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

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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



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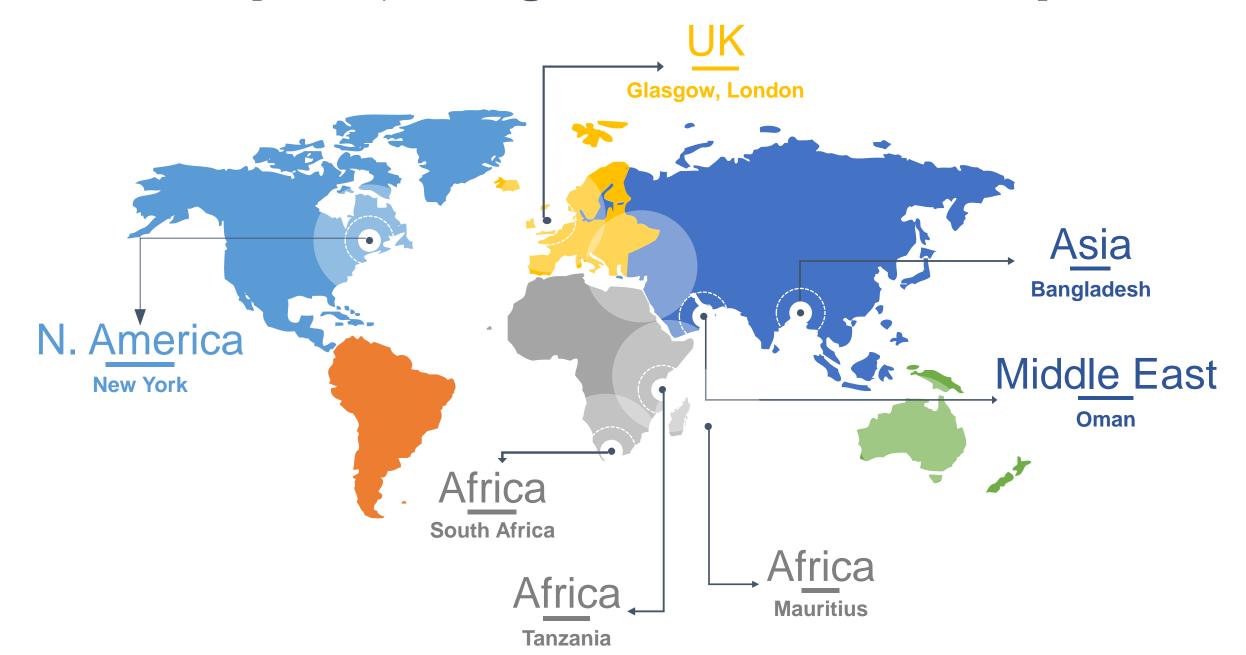
 Social innovation at the heart of our strategy and actions – with communities and business in Scotland, UK and across the world

 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



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

Caledonian College of Engineering











2018 1996 2000 2003 2007/08 Formation of College opens Programmes **Programmes** Masters degrees **National** Two-year Diploma extended to 3extended to 4introduced University of year degree year Honours programmes; Science and One-year programmes programmes Technology Foundation studies

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)



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2010

Transnet Freight Rail identifies need for Railway Operations Education programme

2012

Railway Operations Management programme launched. CertHE; DipHE; BSc Addition of Honours

