to gain benefits from this programme. This prove that the systems in UUM works well for all of the UUM students.

Nevertheless, this system might not work well for some professional body accredited program for example Bachelor of Accounting in UUM which is being accredited by The Chartered Institute of Management Accountants (CIMA). For these students, there might be a slight disadvantage for them since they may need to prolong their study in UUM in order to complete all the programme credits hours which is not transferrable with any elective subjects taken outside of the university. Further discussion between UUM and the professional body is actively undergoing to overcome this problem and the results looks promising.

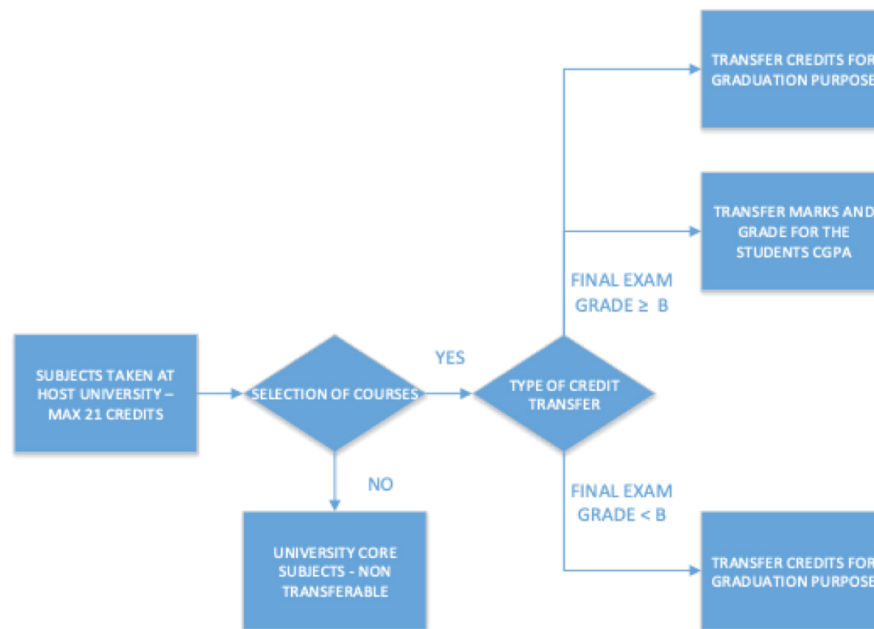


FIGURE 1. Credit Transfer Systems for the UUM Outbound Mobility Students

MOBILITY-OUTBOUND WITHOUT CREDIT TRANSFER

Outbound mobility without credit transfer usually refers to a short mobility program. The objectives of exposing the students with intercultural experience and developing student’s soft skill remain the same. Nevertheless, there are short mobility programs that offer one or two credits in it. These credits may be transferred to the home university if it is allowed to be done by their faculty. Usually, outbound mobility credits are hard to be transferred to their respective programme at home university. This is due to the fact that the number of credits is enough to be transferred as a full course for the programmes. Besides that, the length of time for the mobility programme is less than one minimum semester. Hence, these credits are just being used to add value and precious experience to the students who are involved in it.

The short mobility programme includes the summer programme or any programme which is less than 1 semester (Less than 3 months). The short mobility programme may be implemented with a minimum of three days and maximum of 90 days. This mobility programme activities may be tailored upon request from the partner university.

In the mobility outbound without credit transfer, the participants are exposed to different kind of experience studying at different university without the need to leave their fulltime study for a short period of time. Besides academic activity, students will explore different custom and culture at their host university.

Since the programme is short and less than 1 semester, usually the home university will not sponsor their students to join this kind of activity. Hence, participants normally use their own personal funding to attend the program. Nonetheless, some summer programme does offer partial scholarship, which may include free accommodation and meals. The students need to ask the organizers, usually the international office if the summer programme does offer partial scholarship.

Since most of the participants need to sponsor themselves, there are some host universities that give partial scholarships for this kind of activity. The host university usually waives the participation fee, provide suitable free accommodation to attract more students to attend their short-term program. Sometimes, the mobility student will just need to fund their travelling cost and living expenses to attend the program.

