

# Enabling transformational change in Human Capital Challenges through TNE Partnership at Glasgow Caledonian University (GCU)

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and Marty Wright

# Outline

- Glasgow Caledonian University and TNE
- Cases
  - Caledonian College of Engineering – Oman
  - Railway Operations Management – South Africa & UK
  - Phelophepa – South Africa
  - African Leadership College – Africa
- Key take-away messages

# Glasgow Caledonian University



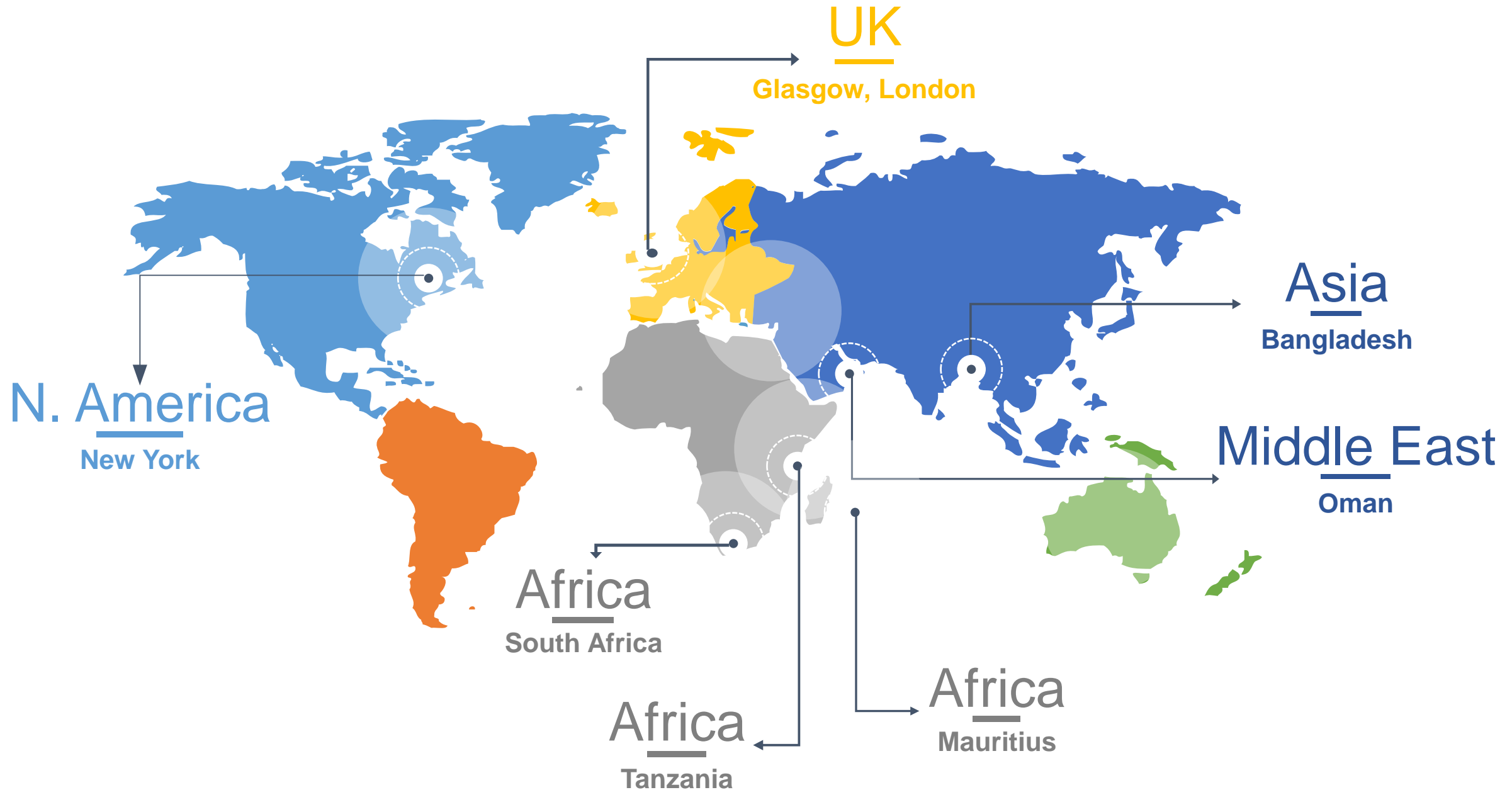
University for the Common Good

- Social innovation at the heart of our strategy and actions – with communities and business in Scotland, UK and across the world
- The University's achieved its strategic 2015-2020 goals around global, transformative education that had social and economic impact