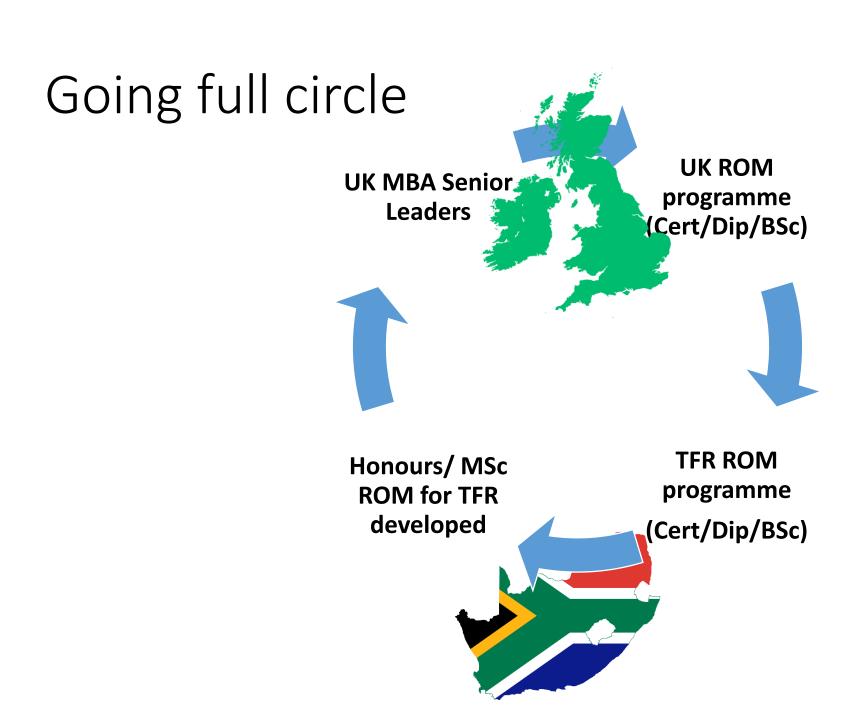
and MSc

2016

8th cohort started

2021

- 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



Phelophepa – South Africa



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TRANSNET





2013

Initial discussions and GCU student recruitment drive initiated

2014

First 31 GCU
optometry students
volunteer to work
on Phelophepa for 2
weeks during the
summer break

2018

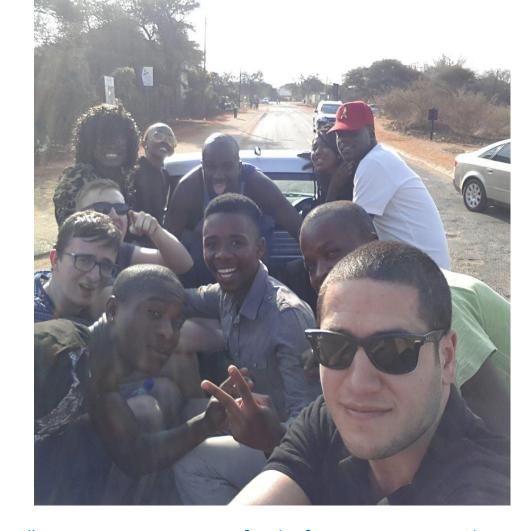
GCU students from other Vision programmes attend Phelophepa (MSc and BSc Orthoptics)

2019

240th student from GCU attends Phelophepa. Approx 40,000 patients examined



- 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



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2015

New entrants to the market of higher education delivery in Africa begin discussions with GCU

2016

Undergraduate programmes in business, computing, social sciences and engineering begin with a joint 1st year

2019

First Honours students graduate

2020

Addition of Entrepreneurial Leadership undergraduate programme approved for delivery





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

Case

Context

UN SDGs

Impact

Oman Engineering

Develop capacity and capability in engineering staff & educators that have strengthened HEI, providing equality of access

4. Quality Education 9. Industry, Innovation & Infrastructure 17. Partnership for the Goals

GCU values & systems support growth to National University in Oman; graduates contributing to economy

South Africa Railway Operations

Wider social impact supporting enhanced professional standards in an industry

4. Quality Education 9. Industry, Innovation & Infrastructure 17. Partnership for the

Inclusive opportunity for education: Role models: **Enhanced talent pool &** Institutional capacity

South Africa **Optometry/ Orthoptics**

Provide access to healthcare whilst creating globally-aware clinicians

3. Good Health & Well Being

4. Quality Education

Personal & clinical growth Making a difference in people's lives

African Leadership College

Enhance regional entrepreneurship. developing global citizens & emergent interdisciplinary collaboration

4. Quality Education 9. Industry, Innovation & Infrastructure 17. Partnership for the Goals

Capacity development; **Transformative** educational development (staff & students)

1996 -2010 -2013 -2015 -



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Thank you

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Railway Operations Management: Christopher Smith, Fiona Stewart-Knight, Constantinos Choromides, Marty Wright

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African Leadership College: Helen Brown