The short term non-credit programme usually can be implemented in several ways which will be discussed further in this paper.

INTERNATIONAL SUMMER PROGRAMME

This programme can be done for the period not less than three days. Usually, this programme runs for 7 – 14 days. The participation cost for students is minimal. Usually, host university may offer concession on the participation fee to the students. Activity that can be arranged during the summer

programme can include leadership programme or even beginners English learning programme (For non-English-speaking students). Students also involved with other activities such as excursion and cultural experience outside the university. These activities usually received a very positive feedback from the students.

The pull factors that attract participants is based on a well manage activities listed during the summer programme. Attractive excursion activities are an advantage in attracting students to join the activity. Besides that, a suitable date which does not coincide with the academic calendar period is also an important criterion in organising this activity. Students will not be able to participate if the summer programme date coincides with the current academic calendar period.

The events usually involve buddy's which volunteer themselves in organising the activity. It is not to much if we assume that the successful implementation of summer programme are based on the successful number of buddy's who participate in it. Nevertheless, the most important thing for such programme is that all of the participants (either buddy's nor the international participants) must enjoy and able to cherish their moments in joining such activity.

INTERNATIONAL INTERNSHIP PROGRAMME

In this program, student will undergo internship at Partner University, or any industries determined by the host university. Students will be attached to the host university industrial partners. The objective is to expose the participant with the industrial experience which will in turn increase their graduate employability rate. The internship usually runs for about 2 to 8 weeks. However, this programme may be prolonged for a period of one semester. If it is prolonged for one semester, this activity can be considered as mobility outbound with a credit transfer system. Home university must clarify with partner university on the methods of implementing the international internship programme. Partner University will assist home university to find a suitable place for the students to do their internship.

The success of this programme depends on the host university industrial collaboration network. It is very difficult for university to ask industries to accept foreign students to undergo internship in their company. With a very limited spaces

provided for the local student's university internship programme by the partnering industries, university must again convince their industrial partners to accept international students. Good collaboration and network with industries is pertinent towards the acceptance of international mobility students in the internship programme.

One of the strategies for host university is to consider the multinational university-industry partners to accept international mobility students, especially if the company originated from the international student's home country. For example, in UUM, Japanese based industries are always willing to accept Japanese students to undergo internship in their company in Malaysia. Hence, UUM university partner from Japan can always send their students for the internship programme at the Japanese company in Malaysia.

Besides Japan, Indonesia, Thailand, and Brunei partner universities, did impose a compulsory internship programme that can be done outside of their home country. UUM did accept students form these countries to undergo internship in Malaysia. However, most of these students only undergo their internship in UUM main campus and not outside of UUM. In this case, the home university can monitor their students and ensure their students wellbeing in UUM.

Either the internship is being done outside or inside the host university, points for considerations in implementing this programme is the financial and visa requirements for the students. In Malaysia, if international partner universities students who wish to undergo this programme must apply for working visa instead of student visa or social visit visa. Failure to do so while results to a penalty to the Malaysian universities. This working visa requirement is well been informed to the partnering universities who wish to send their students for the internship programme.

INTERNATIONAL RESEARCH ATTACHMENT PROGRAMME

This programme involves students and lecturers at the partner university. Students will spend their time at the host university to complete their research. In this case, students can get different set of data for their research. The research will be guided by the partner university researcher.

In UUM, the good collaboration with Asian European University Network (ASEUNINET) made

the activity possible. ASEANUNET is an international organization based in Austria. The members mainly came from the European Universities and Asian region Universities. UUM did send their students to the Austrian Universities to do their research with the host university researcher. The minimum time taken for this activity is 21 days (3 weeks). During the research attachment programme, students will be provided with a suitable accommodation and working space at the Austrian host University. Based on the feedback from the students, this research attachment is very beneficial since they will have different sets of research facilities to complete their research.

Yet again, the international university partner collaboration is the main key factor that ensures the success of this programme. Without any doubt, the internationalization agenda is very important to all of the Universities involved.

STUDY TRIPS

In this program, students will undergo study trip overseas. The purpose behind the project is to broaden their experience around the world. Some of the activities that can be done are social engagement and enrichment. The students are involved with the local people in the country that they visited. Students will be engaged with community projects that help the local people. This programme is very beneficial to the students since it can build up their leadership quality. The study trip also shapes the volunteerism characteristic in the participants who build up good character graduates.