... and the next 10 years



# GCU Campuses, Colleges and TNE Partnerships



# TNE Engagement model

## Strategic Partnerships



**Aligned to Common Good mission,  
underpinned by UN SDGs in Strategy 2030**

# Caledonian College of Engineering



4 QUALITY EDUCATION



8 DECENT WORK AND ECONOMIC GROWTH



17 PARTNERSHIPS FOR THE GOALS



1996

College opens  
Two-year Diploma programmes;  
One-year Foundation studies

2000

Programmes extended to 3-year degree programmes

2003

Programmes extended to 4-year Honours programmes

2007/08

Masters degrees introduced

2018

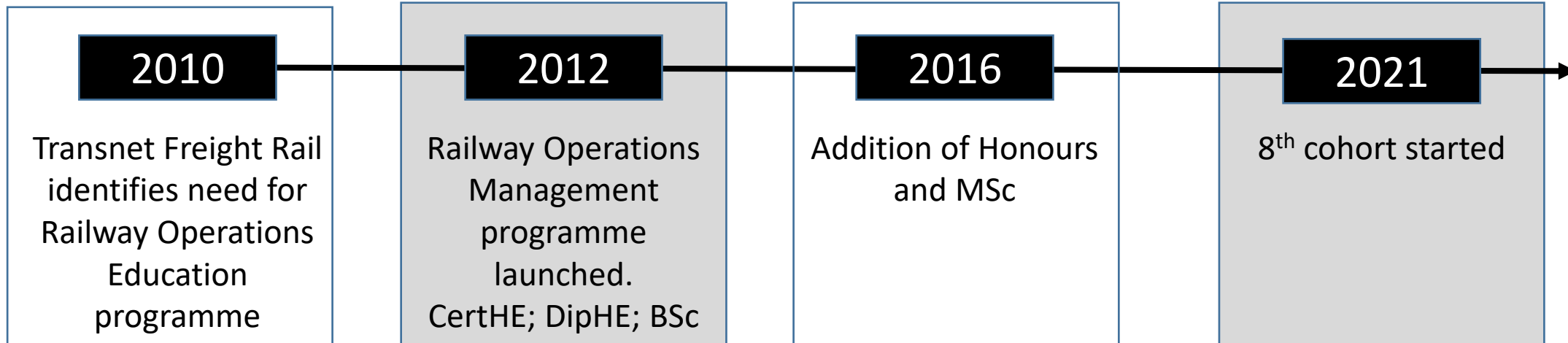
Formation of National University of Science and Technology

# Impact

- Personal impact
  - Positive opportunity: increasing numbers of students who have studied at 4 levels of honours programmes;
  - Possibility of progressing to specialist Master's programmes locally and at GCU;
  - Role model for their families and communities;
  - Locally career enhancing – value of internationally recognised awards.
- Team impact
  - Capacity and capability building at GCU/CENU: knowledge exchange – know how, bespoke staff development;
  - Enhanced systemic knowledge of Higher Education, Oman and its culture, policies and decision making;
  - Excellent level of GCU/CENU staff exchange.
- Wider Muscat/Oman impact
  - Development over 25 years of a new University, HE capacity in-country;
  - Enhanced supply of engineering under and post-graduates in a variety of disciplines.



