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F R I E N D S

## ERASMUS+ PROGRAMME, KEY ACTION 2 CAPACITY BUILDING IN HIGHER EDUCATION

### Furthering International Relations Capacities and Intercultural Engagement to Nurture Campus Diversity and to Support Internationalisation at Home (FRIENDS)

#### INTERNATIONALISATION AT HOME INSTITUTIONAL INFORGRAPHIC REPORT

# Berjaya University College

**1200**

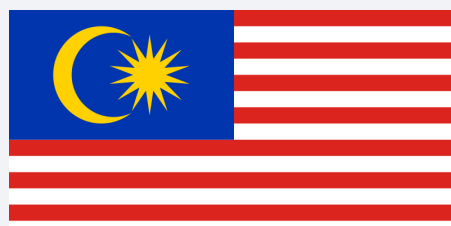
total number of full-time students  
registered in academic year  
2017/2018



[www.berjaya.edu.my](http://www.berjaya.edu.my)

**6 - 20%**

of total enrollment was comprised  
of international students in  
academic year 2017/2018



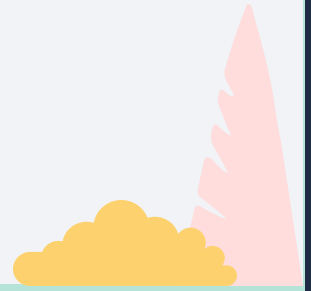
**6 - 15%**

international students at the institution  
spent between 3 and 12 months as part of  
their home study programme during the  
academic year 2017/2018



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# Internationalisation as Institutional Policy



The internationalisation and internationalisation at home (IaH) are not mentioned in Berjaya University College's mission/ strategic plan. The IaH is seen as relatively important in the university.



## Top 3 main sources of funds for the implementation of the international activities

- 1 General institutional budget
- 2 Funds generated from international student fees
- 3 External public funds – including grants and/or programmes from international organizations



## Top 3 most significant potential benefits of IaH

- 1 Increased/diversified revenue generation
- 2 Enhanced international cooperation and capacity building
- 3 Enhanced prestige/profile for the institution

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# Institutionalisation Policy and Activities



## Top 5 internalisation activities undertaken at the institution

1

Recruiting fee paying international undergraduate students

2

Developing institutional strategic partnerships

3

Marketing and promoting our institution internationally

4

Bi- or multilateral international student exchanges

5

Outgoing mobility opportunities for faculty/staff

# Internationalisation of the Curriculum



## Top 3 possible ways to internationalise the curriculum

1

Requiring foreign language learning as part of the curriculum of non-language programmes

2

Integrating the experience/expertise of international students to enrich the learning experience

3

Programmes/courses with an international theme (e.g. International Relations, Development Studies, Global Health, etc.)

The main responsibility for internationalisation of the curriculum lies at the **institutional level**. On the other hand, the main responsibility for the extra-curricular activities for the IaH lies at the **office of student services** of the institution.



## Top 5 extra curricular activities that are undertaken as part of internationalisation in institution

1

Housing that deliberately mixes international and home students

2

Buddy or mentor schemes to link international students with home student

3

City tour for international students

4

Events that provide inter-cultural/international experiences on campus or in the local community

5

Allocating special resources (money/space/staff) for intercultural activities

## Students training programmes on cultural diversity, intercultural awareness and interculturality offered by the institution

1

Ethics relations

2

Malaysian studies

# Human Resources and Staff Development



**6 - 20%**

of full-time academic staff members  
are international

The institution offers training on interculturality for teachers, researchers, and administrative staff, such as informally introducing inter-cultural initiatives through events and festive seasons.

**70%**

of academic and non-academic staff  
members at the institution can speak  
at least one foreign language



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The current infographic report represents a summary of the data collected by Berjaya University College through the means of a self-assessment tool. The Internationalisation at Home Self-Evaluation Tool in FRIENDS was designed as part of the consortium's efforts to outline the 12 Partner Country HEIs' internationalisation landscapes and to identify levels of integration of international and intercultural dimensions into their formal and informal curriculum. The questionnaire was prepared based on the IAU 5th Global Survey on Internationalisation of Higher Education and represents an adapted and shortened version of the global survey focusing predominantly on the issue of internationalisation at home.

**For more information on the current infographic report, please contact Angela Thexeira at [angela.thexeira@berjaya.edu.my](mailto:angela.thexeira@berjaya.edu.my) or the FRIENDS project management team at [friends@vumk.eu](mailto:friends@vumk.eu).**

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