Usually the study trips may take up to 14 days (2 weeks). The activities should be planned prior the study trips. This will ensure all requirements that ensure the success of the study trip is well taken care off. Since, most of the activities involved outdoor activities, it is important that all of the participants bought the medical insurance coverage. The medical insurance must cover the hospitalization cost for any participants not only due to accidents but any other medical emergencies. UUM ensures that all of our students who participate in this activity must obtain a valid medical insurance. Failure to have the policy will defer them from participating in the activity.

Getting the international partner university is a good advantage. This activity will not only benefit the students but increase the number of activities done between the partnering universities. Besides

that, the partner university is more well versed with the culture in their country. This will help the organisers to plan well with activities that involve local people in the respected country.

CONCLUSIONS

In recent year, the issues of international student mobility have a significant impact towards the universities curriculum structure policy for every developed or developing country (Furukawa, Shirakawa et al. 2013). This mobility programme does give effect towards world university ranking. The number of international mobility students can be used as a measurement in the confidence level for the quality of education provided by the host university. Usually the international mobility students are pulled to a higher-ranking university to undergo this programme. Having to host international mobility students not only expose their students to the world, but also increase their capability in providing the best quality education to their students. One example of this activity is by providing a lot more subjects to be thought in English medium instead of their respective mother tongue language.

Besides that, student mobility and internationalization activities will give a lot of advantages to the university staff and students. Universities must have a good partner university that can implement these activities. Having to be involved with the international organization such as Asian International Mobility for students (AIMS), helps the university to find suitable partner university for the internationalization agenda. Student mobility (Inbound & Outbound) which is being divided into credit and non-credit activity can be done with the minimum of 3 days and maximum of one year. Mobility programme gives a lot of advantages to the students as being discussed in the previous section. It is up to the university and students to ensure a successful implementation of the mobility program.

The effectiveness of the student mobility programme can be measured by having to acquire intercultural skills of the participants. This will give an advantage to all of the students involved towards a highly demanded labour market. However, this programme can be further improved by having to promote greater student participations and more engagement with the academic learning (Dall'Alba and Sidhu 2015). Increasing the number of students involved in this activity will surely improve the

effectiveness of the mobility programme. Since, not all of the students have the opportunity to be involved in this programme, bringing international students to the respective university will spark the interaction between local and international students. This aspect cannot be measured economically but do give advantages to the local students.

The success of the international mobility programme also depends on several factors. This includes an active collaboration between partnering universities. Other than that, the collaboration with the industries is also important to ensure a smooth ride for all of the students involved especially with the international internship programme.

Other criteria that need to be considered is the assurance from the home university on the policy of credit transfer system. This will help the students to complete their study on time. Additional policy that needs to be taken into consideration is the country visa requirements for students. Failure to comply with the country visa requirements will give a negative impact to the students and the university. Not to forget the requirements of having a valid medical insurance. The home university must ensure that their students who wish to participate in any international mobility activity must obtain a valid medical insurance. Without a valid medical insurance will create a lot of problems not only to the students but also the home university and their parents.

As for the internationalization agenda, it will increase the educational quality, university global presence and world university ranking. Nevertheless, support from all stake holders which are the government, university citizens and students is highly needed. Besides that, sufficient amount of financial assistance is also crucial. University needs to find a sufficient financial support for the internationalization agenda.

Both activities (Mobility & internationalization agenda) eventually will benefit the students and staff and support the national higher-education agenda.

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- M. F. Rajemi (correspondent)
School of Technology Management & Logistics (STML)
Universiti Utara Malaysia,
Kedah.
Malaysia
Email: farizal@uum.edu.my

Hendrik Lamsali
School of Technology Management & Logistics (STML)
Universiti Utara Malaysia,
Kedah
Malaysia
Email: hendrik@uum.edu.my

Herman Shah Anuar
School of Technology Management & Logistics (STML)
Universiti Utara Malaysia,
Kedah
Malaysia
Email: herman@uum.edu.my

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