# Railway Operations Management (South Africa)



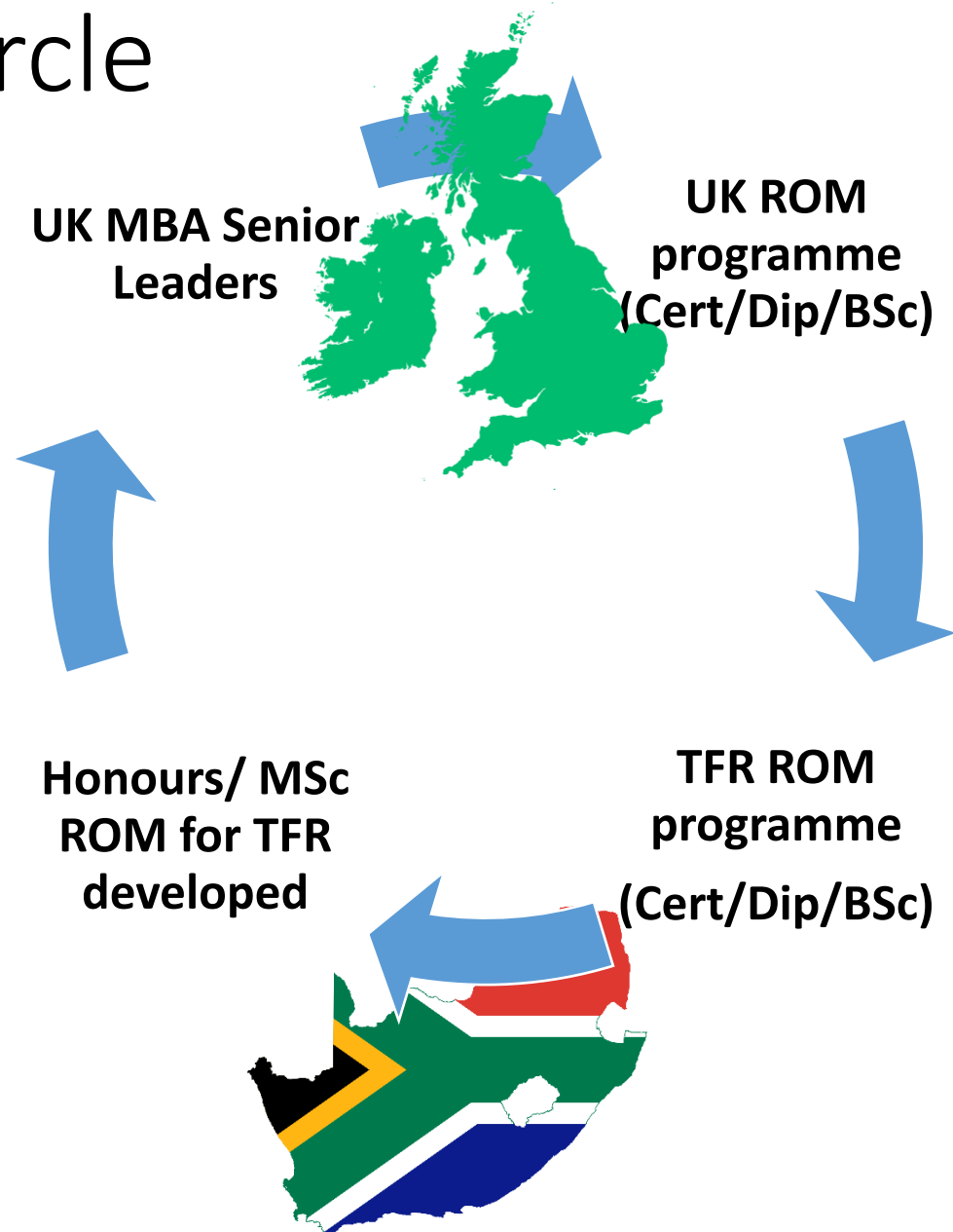
A vertical bar on the right side of the slide, divided into four colored sections, each representing a Sustainable Development Goal (SDG) with an icon, a number, and a title:

- 4 QUALITY EDUCATION** (Red section, icon of an open book and a pencil)
- 8 DECENT WORK AND ECONOMIC GROWTH** (Maroon section, icon of a bar chart with an upward arrow)
- 9 INDUSTRY, INNOVATION AND INFRASTRUCTURE** (Orange section, icon of stacked cubes)
- 17 PARTNERSHIPS FOR THE GOALS** (Dark blue section, icon of interlocking circles)

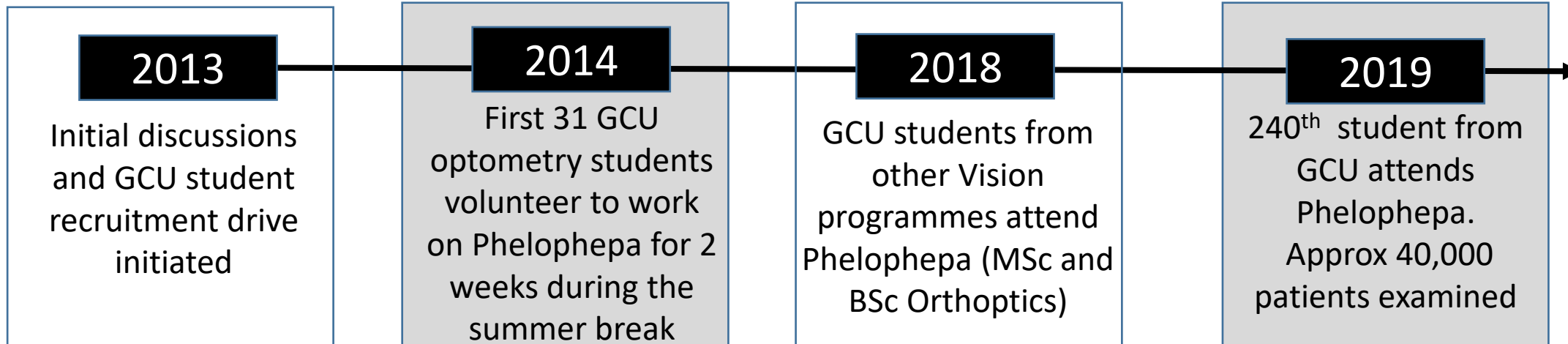
# Impact

- Personal impact
  - Over 900 graduates (or graduates-in-waiting) since 2012;
  - Positive opportunity: increasing numbers of students who have studied at 3 (or more) levels of programme;
  - Role model for their families and communities;
- Team impact
  - Enhanced systemic knowledge of railway operations supports operational decision making;
  - Innovative and impactful work-based projects
- Transnet Freight Rail impact
  - Improved succession planning

# Going full circle



# Phelophepa – South Africa



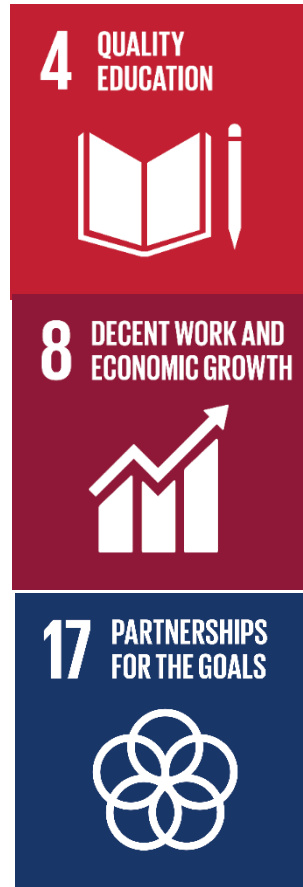
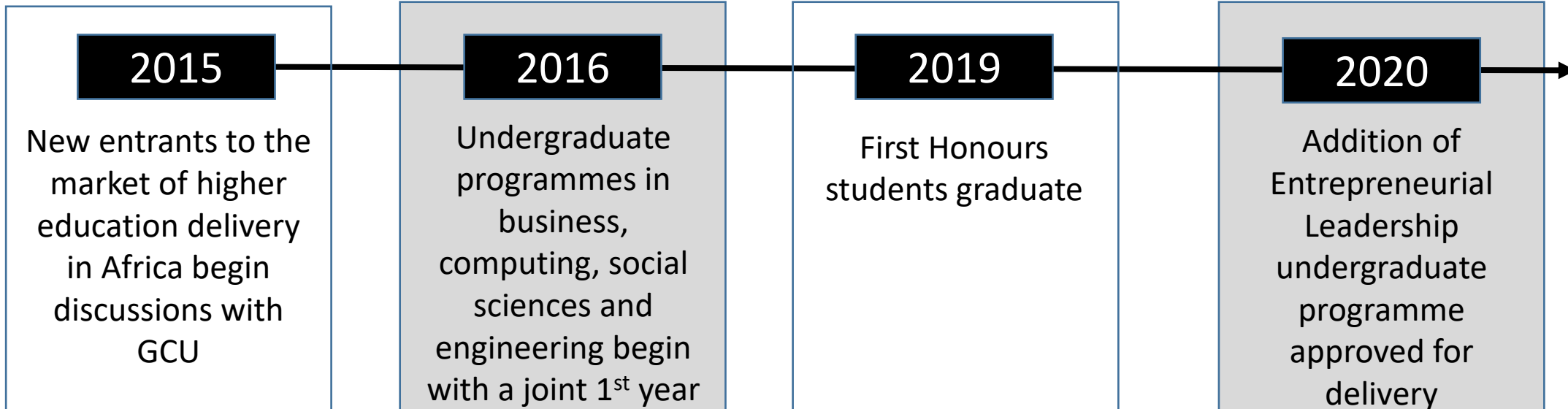
# Impact

- Cultural and professional links developed between South African and GCU students
- GCU students improve their clinical and communication skills – examining between 150 and 200 patients during their two week placement
- GCU students help maintain patient capacity when students from South African Universities are unable to attend
- For more: read about one student's experience: <https://theconversation.com/profiles/diana-moukaddem-679566/articles>



“We saw 156 patients [today]. One patient, John, had a dense cataract in one eye but was so excited when his sight improved with lenses that he danced and sang as he left the train. I feel so lucky to have been given this opportunity to change people’s lives” (student, 2014)

# African Leadership College



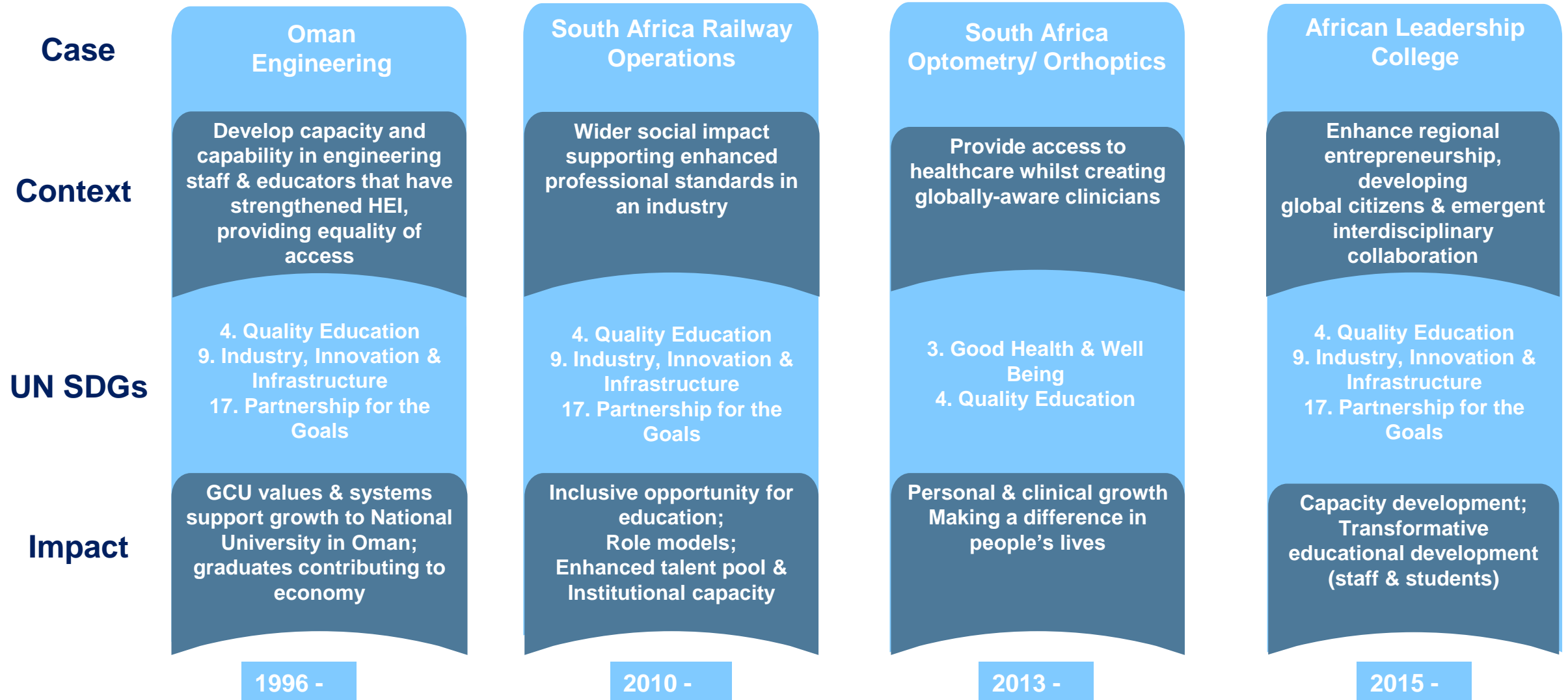


# Impact

- Student impact
  - On all programmes student undertaken 24 weeks of internship preparing them for employment
  - Over 200 students have now graduated from the ALC
- Staff impact
  - Professional development for both ALC and GCU staff
  - Personally development
- University impact
  - Step change to online teaching resources and delivery
  - Building capacity and capabilities to engage with TNE activities
  - Enhancing networking and networks within Departments and Schools



# The TNE Partnerships journey





# Thank you

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**Phelophepa:** Professor Niall Strang; Fiona Stewart-Knight

**African Leadership College:** Helen Brown